Stephen F. Austin State University
Department of Education Studies
READ 4340.000, Language and Literacy III
Course Syllabus
Fall 2023

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Sarah Wright</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Virtual</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Sarah.wright@sfasu.edu">Sarah.wright@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td>As requested-virtual</td>
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</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>virtual</th>
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<tbody>
<tr>
<td>Course Location</td>
<td>D2L</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Students can expect a response to emails and phone calls within 24-48 hours, Monday - Friday.

COURSE DESCRIPTION

I COURSE DESCRIPTION

II READ 4340 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner. This class is 100% virtual via D2L.

III PREREQUISITES/COREQUISITES

Prerequisites - Admitted to Teacher Education, ECED 3310, ECED 3320, ELED 3330, and READ 3330
Corequisites - Enrolled in ELED 4310, ELED 4320, and ELED 4330 C or higher required for all courses; failure to achieve a C or higher in ELED 4330 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of ELED 4330 two times will result in removal from EPP.

IV 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.

V COURSE JUSTIFICATION

READ 4340 “Language and Literacy III” (3 credits). The READ 4340 course requires students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. In addition to reading and researching course material, students spend a minimum of three hours weekly completing quizzes and/or writing assignments over the course content to demonstrate knowledge of the content.

COURSE OBJECTIVES & ASSESSMENTS

Each assignment in READ 4340 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

1
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 lifelong 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 ASSESSMENT

PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- SLO 1.1 Candidates understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
  - Assessment 1.1.1 Weekly ESL Supplemental Exam Preparation Quizzes (PPR 1.6k, 1.11k, 4.9k)
  - Assessment 1.1.2 TELPAS Quiz (PPR 1.6k; EC6 8.6k, 2s)

PLO 2 Candidates demonstrate and apply understanding of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- SLO 2.1 Candidates understand language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semi-phonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings.
  - Assessment 2.1.1 Reading/Writing Connection Lesson Plan (EC6 1.11k, 4.3k, 4.4k, 4.6k, 4.8s, 8.2s, 8.6k, 8.6s)
  - Assessment 2.1.2 Mentor Texts Discussion
  - Assessment 2.1.3 Writing Process Discussion (EC6 1.11k, 4.3k, 4.4k, 4.6k, 4.8s, 8.2s, 8.6k, 8.6s)

PLO 3 Candidates assess students, plan instruction and design classroom context for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

- SLO 3.1 Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop minilesson addressing TEKS alignment, TEKS, thinking level, learning objective, ELPS, language objectives) that assists students in developing competence in written communication.
  - Assessment 3.1.1 Writing Craft Lesson Plan (EC6 8.2k, 8.3k, 8.4k, 8.9s)
  - Assessment 3.1.2 Differentiation Writing Lesson (PPR 1.2s, 1.14k, 1.15s, 1.17k, 3.8s, EC6 8.5s, 8.8k)
  - Assessment 3.1.3 Evaluating Writing (PPR 1.2s, 1.14k, 1.15s, 1.17k, 3.8s, EC6 8.5s, 8.8k)

PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction discussions to support
and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

- **SLO 4.1** Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families.
  - Assessment 4.1.1 Conferencing (PPR 3.4s, 3.14k, 3.15s, 3.16s, 4.2k, 4.3k EC6 8.2k, 8.4s, 8.7s, 8.8s, 8.10s, 9.7s)
  - Assessment 4.1.2 Conferencing Discussion
  - Assessment 4.1.5 Editing Lesson Plan (PPR 1.6s, 1.12s, 1.13k, 1.13s, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.28s, 1.29k, 1.29s, 3.6k, 3.8s, 3.19s; EC6 8.3s, 8.7k, 8.9k, 9.1k, 9.1s, 9.4k, 9.4s 9.5k, 9.6s, 9.7k, 9.8s, 10.2s)
  - Assessment 4.1.6 Reflection of Planning for Editing Discussion
  - Assessment 4.1.7 Assessing Student Writing (PPR 1.6s, 1.12k, 1.12s, 1.13k, 1.13s, 1.16k, 1.19k, 1.22k, 1.24k, 1.25k, 1.28s, 1.29k, 1.29s, 4.5s, 3.14k, 3.15s, 3.16s, 4.2k, 4.3s 3.6k, 3.8s, 3.19s; EC6 2.1s, 8.3s, 8.9k, 9.2k, 9.3k, 9.4s, 9.5s, 9.6k, 9.8s, 10.2s; EC6 8.2k, 8.4s, 8.7s, 8.8s, 8.10s, 9.7s)
  - Assessment 4.1.8 Assessing Student Writing Discussion

