INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Ronda McClain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209Q</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mcclains1@sfasu.edu">mcclains1@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-6284</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M: 10:30-1:30; W: 10:30-12:30 additional by appointment</td>
</tr>
</tbody>
</table>

SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE MODALITY</td>
<td>Online</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>3 credit hours</td>
</tr>
</tbody>
</table>

COURSE BULLETIN DESCRIPTION

Study of the reading process as influenced by the other language processes.

COURSE JUSTIFICATION

The course contains extensive written content that requires students complete both a reading and writing workshop each week. This includes reading a trade book for at least 30 minutes per day and writing for at least 30 minutes each day. In addition, each lecture and module require students to watch and react to multiple videos on how to conduct reading and writing workshops. Students are required to video themselves conducting a reading conference with a student and a writing conference with a student. Additional course requirements are producing a video book talk over one of the trade books they have read and taking a piece of original writing through the entire writing process. For every class day a student spends engaging with the content within the classroom, he/she spends at least two hours completing associated activities and assessments. Your writing pieces may not be read to their entirety until your final editing phase. Please do not take this as a ‘busy work’ assignment, as you will be spending time as a student of reading/writing and teacher of reading/writing in all subject areas.

CO-REQUISITES (Courses taken with this course.)

Corequisites – MLGE 4201/4111, MLGE 4220 (Core and Science Only), MLGE 4240 (Core and Math Only), READ 4210 (Core and ELAR Only) C or higher required for all courses; failure to achieve a C or higher in MLGE 4201/4111 and/or failure of two or more corequisites will delay proceeding to Clinical

Teaching semester. Failure of MLGE 4201/4111 will result in removal from EPP

PRE-REQUISITES (Courses that must be completed before taking this course.)

ECED 3310, ECED 3320, ELED 3330, and READ 3330

PCOE DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT

Each assignment in READ 4210 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

VISION OF THE COLLEGE OF EDUCATION
The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

MISSION STATEMENT OF THE COLLEGE OF EDUCATION
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

VALUES OF THE COLLEGE OF EDUCATION

Integrity: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

Diversity and Inclusion: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

Equity and Social Justice: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

Democratic Citizenship: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
### PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS

#### PROGRAM LEARNING OUTCOME (PLO) 1: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. (AMLE 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| SLO 1 Candidates will understand and use the central concepts, tools of inquiry standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. | Assessment – Module Peer Discussions  
Assessment - Reading and Writing Workshops | (ELAR 2.6s) (TS1Aii, TS3Bi; ELAR 1.8s, 1.9s) | 100  
150 |

#### PROGRAM LEARNING OUTCOME (PLO) 2: Young Adolescent Development

Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents. (AMLE 2)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2.1 Candidates will learn the continuum of reading comprehension skills and grade level expectations for these skills with an emphasis on constructing meaning, prior knowledge, structures of specific texts, visualization, metacognitive skills, literary genres, comprehension skills, vocabulary, and study skills</td>
<td>Assessment – TEKS Study for Middle Level Grades</td>
<td>(ELAR 2.4s; ELAR 2.1s, 2.5s)</td>
<td>20</td>
</tr>
<tr>
<td>SLO 2.2 Candidates will learn the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing</td>
<td>Assessment – Reading/Writing Journals</td>
<td>(ELAR 5.10s)</td>
<td>120</td>
</tr>
</tbody>
</table>

#### PROGRAM LEARNING OUTCOME (PLO) 3: Middle Level Curriculum

Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates’ understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills (AMLE 3). **Knowledge of Reading Development Components.** Classroom teachers demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students’ development of grade level skills. (STR 1)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.5 Candidates will learn how to model and teach literal, inferential, and evaluative comprehension skills.</td>
<td>Assessment – TEKS Study for Middle Level Grades</td>
<td>(PPR 1.20k, 3.4s) (TS1Dii) (ELAR 4.2k, 4.3k, 4.8k, 4.9k, 4.10k, 4.14k, 4.4s. 4/s)</td>
<td></td>
</tr>
<tr>
<td>SLO 4.7 Candidates will learn the appropriate instructional strategies and sequences for developing students' writing skills.</td>
<td>Assessment – Reading/Writing Workshops</td>
<td>(ELAR 2.10s, 5.6k, 5.7k, 5.8k, 5.9k, 5.4s) (TS1Aii, TS1Bi, TS2Bi, TS2cii, TS3Bi, TS1Cii)</td>
<td></td>
</tr>
</tbody>
</table>
### SLO 4.8 Candidates will design and use mini lessons to teach reading and writing skills

