I. Course Information

COURSE TIME & LOCATION: WEB

CREDIT MODALITY: D2L

CREDIT HOURS: 3 hours

PRE-REQUITES: Sophomore status required.

COURSE DESCRIPTION: This course examines various components of reading and related theories, reading models, methods, and instructional practices, the TEKS systems, theories of second language acquisition, dual language processes, equitable learning environments, assessments, professional responsibilities, culturally and linguistically responsive pedagogy, and technology integration.

COURSE JUSTIFICATION: READ 3310: Survey of Reading is a 3-credit course over a 16-week semester (and shortened in the summer without changes to course requirements). Teacher candidates will be engaged in weekly readings and completing various assignments, such as discussions, quizzes, writing essays, creating family newsletters, evaluating student writing samples, analyzing instructional videos of exemplary reading/literacy teachers, analyzing articles, designing lesson plans, conducting action research, and more. Teacher candidates should expect a minimum of two hours of class preparation per week for each credit hour during the regular 16 week semester or its equivalent during fast-paced summer sessions. This course is designed to prepare and support teacher candidates as they learn about how EC-8 students, including diverse bi/multilingual and multidialectal students, become readers, writers, and thinkers, and how to design reading/literacy curriculum, instruction, and assessment for the creation of the developmentally appropriate, and equitable and inclusive conditions for language and literacy learning and development.

As a result of completing this course, teacher candidates (TC) are expected to develop:

1. the understanding of (1) the TEKS system, (2) theories, models, methods, and instructional practices for reading and teaching reading/literacies, (3) second language acquisition theories and their related instructional practices, (4) dual language processes, (5) culturally and linguistically responsive pedagogy, (6) equitable classroom learning environments, (7) assessments, especially assessing ELLs, (8) professional responsibilities including educational laws, and (9) technology integration into instruction.
2. the ability to design and enact curriculum, instruction, and assessment for all students, especially linguistically and culturally diverse students including ELLs according to TEKS, TELPAS, PPR, STR, ELAR, etc.
3. the ability to create equitable culturally and linguistically responsive learning environments in and out of classroom contexts
4. the ability to become leaders in classrooms, schools, and communities
5. the professional disposition to teaching all students equitably and in an evidence based informed manner with resource views and high expectations.

SFA and PCOE Mission, Vision, Goals, Values and Accreditations
https://www.sfasu.edu/strategicplan/
https://www.sfasu.edu/coe/about/deans-office-statements

II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

<table>
<thead>
<tr>
<th>PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT</th>
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<tbody>
<tr>
<td>Each assignment in READ 3310 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.</td>
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<table>
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<tr>
<th>VISION OF THE COLLEGE OF EDUCATION</th>
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<tr>
<td>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</td>
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<tr>
<th>MISSION STATEMENT OF THE COLLEGE OF EDUCATION</th>
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<td>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</td>
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<tr>
<th>VALUES OF THE COLLEGE OF EDUCATION</th>
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<tr>
<td>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.</td>
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| 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 Objectives (PLOs) & Student Learning Objectives (SLOs)

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. (ACEI 1; InTASC 1; AMLE 1)

- SLO 1.1 Assessment – Discussion on Social Media Candidates will analyze constructivist models of reading. (EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I); T2.2s (ISTE 3c)

- ESL SLO 1.2 Assessment – Exam Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, the Input hypothesis theory by Krashen, the Conversation Theory, The Output hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)

- SLO 1.3 Assessment – Exam Candidates will know that readers use different stances for reading (e.g., efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I)

- ESL SLO 1.4 Assessment – ELL Writing Collection and Analysis Candidates will assess writing samples according to the TELPAS. (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II) (Texas PPR EC6 & 4/8 1.6k; TS EC6 2B(ii); T1.1s (ISTA 2a)

