READ 3320
Language and Literacy I – Online
Summer I 2023

Instructor Information: Mrs. Alyssa Landreneaux

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Email: thorntonaa@sfasu.edu
(Emails from students will receive a response within 24-48 hours)
Office Hours: Wednesdays 3:00-4:00pm
(I am on campus 8:00am-5:00pm M-F, so I am quite available for appointments at other times during the week as well.)

Course Time & Location: Online/Brightspace
Credits: 3 credit hours

I. Course Description

Bulletin Description– Language and Literacy 1 is an examination of the conditions, assessments, and instructional practices that foster emergent literacy development.

Prerequisites - READ 3310 Survey of Reading is required for EC-6 and 4-8 Elem Ed majors

Overview of the Course
There are no LIVE TEXT (Watermark) assignments in this course.
One book required; one recommended; see section VI.
Various Munger book chapters and other readings are free & embedded within the course content pages in D2L.
DAY 1 - Make a copy of the course CALENDAR and follow it closely; it will take you to the end of the course. Read the content modules and keep up with us and there is no reason you should not pass this course and learn a lot about the basics of teaching reading.

READ 3320 “Language & Literacy 1” (3 credits) typically meets online http://d2l.sfasu.edu for 15 weeks and in summer months for half that time. Class preparation and participation is expected to demand approximately 9 hours per week of serious investment of time devoted to mastering this course content during a normal semester. When students take this course during the summer, they can expect to be twice that busy reading and submitting assignments daily; it is recommended during summers that students take only ONE course during the short semester.
This course includes a detailed CALENDAR which will guide you through the content modules you are expected to read, quizzes to help you master course content, and multiple assignments to give you the opportunity to apply what you are learning to “show you know” how to teach young children to read and assess their progress. Assignments include Research Discussion of SBRR/STR skills, sharing an infographic informing parents of research-based skills and how they may help build fluency in these skill areas, assessment of children’s reading and how to improve it, monitoring instruction and deciding what to do when a child falls behind, and creation of two lesson plans reflecting 1) TEKS / ELPS and Beck’s research-based word-building explicit systematic phonics teaching strategy and 2) small group guided reading focused on developing comprehension and prediction skills. At the conclusion of this course is a comprehensive final exam, part of which is essay format specifically addressing how to teach children to read.

Final grades are determined by your TOTAL points at the end of the term. 800 total points earns a B course grade; 700 earns a C, and so on. However, to be eligible for a course grade of A students must earn 900 total points AND also pass both the m/c final exam and the essay exam with a 75% or better.

This course is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. In this course, you will be learning how young children enter into the exciting world of literacy. You will see that this process begins at birth as infants become aware of the sights and sounds around them. Gradually this information becomes organized and meaningful, opening the door to the wonderful world of print and a future of life-long learning.

This is one of several reading courses you will take, covering a range from the emergent copy-cat ‘reader’ to the mature level critical thinking reader who savors, evaluates, and creates with what is read. As you enter the field practicum (internship) phase of the program, your understanding about reading will become even more informed as you apply and adjust what you have learned to support the individual reading journeys of a diverse population of students with a variety of skill levels and needs. Over time, with continued professional experience and reflection, your ability to support young readers in their literacy journey will truly make a difference in the deserving lives of all children who will come to depend upon you for their reading success.

When you finish this course, you should be able to answer the following questions:

What is reading?
What are the skills needed for reading?
What are the general stages of reading development?
How do I teach it?
How do I test it?
How do I improve it?
How do I leave no child behind?

PCOE Diversity Statement. The James I. Perkins College of Education (PCOE) 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.

II. Intended Learning Outcomes/Goals/Objectives

Course Alignment:
This course is aligned with state (TExES) and national (IRA/CAEP) standards for teachers of reading, meets the standard of strong design set by the NCTQ for Early Reading, and continually monitors and fully incorporates the latest Science of Teaching Reading (STR). Today’s teachers are accountable. Read about our national duty to Leave No Child Behind (NCLB) and the more recent Every Child Succeeds Act (ESSA). This course content is so important that beginning Jan 2021, a stand-alone national reading exam (test #293) on the Science of Teaching Reading (STR) became part of the certification expectations for tomorrow’s classroom
teachers in Texas. STR alignment chart and additional alignment details are provided at the end of this syllabus. For additional information on meaningful and measurable learning outcomes, see the SFA assessment resource page.

The Perkins College of Education (PCOE) at Stephen F. Austin State University is committed to the following core values http://coe.sfasu.edu/about-us

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

Listed below are the Program Learning Objectives (PLO) and Student Learning Objectives (SLO) for this course. They align with CAEP standards for educator prep and our PCOE (college) mission of preparing competent professionals.