**Assessment – Reading/Writing Workshops**

(PPR 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.1s, 1.2s, 1.11s, 1.12s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.23s, 3.6k, 3.7k, 3.11k, 3.4s) (TS1Bii, TS1Dii, TS1Cii, TS1Bii)

### PROGRAM LEARNING OUTCOME (PLO) 4: Middle Level Instruction and Assessment

Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. (AME4) **Reading Pedagogy.** Classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students’ development of foundational reading skills. **(STR 2)**

### STUDENT LEARNING OUTCOMES

#### ASSESSMENTS/ASSIGNMENT DESCRIPTION

<table>
<thead>
<tr>
<th>SLO 4.1 Candidates will learn strategies for how to teach reading and writing that are developmentally appropriate for middle level students including reading and writing workshop.</th>
<th>Assessment – Lesson Plan</th>
<th>(ELAR 2.6s) (TS1Aii, TS3Bi)</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.2 Candidates will understand the importance of oral language and provide a variety of instructional opportunities for students to develop listening and speaking skills – specifically, modeling and reading aloud using academic English</td>
<td>Assessment – Reading/Writing Conference</td>
<td>(ELAR 1.8s, 1.9s)</td>
<td>100</td>
</tr>
<tr>
<td>SLO 4.3 Candidates will provide students with opportunities to engage in active, purposeful listening in a variety of contexts and genres in young adolescent literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and texts</td>
<td>Assessment Book Talk on YAL Book</td>
<td>(ELAR 1.8s) (TS3Bi, TS1Ai)</td>
<td>25</td>
</tr>
</tbody>
</table>

### PROGRAM LEARNING OUTCOME (PLO) 5: Middle Level Professional Roles

Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors (AME 5)

### STUDENT LEARNING OUTCOMES

#### ASSESSMENTS/ASSIGNMENT DESCRIPTION

<table>
<thead>
<tr>
<th>SLO 4.14 Candidates will be introduced to Young Adult Literature and examine genres, topics and authors that appeal to young adolescent readers</th>
<th>Assessment – Reading/Writing Journals</th>
<th>(ELAR 2.8s, 3.7s) (TS4Ai) (ELAR 3.7s, 4.14s (ELAR 5.12s, 8.6s);) (TS4ai, TS1Dii)</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment – Reading/Writing Conferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BEFORE, not after, problems occur with course requirements. Extenuating circumstances are always considered, but communication with the instructor is essential. Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Assignment Policy — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

- **Reading/Writing Journals** (SLO 4.1-4.3.2) — Teacher candidates will maintain a reading and writing journal throughout the semester. Your first writing pieces will be more of a practice for your benefit. Once you start your last few edits of your final piece, I will read and grade accordingly: 120 pts.
- **Video of Reading/Writing Conferences** (SLO 4.5-4.8.4) — Teacher candidates will conduct and video a reading conference OR a writing conference. Candidates will get to choose which conference fits their content area needs the best. 100 pts.
- **Book Talk on YAL Book** (SLO 4.12-4.13.6) — Teacher candidates will video a book talk on their favorite Young Adult Literature book they have read this semester. 100 pts.
• **Reading and Writing Workshops (SLO 4.14.7)** – Teacher candidates will maintain reading and writing logs for workshops as they participate in Reading and Writing Workshop this semester. Your writing pieces may not be read to their entirety until your final editing phase. Please do not take this as a ‘busy work’ assignment, as you will be spending time as a student of writing and teacher of writing. **150 pts.**

• **Discussions** - Teacher candidates will participate in discussions in each module this semester. They will require posting their response first, then responding to 2-3 peers’ posts. **100 pts.**

• **Self-Evaluation** – At the end of the semester, teacher candidates will evaluate their growth as readers and writers this semester. This will serve as the final exam for this course. **100 pts.**

**SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a "C" or better in the course. Anything below a "C" is an "F", no "D" will be awarded.

**PROFESSIONALISM**

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to **loss of points and/or a course letter grade** for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

• attending/participating in all class meetings in accordance with the policies of the university;  
  [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)

• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism;  
  [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

• reading course outline/syllabus and following directions for assignments;

• reading each assigned reading by the stated due date;

• completing ALL ASSIGNMENTS/QUIZZES **independently** unless otherwise stated by the instructor;

• completing ALL ASSIGNMENTS/QUIZZES **on or before the due date**;

• submitting ALL WORK in order to complete this course;

• being prepared for quizzes and exams;

• participating intelligently in all class discussions;

• completing the end-of-course online evaluation;

• being professional in demeanor, attitude; and

• maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

**WORK POLICY EXPECTATIONS & LATE WORK**

• Late assignments may be accepted with a 30% late penalty if the assignment is submitted within 7 calendar days of the original due date. Assignments not submitted within 7 days will not be accepted for grading.

