READ 5302
Reading Methods for the Middle Child
Summer II 2023

Stephen F. Austin State University
College of Education
Department of Education Studies

Instructor Information: Dr. Ronda McClain

Course Time & Location: Online
Office Location: Early Childhood Research Center
Office Phone: 936.468.6284
Main Office: 936.468.2904
Office Hours: Tuesdays & Thursdays by appointment via Zoom
Credits: 3 credit hours
Contact: mcclainrs1@sfasu.edu

I. Course Description

READ 5302 is a web-based course focusing on literacy instruction for upper-level readers.

Course Justification

This three-credit hour online graduate course contains 5 weeks of instruction. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities. Research-based readings are included within and outside the course to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, videos, and/or readings. A minimum of six hours of outside reading, research, application, and reflection is expected of candidates each week to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

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

The 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

As you progress through READ 5302, you will continue to build upon the PCOE’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

Vision

The PCOE will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.
The mission of the PCOE is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. To accomplish this mission, the goals of the PCIE are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

In the PCOE, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

The Program Learning Objectives and Student Learning Objectives align with the mission of preparing competent reading professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to deliver reading professional development to adults in the field. The Program Learning Objectives are aligned to the International Literacy Association (ILA) Standards.

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard 2). Candidates foster teachers/specialists’ knowledge of assessment and assessment tools to monitor student progress; inform
schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders (ILA Standard 3).

- **PLO 4**: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4).

- **PLO 5**: Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5/AMLE 5).

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### Student Learning Outcomes (SLOs)

- **PLO 2**
  - SLO 2.1 Candidates will understand reading comprehension as an active process of constructing meaning (4/8 Texas E/LA ST IV.K).
  - SLO 2.2 Candidates will understand factors affecting students' reading comprehension such as oral language development, word analysis skills prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts. (4/8 Texas E/LA ST IV.3K) (EC12 Texas PPR ST I)
  - SLO 2.3 Candidates will understand the relationship among extensive reading, vocabulary development, and reading comprehension (4/8 Texas E/LA ST IV)
  - SLO 2.4 Candidates will understand the use of metacognitive skills in reading comprehension (4/8 Texas E/LA ST IV)
  - SLO 2.5 Candidates will understand comprehension skills and strategies for understanding interpreting different types of written materials, including narratives, expository texts, technical writing and content-area textbooks. (4/8 Texas E/LA ST IV.11K)
  - SLO 2.6 Candidates will understand how to interpret and evaluate information presented in various formats such as maps, tables, and charts (4/8 Texas E/LA ST IV.13K)
  - SLO 2.7 Candidates will understand the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. (4/8 Texas E/LA ST IV.16K)

- **PLO 4**
  - SLO 4.1 Candidates will apply strategies for decoding and determining the meaning of increasingly complex words including: One-Pagers, Frayer Model, Word Walls, Vocabulary Preview, Vocabulary O, Toss Terms (4/8 Texas E/LA ST III.7K)
  - SLO 4.2 Candidates will model instructional strategies and practices for promoting students' word analysis skills and reading fluency including Reader's Theater, Pattern Partner Reading (4/8 Texas E/LA ST III.9K)
  - SLO 4.3 Candidates will learn a variety of informal and formal procedures for assessing an ongoing basis students' word analysis skill and reading fluency (4/8 Texas E/LA ST IV.11K)
  - SLO 4.4 Candidates will compare and contrast the different purposes for reading and associated strategies (4/8 Texas E/LA ST IV)
  - SLO 4.5 Candidates will know a range of strategies that students can use to facilitate comprehension before, during and after reading (4/8 Texas E/LA ST IV.15K) (EC12 Texas PPR ST III)
  - SLO 4.6 Candidates will know how to apply strategies for helping students comprehend abstract content and ideas in written material by using manipulatives, examples, and diagrams (4/8 Texas E/LA ST IV.18K)
  - SLO 4.7 Candidates will understand study and inquiry skills and their significance for student learning and achievement such as: using text organizers, taking notes, outlining, drawing conclusions, applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, and evaluating; communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information including Concept Maps, Tree Diagrams, Matrices, and Flow Diagrams (4/8 Texas E/LA ST VI.1K)
  - SLO 4.8 Candidates will understand instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum including Cornell Notes, Split Page Note-taking, and Journalling (4/8 Texas Eng/LA ST VI.2K) (EC12 Texas PPR ST I)
  - ESL SLO 4.9 Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (ESL SLO 3.3; Texas ESL ST IV. V; TESOL 31, 3b. 3c)
  - SLO 4.10 Candidates will understand different methods and purposes for instructional grouping SLO 4.10 Assessment - Quiz
  - SLO 4.11 Candidates will understand continuous monitoring and how to use formative, summative, and self-assessments. (4/8 Texas Eng/LA ST VIII.2K) (EC12 Texas PPR ST I)
  - SLO 4.12 Candidates will understand how to use assessment to determine when a student needs additional help or intervention to bring the students' performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS) (4/8 Texas Eng/LA ST VII.4K) (EC12 Texas PPR ST I)

- **PLO 5**
  - SLO 5.1 Candidates know, implement, evaluate, and reflect upon research-based teaching, reading professionalism, and how to assist families and communities in the area of reading development.