Accreditation bodies who request this detail help ensure the value of your degree and reciprocity (other states' recognition of your SFA degree if you move!). In SUM, upon completion of this course, teacher candidates are expected to understand the following:

**PLO 1:** (overall Program Learning Objective) Teacher Candidates (TC) 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 (CAEP 1). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (InTASC 1, 2, 5, 6, 8, 9, 10). In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom.

- **SLO 1.1** (Specific course Learning Objective) TC understand that literacy develops over time and progresses from emergent to proficient stages.
- **SLO 1.1.1a** - TC use this understanding of how children grow and develop to plan appropriate and challenging learning experiences based on individual strengths and needs.
- **SLO 1.2** – TC understand how oral language develops and is used to communicate with others
- **SLO 1.3** – TC understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics.
- **SLO 1.4** – TC understand essential components of phonological/phonemic awareness.
- **SLO 1.5** – TC understand the essential components of the alphabetic principle and basic phonics.
- **SLO 1.6** – TC understand the essential components of fluency.
- **SLO 1.7** – TC understand and can support the development of word identification skills and reading vocabulary.
- **SLO 1.8** – TC understand the essential components of comprehension.
- **SLO 1.9** – TC know a variety of contexts to support the development of young students' listening and speaking skills.
- **ESL SLO 1.10** – TC understand the importance of English language instruction that builds on the first language through listening, speaking, reading and writing processes.
- **ESL SLO 1.11** – TC understand factors that contribute to language development in multilingual learning environments.
- **ESL SLO 1.12** – TC understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing).

**PLO 2:** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (AMLE 2; InTASC 4). Candidates demonstrate and apply these understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related
Standards (TS)

READ 3320 course addresses the Commissioner’s Rules Concerning Teaching Standards (TS)

Upon completion of this course, teacher candidates are expected to understand the following:

**SLO 2.1** – TC understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word building (Beck).

**SLO 2.2** – TC understand instructional grouping including flexible small grouping for implementing reading instruction.

**PLO 3**: Candidates assess students, plan instruction and design classroom contexts 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 (CAEP 3). Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (AMLE 2; InTASC 2,3,5,7,8). Upon completion of this course, teacher candidates are expected to understand the following:

**SLO 3.1** – TC understand that writing to communicate is a developmental process and are able to provide instruction that helps young learners develop competence in written communication.

**SLO 3.2** – TC understand essential components of a direct model lesson plan and how to support guided reading and word building lessons incorporating scaffolding, TEKS, and ELP.

**SLO 3.2.3b** – TC use assessment results to improve instruction and monitor learning.

**SLO 3.2.3c** – TC plan instruction including goals, materials, learning activities and assessments.

**SLO 3.2.3d** – TC differentiate instructional plans to meet the needs of diverse students.

**SLO 3.2.3f** – TC explicitly support engagement in learning through diverse evidence-based practices.

**PLO 4**: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (AMLE 4; InTASC 4, 6). 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 and effective feedback as appropriate, and use whole class 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 (CAEP 4). Upon completion of this course, teacher candidates are expected to understand the following (SLOs):

**SLO 4.1** – TC understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by TEKS (grade level Texas Essential Knowledge and Skills) for planning instruction.

**SLO 4.1.4a** – TC use a variety of instructional practices that support the learning of every child.

**SLO 4.1.4b** – TC teach a cohesive sequence of lessons to ensure sequential and appropriate learning.

**SLO 4.1.4f** – TC effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

**SLO 4.2** – TC understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation Survey, CBM, Running Record, Concepts About Print, tests of Phonological Awareness, Quick Phonics Screener, Fry’s Instant Sight Words, & Oral Retell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment.

**SLO 4.3** – TC know the characteristics of, and are able to support, students with dyslexia.
**Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

**Standard 2—Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational developmental backgrounds and focusing on each student’s needs.

**Standard 3—Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

**Standard 4 — Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

**Standard 5—Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**Standard 6—Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

READ 3320 also addresses Pedagogy & Professional Responsibilities EC-12

**Standard I: The teacher designs instruction** appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I, III)

**Standard II: The teacher creates a classroom environment** of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II)

**Standard III: The teacher promotes student learning** by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III)

**Standard IV: The teacher fulfills professional roles** and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV)

READ 3320 also addresses all Science of Teaching Reading (STR) standards

**Standard 19 TAC §235.15(b) Reading Development.** The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and 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 within the ten components of reading which include oral language development, print awareness, phonological and phonemic awareness, phonics, fluency, vocabulary development, syllabication and morphemic analysis.
Standard 19 TAC §235.15(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 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. These include: (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