**PLO 5** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- **SLO 5.1** Candidates understand how to communicate and grow as professionals in the area of writing instruction.
  - Assessment 5.1.1 TEKS Analysis Chart (PPR 1.7k, 1.8k, 1.9k, EC6 8.1k, 8.5k)
  - Assessment 5.1.2 Traits Discussion
  - Assessment 5.1.3 Writing Class Observation Final (PPR 1.4s, 1.5k, 1.7k, 1.8k, 1.9k, 2.1s, 2.6k, 2.6s, 2.7k, 2.8k, 2.10k, 2.10s, 3.3k, 3.3s .4s, 4.11s, 8.1s; EC6 9.2s)
  - Assessment 5.1.4 Quick Writes (PPR 1.4s, 1.5k, 1.7k, 1.8k, 1.9k, 2.1s, 2.6k, 2.6s, 2.7k, 2.8k, 2.10k, 2.10s, 3.3k, 3.3s .4s, 4.11s, 8.1s; EC6 9.2s)
  - Assessment 5.1.5 Share Your Writing Discussion
  - Assessment 5.1.6 Reflecting on Writing Experiences

**ASSIGNMENTS, PROJECTS & EVALUATION**

**VI COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY**

- **Location of Assignments**
  Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

- **Accessing Assignments on D2L**
  You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. Know that if you intend to use a “dial-up” connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily. Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

- **Formatting Requirements of Assignments**
  All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

- **Assignment Deadlines**
  All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24
hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

- **QClassroom Requirements**
  This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

- **Assignments/Associated Standards/Points**
  Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises. A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.

- **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.

**VII EVALUATION AND ASSESSMENTS (GRADING)**

Grades will be assigned per the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their own records of graded work and exam scores; however, grades are posted in D2L. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. Assignments will be altered to meet assessed student needs when appropriate. No extra assignments will be made; existing assignments may be revised. The course contains 100 possible points.

1) **D2L Quizzes** (11 points)
   a) Syllabus Quiz (1 pt.)
   b) ESL Supplemental Exam Preparation Quizzes X 5 (10 pts.)

2) **Discussions in Class and Online** (24 points)
   a) Your Identity as a Writer (2 pts.)
   b) Quickwrites (2 pts.)
   c) Academic Vocabulary (2 pts.)
   d) Mentor Texts (2 pts.)
   e) Evaluating Student Writing to Inform Instruction (2 pts.)
   f) The Writing Process (2 pts.)
   g) Assessing Student Writing (2 pts.)
   h) Differentiation (2 pts.)
   i) Writer’s Craft (2 pts.)
   j) Conferencing with Students (2 pts.)
   k) Integrating Technology Resources (2 pts.)
   l) Responsive Classroom (2 pts.)

3) **D2L Dropbox Assignments** (55 points)
   a) Writing Personification (5 points)
   b) Quickwrites (5 points)
   c) Traits/TEKS Analysis Chart (5 points)
   d) Connecting Reading and Writing (5 points)
   e) Roles & Responsibilities Infographic (5 points)
   f) Evaluating Student Writing (5 points)
   g) Assessing Student Writing (5 points)
   h) Differentiation (5 points)
   i) Writer’s Craft (5 points)
   j) Conferencing (5 points)
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
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; http://www.sfasu.edu/policies/academic_integrity.asp
- contacting the professor prior to missing a class assignment;
- 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.

Grading
Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline.

Late Work & Professionalism Points
1. 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.
2. Excessive late work will result in the loss of professionalism points.
3. 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.)
4. 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.
5. 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.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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</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>&lt; 70%</td>
<td>0-69</td>
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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.