• Excessive late work will result in the loss of professionalism points.

• Deduction of other professionalism points may be at the discretion of the instructor based on course participation or if the student engages in unethical practices (cheating, plagiarism, etc.)

• To be eligible to receive an “A” in the course, ALL assignments must be completed and submitted on, or before the due date, or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned.

• Your final grade will be LOWERED one (1) letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.

**TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS**

**Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).
- **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance**: Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities**: While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance**: Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

**Interpersonal Communication**: Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment**: Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor**: Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting one’s self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality**: Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

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### CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

### TEXAS EDUCATORS’ CODE OF ETHICS

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below.


### QCLASSROOM REQUIREMENTS

**This course does not require that you submit designated assignments to Q Classroom.**

Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

### ATTENDANCE AND PARTICIPATION REQUIREMENTS

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course.

### CERTIFICATION/LICENSING REQUIREMENTS

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible for a preliminary evaluation of your criminal history if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

2. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**SECTION V: TENTATIVE COURSE TIMELINE**

<table>
<thead>
<tr>
<th>Fall 2023</th>
<th>Topic</th>
<th>Readings</th>
<th>Dropbox Assignments</th>
<th>Discussion Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Welcome to Class Syllabus Timeline APA</td>
<td>Textbook and Modules</td>
<td>2 -3 Dropbox assignments per module – Reading/Writing Workshops</td>
<td>1. Introduce yourself 2. Respond to two peers</td>
<td>Sept. 3 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Module 1 Learning How to Teach Writing</td>
<td>SLO 6, 8, 9, 11 Ch. 1 (pages 3-17)</td>
<td>1. Are you a Writer? Writing Workshop - 1</td>
<td>1. What About You? 2. Your Reaction – Your Writing Story</td>
<td>Sept. 10 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Module 3 Getting Ready for Reading and Writing Workshop</td>
<td>PLO 4 Ch. 2</td>
<td>1. Are You Organized? 2. Reflections on Videos #1(Rdg) and # 2 (Wtg)</td>
<td>1. Getting Ready 2. Examine Materials</td>
<td>Sept. 24 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 5</td>
<td></td>
<td></td>
<td>Reading Log –2 Writing Workshop –3</td>
<td></td>
<td>Oct. 1 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Module 4 Getting Started with Reading and Writing Workshop</td>
<td>SLO 7 Ch. 3</td>
<td>1. Your Writing Territories 2. Your Book Talk</td>
<td>1. Telling and Showing 2. Status of Class</td>
<td>Oct. 8 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 7</td>
<td></td>
<td></td>
<td>Reading Log –3 Writing Workshop –4</td>
<td></td>
<td>Oct. 15 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Module 5 Essential Lessons for Readers</td>
<td>SLO 2,3,5 Ch. 5</td>
<td>Reading Log – 4 Writing Workshop - 5</td>
<td>1. Reading ML Video</td>
<td>Oct. 22 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Module 6 Essential Lessons for Writers</td>
<td>SLO 2,3,5 Ch. 4</td>
<td>Reading Log :5 Writing Workshop - 6</td>
<td>1. Isolated Skills 2. Writing ML Video</td>
<td>Oct. 29 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Module 7 Responding to Writers and Writing</td>
<td>SLO 5 Ch. 6</td>
<td></td>
<td>1. Think Back Discussion 2. Writing Video Discussion</td>
<td>Nov. 5 by 11:59 PM</td>
</tr>
<tr>
<td>WEEK 11</td>
<td></td>
<td></td>
<td>1. Reading OR Writing Conference *Moving the final workshops to the next module</td>
<td></td>
<td>Nov. 12 by 11:59 PM</td>
</tr>
</tbody>
</table>


### SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### READINGS


RECOMMENDED READING/COURSE REFERENCES


#### Q CLASSROOM STATEMENT

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE.

Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

*As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!*

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### SECTION VII: COURSE EVALUATIONS

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may **not** be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of "0" with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

### NONDISCRIMINATION

"No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University." (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)
SECTION IX: UNIVERSITY POLICIES

STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

CLASS ATTENDANCE AND EXCUSED ABSENCE: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

STUDENT ACADEMIC DISHONESTY: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

DEFINITION OF ACADEMIC DISHONESTY
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

PENALTIES FOR ACADEMIC DISHONESTY
• Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
• 1st Time – Conference with course instructor and zero for assignment
• 2nd Time – Conference with course instructor and chair of department (failure of course discussion)
• 3rd Time – Conference with course instructor, chair of department and dean of college

STUDENT APPEALS
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

WITHHELD GRADES: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

STUDENT CODE OF CONDUCT: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.
Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**STUDENT SUPPORT**

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis Line: 1-800-392-8343
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741