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### III. Course Assignments, Activities, Instructional Strategies, use of Technology

**Readings/Assessments/Assignments to Complete**

- Readings are already in D2L/BRIGHTSPACE. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.
DROPBOX ASSIGNMENTS (10 points):
• Module 10: What Does it Mean to be a Professional? (10 points)

DISCUSSIONS (90 points):
• Module Setting Up for Success: A Little Bit About You (10 points)
• Module 2: Why Are Readers Not Reading? (10 points)
• Module 3: Anticipatory Activity (10 points)
• Module 4: Vocabulary Strategies (10 points)
• Module 5: Reading Structures (10 points)
• Module 6: Questioning Strategy Visual Presentation (10 points)
• Module 7: Graphic Organizers (10 points)
• Module 8: Notetaking (10 points)
• Module 9: High Stakes Testing (10 points)

Late work
Late work is NOT accepted except in the event of death of an immediate family member, serious illness and with proper documentation, or other circumstances may be considered at the discretion of your professor. Accepted late work for a grade must be completed within one week (3 days) following the return from being absent. See more detail in Attendance Policy section below.

*Please note, to ensure all content of the course is learned, all discussions/dropbox assignments/quizzes must be completed in the order in which they were assigned before final grades are submitted to Registrar’s office.

Professionalism
You are expected to show initiative and to actively participate in all discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate in the face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional.

Technical Support

• For D2L/BRIGHTSPACE technical support, contact student support in the Office of Instructional Technology (OIT) or 936-468-1919.
• For general computer support (not related to D2L/BRIGHTSPACE), contact the Technical Support Center (TSC) at 936-468-HELP (4357).
• To learn more about using D2L/BRIGHTSPACE, visit SFA ONLINE.

IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>F</td>
<td>69% – 0</td>
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</tbody>
</table>

Any earned grade below 70 is not counted toward a graduate degree (SFA Graduate Bulletin Admission).

Professionalism You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional. Please note and understand, any infractions of adhering to the course syllabus may result in points being deducted from your final grade.

D2L Support
• For D2L technical support, contact student support in the Office of Instructional Technology (OIT) or...
call 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

- For general computer support (not related to D2L), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L, visit SFA ONLINE where you’ll find written instructions and video tutorials.

V. Course Timeline:

A separate course timeline is provided at the end of this document.

VI. Required and Recommended Textbooks:

No textbook is required for this course. All required readings are provided within the D2L modules.

All readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

Research-Based Supplemental Readings:

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

JOURNALS/PERIODICALS

- Journal of Adolescent & Adult Literacy, International Literacy Association
- Literacy Today, International Literacy Association
- Reading Research Quarterly, International Literacy Association
- The Reading Teacher, International Literacy Association

OTHER RESOURCES

Currently, this course does not have a LiveText/Q Classroom assignment.

VII. Course Evaluations:

Near the conclusion of each semester, students in the PCOE electronically evaluate courses taken within the COE. Completing the end of course evaluation is a requirement for this course and is part of the professionalism grade. Evaluation data is used for a variety of important purposes including:

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

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

VIII. Student Ethics and Other Policy Information:
All policies can be accessed in their entirety at http://www.sfasu.edu/policies

**Class Attendance and Excused Absence Policy 6.7:**

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

**Academic Accommodation for Students with Disabilities 6.1, 6.6:**

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

**Student Academic Dishonesty 4.1:**

Abiding by academic integrity is a responsibility for 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.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

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

**Withheld Grades 5.5:**
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. 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 terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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

### Student Code of Conduct Policy 10.4:

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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

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:**
  - SFASU Counseling Services
    3rd Floor Rusk Building
    936-468-2401
  - SFASU Human Services Counseling Clinic
    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 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**Texas Certification/Licensing:**

1. 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/).

2. 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 SFA.

3. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
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<th>Date</th>
<th>READ 5302 Tentative Timeline</th>
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<tr>
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<td>Topics with Assignments</td>
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<td>Week. 1</td>
<td>July 03 - 09</td>
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<td>• Complete Module 1 ~ Setting Up for Success</td>
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<td>o Discussion: A Little Bit About You (10)</td>
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<td>• Complete Module 2: Literacy Matters</td>
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<td>o Discussion: What are Readers Not Reading? (10)</td>
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<td>• Complete Module 3: Anticipatory Activities</td>
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<td>o Discussion: Anticipatory Activities (10)</td>
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<td>Week. 2</td>
<td>July 10 - 16</td>
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<td>• Complete Module 4: Vocabulary Development Strategies</td>
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<td>• Complete Module 5: Reading Structures</td>
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<td>o Discussion: Reading Structures Use (10)</td>
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<td>Week. 3</td>
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<td>• Complete Module 6: Questioning Strategies</td>
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<td>o Discussion: Questioning Strategy Visual (10)</td>
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<td>• Complete Module 7: Graphic Organizer Strategies</td>
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<td>o Discussion: Graphic Organizers (10)</td>
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<td>Week. 4</td>
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<td>• Complete Module 8: Notetaking</td>
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<td>o Discussion: Notetaking (10)</td>
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<td>• Complete Module 9: Standards, Assessments, &amp; High-Stakes Testing</td>
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<td>o Discussion: High Stakes Testing (10)</td>
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<td>Week. 5</td>
<td>July 31 – August 03</td>
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<td>• Complete Module 10: Reading Reflection</td>
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<td>o Dropbox: Professional (10)</td>
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<tr>
<td>Friday, August 4</td>
<td>Your final grade will not be posted to the Registrar’s Office until all discussions and dropbox assignments have been completed &amp; submitted.</td>
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