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 oneself 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.

**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: [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244).

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 to request a Preliminary Criminal History Evaluation 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/](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.

Requirements for Advancement in Teacher Education
To take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a G.P.A. of 2.5 or better (the same as required for admission to Teacher Education). Students falling to maintain at least a 2.5 G.P.A. will be dropped from professional education courses. In addition, Teacher candidates must score 70% or higher of the total points possible to PASS ELED 4320 to be eligible to move forward into Student Teaching.

**TENTATIVE COURSE TIMELINE**

**VIII TENTATIVE COURSE TIMELINE** *(see detailed timeline in the D2L shell)*

<table>
<thead>
<tr>
<th>Week, Date, &amp; Topic</th>
<th>Required Reading</th>
<th>During Class</th>
<th>Assignments due BEFORE the start of next week’s class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Introduction to the Course</td>
<td>Read all pages in D2L Module 1-Introduction to the Course</td>
<td>Intro. Syllabus &amp; Timeline Final Paper</td>
<td>Quiz: Before Class Begins Quiz</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Rethinking Writing Instruction</td>
<td>Read all pages in Module 2- Rethinking Teaching Writing Read Introduction, Teach Writing Well (TWW)</td>
<td>Weekly Discussion: Your Identity as a Writer</td>
<td>Quiz: ESL Quiz 1 Dropbox: Writing Personification Read: “Classroom Rules Reimagined as the Rights of the Learner” article</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Integrated Content Classes Mathematics &amp; Writing Integration (READ class)</td>
<td>Read all pages in Module 3- Writing Classroom Culture Read- TWW 107-118 AND 122-123</td>
<td>In Class Discussion: Mathematics &amp; Writing Integration Online Discussion: Quickwrites</td>
<td>Dropbox: Quickwrites *Reminder: Make sure you schedule and complete your Writing Workshop Observation for your FINAL EXAM</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>TEKS &amp; The Writing Traits</td>
<td>Read all pages in D2L Module 4- TEKS &amp; the Writing Traits Read TWW Chapter 1</td>
<td>Weekly Discussion: Academic Language &amp; the 6 Traits of Writing</td>
<td>Dropbox: Traits/TEKS Analysis Chart Quiz: ESL Quiz 2 Read: “Creating a Democratic Math Classroom” article (posted in D2L)</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>Mentor Texts</td>
<td>Read all pages in D2L Module 5- Mentor Texts Read TWW Chapter 6 127-134 AND Chapter 7.</td>
<td>Weekly Discussion: Mentor Texts in the Writing Classroom</td>
<td>Dropbox: Connecting Reading &amp; Writing Lesson Plan Quiz: ESL Quiz 3</td>
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<td><strong>Week 6</strong></td>
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<td>Picture Books in Content Areas (READ class)</td>
<td>Read all pages in D2L Module 6- Styles of Writing Read TWW Chapter 3</td>
<td>In Class Discussion: Responsibilities in ROTL Online Discussion: Evaluating Student Writing to Inform Planning</td>
<td>Dropbox: Rights &amp; Responsibilities Infographic Assignment D2L Dropbox (face-to-face only) Dropbox: Evaluating Student Writing to Inform Planning (online only)</td>
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<td><strong>Week 7</strong></td>
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<td>The Writing Process</td>
<td>Read all pages in D2L Module 7- The Writing Process</td>
<td>Weekly Discussion: The Writing Process</td>
<td>Dropbox: Evaluating Student Writing to Inform Planning (face to face only) Dropbox: The Writing Process Infographic (online only)</td>
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<td><strong>Week 8</strong></td>
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<td>Assessing Student Writing</td>
<td>Read all pages in D2L Module 8- Assessing Student Writing Read TWW Chapter 2</td>
<td>Weekly Discussion: Assessing Student Writing</td>
<td>Dropbox: Assessing Student Writing Quiz: ESL Quiz 4</td>
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<td><strong>Week 9</strong></td>
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<td>Differentiation</td>
<td>Read all pages in Week 9 D2L Module: Differentiation Read TWW 119-121 AND 130-140</td>
<td>Weekly Discussion: Differentiating in the Writing Classroom</td>
<td>Dropbox: Differentiating in the Writing Classroom</td>
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<td><strong>Week 10</strong></td>
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<tr>
<td>Writer’s Craft</td>
<td>Read TWW Chapter 6 123-127 Read all pages in Week 10 D2L Module- Writer’s Craft</td>
<td>Weekly Discussion: Writer’s Craft</td>
<td>Dropbox: Writer’s Craft Lesson Plan Quiz: ESL Quiz 5 *Reminder: Make sure you schedule and complete your Writing Workshop Observation for your FINAL EXAM</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
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<tr>
<td>Conferencing with Student Writers</td>
<td>Read TWW Chapter 4 pp. 81-90 Read all pages in Week 11 D2L Module- Conferencing with Student Writers</td>
<td>Weekly Discussion: Conferencing with Student Writers</td>
<td>Dropbox: Conferencing with Student Writers</td>
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<td><strong>Week 12</strong></td>
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<tr>
<td>Revision &amp; Editing</td>
<td>Read TWW 71-81 AND 95-106 Read all pages in Week 12- Planning for Revision Read all pages in Week 13 D2L Module- Planning for Editing</td>
<td>Weekly Discussion (online): Integrating Technology Resources into the Writing Classroom</td>
<td>Dropbox: Editing Lesson Plan Quiz: ESL TELPAS Quiz</td>
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</tbody>
</table>