### III. Course Assignments, Activities, Instructional Strategies, Professionalism, Use of Technology, Absence Policy

Begin this course by logging onto D2L [https://d2l.sfasu.edu](https://d2l.sfasu.edu)

**ASSIGNMENTS:** Submit in D2L Drop Box area as pdf or word doc (name/section, top of page) unless asked to post in the Discussions section. **You will not need access to a real child for any of these assignments.**

**GRADING RUBRICS** for assignments (tentative) are located in each Dropbox/Discussion assignment.

**INSTRUCTIONS** are located in the various modules.

**WORK AHEAD** – You may submit assignments and take quizzes early.

**FINAL EXAM PREP** is located in its own module. There are 2 parts (m/c exam and essay exam).

We are collecting POINTS, NOT averaging percentages.

Follow the CALENDAR to learn when readings, quizzes, exams, and assignments are DUE.

Read the actual **quiz LINK** for DUE DATES and information about the quiz before attempting it.

LATE QUIZZES are discouraged; there is a recommended due date & final due date at the end of the term to keep you on track.

LATE WORK is also discouraged but accepted with letter-grade deduction penalty. There are no extra assignments.

**RESUBMISSIONS** - You may resubmit all Dropbox assignments (except final exam) within 3 days of receiving initial feedback in order to earn more points. After that time, the evaluation stands.

**25 points** – **Research Discussion** – **The BIG 5** – Teachers continue their own professional development beyond certification, and for life. You will learn how to access and understand research in the What Works Clearinghouse (WWC) and then search there for research articles on “the big 5” evidence-based reading skills predictive of future reading success; you will **select one to share with the class in our Discussion Board area of D2L. POST your summary using the requested FORMAT in DISCUSSIONS, read the others, and thoughtfully respond to two other postings.** Standards 1.4, 1.5, 4.3 Instructions, end of Module 2.

**50 points** – **Parent Infographic Group Assignment** – **Parent Support to develop the BIG 5** – You will design an infographic parents may use at home to help reinforce the “big 5” scientifically based reading researched skills for reading (SBRR). This will be an attractive and inviting infographic that will go home with the student. SLO Standards 1.2, 1.4, 1.5, 1.6, 1.7, 2.1 Instructions, end of Module 9.

**100 points** – **Spelling Inventory and Word Study Lesson Plan.** You will evaluate a child’s spelling (provided in D2L) and develop a direct model word building lesson plan to improve that child’s phonics skills using your Beck book of explicit sequential multisensory activities (TEKS aligned). SLO Standards 1.1.1a, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.2, 3.2.3b, 3.2.3c, 3.2.3d, 3.2.3f, 4.1, 4.1.4a, 4.1.4b, 4.1.4f, 4.2, 4.3 Instructions, Module 13.

**100 points** – **Running Record Assessment & Analysis.** You will analyze a running record (assessment) of a child’s audio taped reading and retell, and recommend instruction to improve reading based on STR recommendations. Submit 2 docs—your record annotations and thoughtful & supported responses to 5 questions. SLO Standards 1.1, 1.1.1a, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 3.2.3b, 4.1, 4.2 Instructions, Module 15.

**25 points** – **Guided Reading Lesson Plan – Comprehension Focus.** You will write a guided reading lesson plan to support a small group of children’s reading comprehension skills focused on prediction. This lesson will be modeled for you step-by-step via video and aligned with TEKS (predict/confirm) and ELPS for ELL students. As with our previous lesson plan, the UDL (Universal Design for Learning) plan will be utilized but it will also include sections utilized in edTPA portfolios in future clinical
teaching. Reflection on STR is expected in this assignment. SLO Standards 1.1, 1.1.1a, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 3.2.3b, 3.2.3c, 3.2.3d, 4.1, 4.1.4a, 4.1.4f, 4.2 Instructions, Module 16.

50 points – Data Analysis Assignment. You will analyze a variety of assessment data collected from a student and recommend instruction to improve reading based on STR recommendations. SLO Standards 1.5, 1.6, 1.7, 2.1, 2.2, 3.2.3b, 4.2, 4.3 Instructions, Module 10.

200 points – Quizzes. You will take RETAKABLE online quizzes in D2L to reinforce content learned in this course. Look at each quiz LINK to determine availability. Quizzes include Phonemic Awareness, Phonics, Classroom Fluency & Classroom Video Teaching Strategies, PAC/Simple View of Reading, ESL Quiz, Dyslexia Quiz, plus an “Other Readings” Quiz covering Put Reading First, Mr. Green’s First Grade Classroom by Sylvia Read, and K. Munger’s Steps to Success. While all quizzes are offered, you may earn a maximum of 200 points.