- Texas PPR SLO 1.5 Assessment – Exam Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (Texas PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s & 4/8 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.8k, 3.13s; TS EC6 1A(ii), II, 1B (iii), 3A(i) & 4/8 1A(ii), 1B(ii), 1D(i), 2B(ii), 3A(i), 3A(iii), 3C(ii)); T2.2s (ISTE 3c), T6.7s (ISTA 3d), T7.1k (ISTE 2b)

- Texas PPR SLO 1.6 Assessments – Discussion on Social Media & Visual Candidates understand how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning. (Texas PPR EC6 & 4/8 1.22k, 1.20s); T2.2s (ISTA 1d)

- Texas ELAR SLO 1.7 Assessments – Visual & Exam Candidates understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. (Texas ELAR EC6 & 4/8 1.2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 1.1s; ELAR EC6 1.5s, 1.1s; ELAR 4/8 11k, 1.3s, 7k, 4s, 6s, 10s; Texas PPR EC6 & 4/8 SLO 1.7); T2.2s (ISTA 1d)

- Texas ELAR SLO 1.8 Assessments – Discussion, Visual, & Exam Candidates understand that literacy develops over time and progresses from emergent to proficient stages. (Texas ELAR EC6 4.3k, 4.3k, 4.8k, 4.7s, 4.9s, 4.12s, 7.12k, 6s, 13s, 14s & 4/8 2.5k, 2.10k, 2.3s, 2.11s; Texas PPR EC6 & 4/8); T2.2s (ISTA 1d)

- Texas PPR SLO 1.9 Assessments – Discussion, Visual, & Exam Candidates use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Texas PPR EC6 & 4/8 1.6s, 10s, 12s, 15s, 18s); T2.2s (ISTA 1d)

- Texas PPR SLO 1.10 Assessments – Discussion, Visual, & Presentation Candidates identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Texas PPR EC6 & 4/8 2.1k, 2k, 3k, 5s); T2.2s (ISTA 1d)

- Texas PPR SLO 1.11 Assessments – Discussion & Visual Candidates model/facilitate information and ideas effectively to students, parents, and peers using a variety of digital age media and formats. (Texas PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k); T2.2s (ISTE 3b)

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 (ACEI 2; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8)

- SLO 2.1 Assessments – Group Presentation and/or Exam Candidates will research and report evidence and research-based principles that support readers’ development within a balanced literacy curriculum framework, and these principles will include position statements from the International Literacy Association (ILA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL). (ELED) (EC6 Texas PPR ST I); T2.4s (ISTA 1d)

- Texas ELAR SLO 2.2 Assessment – Exam Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students’ strategies for improving comprehension. (Texas ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k)

- Texas ELAR SLO 2.3 Assessment – Discussion Exam candidates understand how to interpret, analyze, evaluate, and produce. (ELAR EC6 ST 12); T2.2s (ISTA 1d)

PLO 3 Candidates use 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. (ACEI 3; InTASC 2, 3, 5, 7, 8; AMLE 2)

- SLO 3.2 Assessment – Exam Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)

- SLO 3.3 Assessment – Manual and Digital Assignment Candidates will know how to use readability formulas (including Fry’s, Flesch-Kincaid’s, & Microsoft Words) to evaluate both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST XII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I); T3.1s (ISTA 3d)

- SLO 3.4 Assessments – Exam (Craft a Comprehension Workshop Lesson Plan), a Digital Morning Meeting, & Anchor Chart Assignment Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas ELA ST IV, X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I); T1.1s (ISTA 2b), T2.2s (ISTA 5d), T2.4s (ISTA 3b), T3.1s (ISTA 1d)

- ESL SLO 3.5 Assessments – Anchor Chart, Digital Morning Meeting, & Exam Candidates will know the factors that contribute to multicultural environments including intercultural communication, intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2) (Texas PPR EC6 2.1k, 2k, 3k, 4k, 6k, 19k, 21s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 6k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(i), 4A(ii), 4A(iii))

- Texas ELAR SLO 3.6 Assessment – Exam Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

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. (ACEI 4; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8)
- ESL SLO 4.1 Assessments – Discussion on Social Media & ESL Assessment Position Paper: Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II; T2.2s (ISTE 3c), T3.2s (ISTE 3d))