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*Reminder: Make sure you schedule and complete your Writing Workshop Observation for your FINAL EXAM.*
Week 13
Thanksgiving Break

Week 14
The Writing Classroom Environment
Read all pages in Week 14 D2L Module- The Writing Classroom Environment
Explore Responsive Classroom Resources
Exit Ticket: Responsive Classroom Checklist
Weekly Discussion: no weekly discussion due this week
Google Slides: Responsive Classroom Presentation

Week 15
Preparing for Final Exam Classroom Environment
Read all pages in Week 14 D2L Module- Preparing for Final Exam Classroom Environment
Weekly Discussion: Responsive Classroom Presentation
Weekly Discussion: no weekly discussion due this week
Work on your FINAL EXAM

Week 16
Final Exam- D2L DROPBOX due December 14 @ 11:30 pm

*Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news. All times listed are Central Standard Time (CST). All Module Activities to be completed and submitted by due date at 11:30pm unless otherwise noted.

Discussion Board Forums: All discussions (DB) have two parts: 1) each student’s initial response to the discussion prompt, and 2) a minimum of two (2) responses to two different course mates’ initial responses. Initial responses AND both responses to peers MUST use citations from course materials or related resources to support claims.

ADDITIONAL RESOURCES TO SUPPORT LEARNING

IX READINGS

Required Reading
2) The required reading is located in the content modules.

Recommended (ESL Test Prep)
1) T-Cert ESL Test Preparation; $30.00 fee for 60-day access (Optional)

END OF COURSE

X COURSE EVALUATIONS
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

OTHER RELEVANT COURSE INFORMATION

Repeating This Course Policy
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.

UNIVERSITY POLICIES

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

UNIVERSITY POLICIES
• CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)
  - https://www.sfasu.edu/docs/policies/6.7.pdf
• ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)
• STUDENT ACADEMIC DISHONESTY (POLICY 4.1)
  - https://www.sfasu.edu/docs/policies/4.1.pdf
• WITHHELD GRADES (POLICY 5.5)
  - https://www.sfasu.edu/docs/policies/5.5.pdf
• FINAL COURSE GRADE APPEAL BY STUDENTS (POLICY 6.3)
  - https://www.sfasu.edu/docs/policies/6.3.pdf
• STUDENT CODE OF CONDUCT: POLICY 10.4
  - https://www.sfasu.edu/docs/policies/10.4.pdf

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.

  o On-campus Resources:
    - SFASU Counseling Services, www.sfasu.edu/counselingservices, 3rd Floor Rusk Building, 936-468-2401
    - SFASU Human Services Counseling Clinic, www.sfasu.edu/humanservices/139.asp, Human Services Room 202, 936-468-1041

  o 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

REFERENCES