450 points – Final Exam This 2-PART final exam includes a m/c final exam (250 points) that is comprehensive and covers all we have been learning, PLUS it includes an ESSAY exam (200 points). There is a review in the D2L Content section and a practice quiz to help you do well on this 2-part final exam. All SLO standards are covered in these exams.

2+ points – Bonus – Must complete by day 2 to receive points. 1 point each for: Introduce Yourself post, Formative Assessment Quiz, and Syllabus Survey. There are often other bonus points offered from time to time.

**FINAL GRADE**

You may earn a maximum total of 1000 POINTS in this course (plus a few bonus points which vary semester to semester). Earn 900 or more TOTAL POINTS by the end of the semester = receive a course grade of A. Earn total of 800 – 899 = B; 700 – 799 = C; 600 – 699 = D; <600 = F

> Exception: No one may earn a course grade of A with an exam grade lower than 75% (Refers to both m/c final & essay final exam). Please ask if this is not clear.

This university defines an A as Excellent; B as Good; C, Average; D, Passing; and F, Failing.

**GRADE BOOK** To locate your grade book in D2L, look above and click GRADES. Read feedback in this section. To find TOTAL POINTS, click onto the tiny computer ICON top of page and scroll to the bottom of the page (TOTAL POINTS).

Refer to the CALENDAR in D2L and below in this syllabus for readings & assignment DUE dates (not the one in D2L on the right). FOLLOW THIS CALENDAR TO THE END OF THE COURSE.

Please ASK when assignment expectations are not clear.

**Emergency Situations.** Please let me know ASAP when hospitalized, down with Covid, or something serious interferes with your ability to progress through this course. For any modifications to be made for extenuating circumstances (eg., reduced late penalty for late work), official documentation must be submitted to me in D2L. READ THAT AGAIN.

**LATE ASSIGNMENTS** Strongly discouraged and may interfere with your opportunity to earn a passing grade. While most assignments permit you to submit late (with a reduced letter grade), please try to work ahead and complete assignments BEFORE their due date; this gives you wiggle room for any of life’s unanticipated surprises and ensures you will have sufficient time to complete all readings and assignments in a timely manner. IF you submit something LATE, you must email to let me know to look for it as there will be no obvious notification on my end. Late work will be reduced in point value (more as time goes by) and may be graded later than others and in a more general cursory fashion (A,B,C,D...) with no feedback.

**QUIZZES & EXAMS – DUE DATES** Look at the quiz link to learn more about each quiz and the dates/times available. Click onto the link to see more detail but do not click START QUIZ until you are ready to begin taking it. Once you begin a quiz, you must finish it in one sitting. You must also SAVE your work as you go and move your mouse regularly, so the quiz will not shut down. PLAN AHEAD; certain weather conditions can prevent last minute test taking. IF a quiz appears not to be functioning properly, email to let me know ASAP so I may check and perhaps reset it BEFORE it is due.

**Email.** To email me or a classmate, look above in D2L course pages, top line, and click Communication Tools, then click Class List. My email is listed on the first page of this syllabus.
Get Organized and Do Your Best Work. CREATE A CALENDAR FOR YOURSELF ON DAY ONE and highlight DUE DATES for other courses in this ONE calendar, as well. Work ahead of time and if uncertain about any assignment, please ASK. YOU are in charge; YOU are becoming a teacher. LEARN all you can now so when you earn that job in the classroom, you can keep it.

Technology Use, Support, Videos. A SUPPORT PAGE is included at the beginning of the D2L course modules. But it is expected that you have sufficient computer access and skills to view videos, complete online quizzes, and participate fully and independently in our D2L online course.

Let me know the first week of class if any of this is a problem for you.
SFA Online Tech Support, browser settings, & free software. Last resort, 936-468-4357 or 1919 Please test your video capability NOW so that you will be ready to begin on day one:

Video Link Problem. DID YOU cut/paste it into a new browser? Did you try to ‘download’ it to open and view it? Send me the actual LINK and tell me WHERE you found it (page name) so I may check quickly and get back to you.

Technology and Texas Teachers. Texas teachers are expected to be able to use, model, and teach technology skills (TA TEKS) to their students.

IV. Evaluation and Assignments (Grading)

ASSIGNMENTS are listed with point value and described in section III above. The CALENDAR lists assignment DUE dates; see section V below. GRADING RUBRICS (tentative) are provided with each assignment. SPECIAL NEEDS – email requests / reminders / concerns using D2L email. More, see p.14 below.

Professor Judgment. There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than “objective criteria” reveal. In this course, your “very close” grade may improve if, for example, informal talks during or outside of class, or perceptive question responses and creative answers during class or on exams or assignments, indicate a significantly greater competence and understanding of the material than objectively demonstrated for that particular overall final grade of B, C, D, F. Last minute cramming would not qualify as this kind of evidence.

Dropbox Area. You will submit all assignments in the DROPBOX area unless directed to submit in DISCUSSIONS or other. Please remember to “save all documents submitted as” doc, docx, jpg, or pdf. If using a cell photo, please be sure it is large and detailed enough for your professor to read it easily. You may resubmit all Dropbox assignments (except final exam) within 3 days of receiving initial feedback in order to earn more points. This is the learning process! After that time, the evaluation stands.

Plan ahead and Save Copies. Technology is unreliable and so is life; plan and complete work ahead of time. Keep copies of all work submitted & graded. Teachers are organized.

Mid-Semester Grades. Midterm grades will not be posted for READ 3320 (University Policy A-54 only requires this for 100-200 level courses). Because many of the (flexible number of) points you will earn during the first half of the semester are based on readings and retakable quizzes designed to help you learn course material, the number of points you have acquired by mid semester may not accurately predict your grade at the end of the course, particularly because of the assignments and heavily
weighted comprehensive final exam given at the end of the term intended to demonstrate mastery of course content acquired over the entire semester.

**Attendance Policy.** University and department policies require evidence of attendance and participation of all students in all courses. Your completed assignments and footprint in the modules will be used in part to determine this (check calendar below). NOTE: Students must be attending and participating in all courses to qualify for and to receive financial aid.

**Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn. This includes ONLINE courses.**

**WEB CLASS = online any time** You are on your own much of the time in an online class. Students are expected to check in minimally several times per week. Progress and visits are tracked and monitored closely. Candidates, who fall behind and complete much of the coursework late, may see their overall grade lowered. *Flexibility in this course is not an invitation to cram learning.* Please work ahead to avoid problems and to maximize your potential for learning in this class. More below in section V and you may read the SFA policy in section VIII.

**V. Course Calendar: This is also provided as a separate document in D2L/Brightspace:**

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<td></td>
<td>Follow this calendar</td>
<td>READ Modules 2, 3, 4</td>
<td>WORK on Phonemic Awareness Quiz and Research Post (Mod 2)</td>
<td>DUE TODAY: Phonemic Awareness Quiz Mod 2</td>
<td>DUE TODAY: Research Post (Mod 2) in Discussions</td>
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<td>READ D2L Module (Mod): Course Introduction</td>
<td>DUE TODAY: Introduce Yourself Post, Formative Assessment Quiz, &amp; Syllabus Survey</td>
<td>DUE TODAY: Phonics Quiz (Mod 7)</td>
<td>READ Module 8 &amp; Fluency Building</td>
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<td>READ your Beck book p.1-69</td>
<td>DUE TODAY: PAC Quiz (Mod 6)</td>
<td>READ Module 9 and work on Fluency Video Quiz</td>
<td>DUE TODAY: Parent Infographic Group Assignment (Mod 9)</td>
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<td>READ Beck book p.149-171</td>
<td>READ Module 9 and work on Fluency Video Quiz</td>
<td>Work on Parent Infographic Group Assignment Mod 9</td>
<td>READ Module 10 Assessment</td>
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Lots to cover in **ONE** month!
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<td>Module 1</td>
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<td>Levels &amp; Stages</td>
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<tr>
<td>Module 5</td>
<td>Writing Supports Reading</td>
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<tr>
<td>Module 6</td>
<td>Quick Word ID, PAC, &amp; Books</td>
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<tr>
<td>Module 7</td>
<td>Phonics</td>
</tr>
<tr>
<td>Module 8</td>
<td>Fluency Building</td>
</tr>
<tr>
<td>Module 9</td>
<td>Strategies &amp; Parent Infographic</td>
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<tr>
<td>Module 10</td>
<td>Assessment</td>
</tr>
<tr>
<td>Module 11</td>
<td>Diversity</td>
</tr>
<tr>
<td>Module 12</td>
<td>Data Analysis Assignment</td>
</tr>
<tr>
<td>Module 13</td>
<td>Word Study Lesson Plan</td>
</tr>
<tr>
<td>Module 14</td>
<td>Into the Classroom</td>
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<td>Module 15</td>
<td>Running Records</td>
</tr>
<tr>
<td>Module 16</td>
<td>Guided Reading Lesson Plan</td>
</tr>
<tr>
<td>Final Exam Instructions and Prep</td>
<td></td>
</tr>
</tbody>
</table>
VI. Required and Recommended Textbook:

REQUIRED

REQUIRED - FREE ONLINE
- **Steps to Success: Crossing the Bridge between Literacy Research and Practice** By Kristen A. Munger ED. (2016) Published by Open SUNY Textbooks, Milne Library. ISBN 978-1-942341-22-2  NOTE: INFO from the following chapters have been integrated into the D2L modules for your convenience: Chap 1 (introd to Literacy); Chap 2 (Evaluating Scientifically Based Approaches); Chap 3 (Quick Word ID); Chap 4 (Word Meaning and Language Development); Chap 6 (writing instruction). However, Chap 5 (Assessment), Chap 7 (digital literacy), and Chap 8 (ELL support) are optional and recommended reading.  LINK
- **Put Reading First: Kindergarten Through Grade 2**. National Institute for Literacy: The Partnership for Reading (3rd Edition).  LINK

RECOMMENDED You will NOT need the following to pass this course as some of the following information is embedded within the course modules, but some day you may want them in your library, virtual or other.

BEST READS for the “science of teaching reading”

- **VIDEO – What Teachers Should Know** about the Science of Teaching Reading (2019)  [https://www.youtube.com/watch?v=1HGS9EG0HgU](https://www.youtube.com/watch?v=1HGS9EG0HgU)

GOOD BOOK for summarizing the science:


GOOD BOOKS to help you get started in your classroom


You may order books at the  [SFA online book store](http://sfaonlinebookstore.com) or other. USED is fine.


Recommended Resources / some included in course modules:
IES Practice Guides https://ies.ed.gov/ncee/wwc/PracticeGuide/21
NCTQ – The Four Pillars p. 1, 3, 7-9 https://www.nctq.org/dmsView/the_four_pillars_to_reading_success
TEKS http://tea.texas.gov/index2.aspx?id=6148
TA TEKS http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html
TEKS Standards Resource Link http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102899
TPRI https://www.tpri.org/about/what-is-the-tpri.html
PREL, A Focus on Fluency http://wwwERIC.ed.gov/PDFS/ED481962.pdf
SEDL, Reading Research Evidence https://www.sedl.org/reading/framework/research.html
Scientifically-Based Reading Research http://reading.uoregon.edu/big_ideas/
ILA, 2019, Children Experiencing Reading Difficulties: What we know and what we can do

Recommended FREE online:
Optional ordering for FREE: https://www.nichd.nih.gov/publications/faq
Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6
A Child Becomes a Reader: Kindergarten through Grade 3 – Reading Building Blocks – 3 pp
Put Reading First: A Parent’s Guide Preschool through Grade 3 – 8 pp
Report of the National Reading Panel: Teaching Children to Read - 33 pp (read 3 pages: findings / building blocks)
Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007) p. 6
ILA http://www.literacyworldwide.org/about-us/our-story
DIBELS Data System - https://dibelssystem.com
Literacy Updates & Position Statements https://literacyworldwide.org/get-resources/position-statements
Dr. Moats on the Research base for reading instruction and using LETRS (p.2-3) on the “big 5” plus 4
https://www.voyagersopris.com/docs/default-source/professional-development/letters/letters_research_base5da2b086f4ea4df4927824d48770c522.pdf?sfvrsn=14ce0007_2
NCTE Reading Blog https://www.nctq.org/blog/The-Science-of-Teaching-Reading
Dr.Shanahan’s broad overview, Science of Reading www.readingrockets.org/blogs/shanahan-literacy/what-science-reading

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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. The PCOE faculty is committed to excellence in teaching and continued improvement and your response is critical. Faculty are not able to see these evaluation marks until after the course is finished and grades are turned in. Instructions: Find it in Jacks email or log onto MySFA, click Academics, scroll down to course evaluations and surveys section.

VIII: Student Ethics and Other Policy Information:

See http://www.sfasu.edu/policies/ http://www.sfasu.edu/judicial/policies.asp
Class Attendance and Excused Absence: Policy 6.7
Punctual attendance and documented participation are expected (even in web courses). Please also see section IV above for specifics RE this ONLINE course. SFA policy reads: The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades (attendance & participation are both tracked in D2L).

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 each semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids you wish to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to https://www.sfasu.edu/admissions-and-aid/admissions-process/students-with-disabilities

PLEASE NOTE: ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs with your professor to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP so some solution may be made. ALSO NOTE: This course already gives more time than is recommended by ODS for taking all exams, and quizzes are also retakable, so no special provision is needed or offered for quizzes/exams for this course.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism (please let me know if any of this is not clear). NOTE: Turnitin may be used to detect plagiarism on submitted work for this course http://turnitin.com/

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; and/or;
- 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 (the encouraged partnering on assignments in this course is excluded here)
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- 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.

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

If you have trouble completing an assignment in any course or fall behind, I want to help. Sometimes simply discussing how to go about writing papers or where to go for help can set you on the right track. I believe for the most part that students will NOT cheat if they know HOW to do what is asked of them. Please do not jeopardize your future; let’s talk.
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and 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. The student must initiate this process and produce official documentation of the extenuating circumstance that occurred/is occurring. If granted, students must complete the work within 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., Active Military Service (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 this is the second time taking this course, talk to the Chair/Dean before making any decisions as to how this final part will work.

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. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/policies/10.4.pdf

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Students who do not attend class or check in regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/lwn/about or call the office at 936-468-2703. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

SFA 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

Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

Counseling Clinic
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

Code of Ethics for the Texas Educator: 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 (informed) 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. Begin now; teachers are held to a higher standard. TAC
Other Information – Looking Ahead

**Your Path to Teacher Certification**, The Teacher Certification Handbook contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand these policies and procedures.

**Elementary Ed Majors – Admission to Teacher Education / Teacher Certification.** Requires 2.5 GPA at this point, but keep in mind that requirements continue to rise across the nation because research shows us that a “quality teacher” can make a big difference (ask your advisor for the latest requirement sheet for your group. Students must maintain this GPA during the remainder of the course work. If the GPA falls below the required GPA during the intern courses or student teaching, students will be dropped from professional education courses. Teacher Quality [http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth](http://hanushek.stanford.edu/publications/valuing-teachers-how-much-good-teacher-worth)

**EC-6 Certification Testing Timeline**

<table>
<thead>
<tr>
<th>ECED 3320 Field Experience I</th>
<th>ELED 4330 Field Experience II</th>
<th>ELED 4242 Clinical Teaching</th>
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</thead>
<tbody>
<tr>
<td>● All EC-6 teacher candidates will focus on passing the Core Subjects EC-6 (391) Exam.</td>
<td>● All EC-6 teacher candidates will focus on passing the Science of Teaching Reading Exam.</td>
<td>edTPA Portfolio</td>
</tr>
<tr>
<td>● Content exam must be passed before the conclusion of ECED 3320.</td>
<td>● The Science of Teaching Reading exam must be passed before the conclusion of ELED 4330.</td>
<td>Task 1 - Planning</td>
</tr>
<tr>
<td>● Candidates who have not passed the Core Subjects EC-6 (391) Exam will not be permitted to move on to ELED 4330- Field Experience II</td>
<td>● Candidates who have not passed the Science of Teaching Reading exam will not be permitted to move on to Clinical Teaching without a special permit.</td>
<td>Task 2 - Instruction</td>
</tr>
</tbody>
</table>

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. In addition, you must complete the fingerprinting process when you apply for 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. You must also provide legal documentation to be allowed to take the mandated examinations that are related to certification/licensing requirements in Texas. 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/)

For further information, contact Melanie Mercer [mmercer@sfasu.edu](mailto:mmercer@sfasu.edu) 936-468-1740 or Office of Assessment and Accountability at 936-468-1282 or [edprep@sfasu.edu](mailto:edprep@sfasu.edu).

Certification/Licensing Requirements in Texas related to public education and other professional settings:

Prior to Graduation and to become a “certified teacher” in the state of Texas, all candidates must pass 2 state certification exams (one on CONTENT of which nearly a third of this course is evaluated AND one on PEDAGOGY which has now turned
into the edTPA portfolio which includes a video of your teaching. More recently, a Science of Teaching Reading (STR) has also been added (read below). And this can change! Ask your advisor for the latest information. You may read about these exams and how to prepare for them [https://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PreManuals.html](https://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PreManuals.html). For example: EC-6 majors take test #391 (for their content). 4-8 “generalist” majors take #111 (content for their area) and Math 4-8 majors take test # 115 (math content). Notice for the EC-6 majors, that nearly a third of that test involves what is being taught in this course so make this course a priority and “save your notes!” All education majors must take the pedagogy test (PPR / pedagogy) which is test #160. Note: Both the PPR and content exams must be passed before SFA teacher candidates are permitted to student teach. Because SFA infuses ESL information into all courses, you may also wish to earn the ESL certificate (#193). Preps for all exams are listed here [http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PreManuals.html](http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PreManuals.html).

**Beginning Jan 2021, TX teachers now have to pass a stand-alone reading test #293 on the “Science of Teaching Reading” in addition to the usual two (core content & the new edTPA pedagogy) all teachers must pass before certified and able to teach in the classroom [https://tea.texas.gov/sites/default/files/bx293_final_framework_3.2020.pdf](https://tea.texas.gov/sites/default/files/bx293_final_framework_3.2020.pdf).** Yes, this can be expensive so save your money.

**Lucky you! THAT STR TEST is essentially THIS READ 3320 COURSE!** [https://tea.texas.gov/texas-educators/certification/educator-testing/str-teacher-candidates So save your notes.](https://tea.texas.gov/texas-educators/certification/educator-testing/str-teacher-candidates) Teaching children to read is the most important task teachers undertake. Over the past 60 years, scientists from many fields have worked to determine how people learn to read and why some struggle. This science of reading has led to breakthroughs that can dramatically reduce the number of children destined to become functionally illiterate or barely literate adults, identifying five components of effective instruction – the big 5 [http://reading.uoregon.edu](http://reading.uoregon.edu). In fact, most reading failure can be avoided by routinely applying the lessons learned from the scientific findings in the classroom. Estimates indicate that the current failure rate of 20 to 30 percent could be reduced to 2 to 10 percent [www.nctq.org/dmsView/NCTQ_2020_Teacher_Prep_Review_Program_Performance_in_Early_Reading_Instruction](http://www.nctq.org/dmsView/NCTQ_2020_Teacher_Prep_Review_Program_Performance_in_Early_Reading_Instruction).

What are we looking for? [https://www.nctq.org/blog/The-Science-of-Teaching-Reading](https://www.nctq.org/blog/The-Science-of-Teaching-Reading). Teachers need to know and practice how to provide explicit, systematic instruction in all five essential components of early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). By explicit and systematic instruction, we mean that teachers must teach in clear explicit systematic and accountable ways. Our spelling lesson plan assignment, for instance, will show you HOW TO teach phonics using the well-researched direct explicit sequential and systematic engaging multisensory word-building activity by Dr. Beck (2013).

The field of teaching is moving ahead and if you want to be paid well and highly respected, you need to hop on the informed accountable “super teacher” band wagon! Our nation’s children depend on YOU to become literate (Hiebert) in order to participate fully in society. In fact, if you have read this far by the first two days of class, you have earned a bonus point for this course; simply email using D2L to let me know you found it, and on what page [http://blogs.edweek.org/teachers/teaching_now/2020/03/fewer_than_half_the_states_require_new_teachers_to_pass_test_on_science_of_reading.html](http://blogs.edweek.org/teachers/teaching_now/2020/03/fewer_than_half_the_states_require_new_teachers_to_pass_test_on_science_of_reading.html).

IX Resources

**Detailed Alignment Chart & Links for SFA**
PCOE Office of Assessment and Accountability [https://www.sfasu.edu/coe/about/assessment-accountability](https://www.sfasu.edu/coe/about/assessment-accountability)

**Science of Teaching Reading (STR) Content Overview**
[https://tea.texas.gov/sites/default/files/tra_overviewparticipantdetails_final_1_2020.pdf](https://tea.texas.gov/sites/default/files/tra_overviewparticipantdetails_final_1_2020.pdf)

**Science of Teaching Reading (STR) Alignment and list of Standards**
[https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PreManual.pdf](https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PreManual.pdf)
SFA Links, Policies, DEADLINES, SFA Calendar.  https://www.sfasu.edu/registrar/registration-information/dates-deadlines
This includes registration/withdraw dates, SFA calendar, financial aid, testing info, campus map, course info, student services, book store, student employment, etc.

Billing; Financial Aid; Register / Drop Classes https://www.sfasu.edu/info-for/current-students
If you are late to purchase your books due to limited financial resources or other obstacles, consider using the (few) book samples reserved in the Resource Room, 2nd floor ECRC if you can come to the SFA campus.

If you are experiencing difficulty in your courses or with “Academic English” and/or conventions of writing http://www.youtube.com/watch?v=SZsGFnoeQ-U you may seek assistance at our award-winning campus Academic Assistance and Resource Center (AARC) ONLINE at 936-468-4108 https://www.sfasu.edu/aarc/about/tutors Take every opportunity to use these online supports and/or email me ahead of a due date for free feedback on a particular assignment, if concerned. Some ideas are provided in LINKS (look upper right in D2L).

Clinical Teaching https://www.sfasu.edu/coe/student-resources/educator-preparation/clinical-teaching
Senior Overlap Program https://www.sfasu.edu/docs/research-graduate-studies/orgs-senior-year-overlap-recommendation.pdf
Degree Maps https://www.sfasu.edu/edstudies/about/degrees-areas
Courses & Descriptions http://catalog.sfasu.edu/content.php?catoid=20&navoid=853
Advising.  https://www.sfasu.edu/coe/student-resources/advising
SFA ONLINE https://help.sfasu.edu/TDClient/2027/Portal/Home/
What is the RELLIS campus https://www.sfasu.edu/transfer/rellis
Have a Question?  http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu

SEE YOU ONLINE