- ESL SLO 4.2 Assessments – ESL Assessment Position Paper & Exam: Candidates will know informal and formal reading assessment measures and identify the appropriate measure of assessment based on readers’ needs. (Texas PPR EC6 1.25k, 27k, 10.2k & 4/8 1.25k 1.27k, 8.2k; 4/8 Texas ELA ST VIII; TS EC6 & 4/8 5a(ii))

- ESL SLO 4.3 Assessment – ESL Assessment Position Paper: Candidate will examine current language assessment tools including American Council on the Teaching of Foreign Languages (ACTFL), Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA), and Comprehensive English Language Learning Assessment (CALLA). (ESL SLO 4.4; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)

- 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; InTASC 9, 10; AMLE 5; InTASC 9, 10)

- ESL SLO 5.1 Assessment – Build a Personal Weebly Website: Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ESL ST VII; TESOL. 5a, 5b) (EC6 Texas PPR ST III, IV) (Texas PPR EC6 1.11k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; T2.4s (ISTE 3b & 3c))

- ESL SLO 5.2 Assessments – Discussion, Visual, & Exam: Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TEKS ELA ST VII; 4.20s; EC6 & 4/8 5.7k; Texas ELAR 4/8 3.11s; TS EC6 3a(iii); T2.2s (ISTE 1d))


### III. 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 assigned readings and course 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/](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 SFA Online.

Know that if you intend to use a "dial-up" connection to access the Internet and on this course, you may experience long wait times for files to download and you MAY NOT be able to view all pages on the course. Not being able to view all information is NOT a valid reason to miss requirements. Please plan time to ensure that you can 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.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) 936-468-1919.

#### 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 calendar 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 plan 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
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 live text or Q Classroom.

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 the coursework will result in a grade of zero, or “Fail”, for the assignment. Work ahead to prevent last minute surprises life brings all of us. Repeated failure to complete coursework 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.

Late work
A few hours or a day late is not reduced significantly in point value, but late work in general is NOT accepted except in the event of the death of an immediate family member, serious illness, and with proper official documentation; other circumstances may be considered at the discretion of your professor. Accepted late work for a grade must be completed within one week (7 days) following the return from being absent. See more detail in the Attendance Policy section below.

DISCUSSIONS (will add up to 45 points)
1. **Module 1: Introduce Yourself – Professional Weebly Website (5)** - TCs (Teacher Candidates) will create a professional website as a tool for effective communication with parents/students and for their own professional learning. This electronic website will function as an electronic portfolio and will include teaching resources and assignments from this course, which will be valuable in the future for job interviews and for teaching. However, with the complication of creating this webpage for many students, and the added issue of multiple clicks for me and your peers to find and access your docs, I will still grade your submitted doc, docx, or pdf in Discussions when assigned. In fact, I prefer it this way! You may then revise and place in Weebly as best meets your particular needs when applicable.

2. **Module 1: Setting Up for Success (5):** TCs will write a brief summary statement regarding their roles and responsibilities for this course stated in the syllabus and timeline.

3. **Module 2: TEKS Learning Objective Family Newsletter (5)** - TCs will design and write a lesson plan/parent letter in the format of a Family Newsletter based on the knowledge and skills they gained from this module: (a) TEKS system, (b) curriculum standards, (c) curriculum alignment, (d) TEKS identification for lesson planning, and (e) English Language Proficiency (ELPS). Throughout this assignment, TCs will learn parts of lesson planning and how to communicate their lesson recommendations with parents.

4. **Module 5a: Digital Morning Meetings (5)** - TCs will identify and synthesize the concept and the constructs related to the morning meeting and design a lesson for morning meetings using various digital tools in order to promote the creation of a classroom community of learners.

5. **Module 5a: Building Community Within the ELL Population (5)** - TCs will select an article from the TESOL Journal website or other similar that aligns with their interests and are related to the education of English Language Learners (ELLs). They will then summarize the chosen article and share what they
have learned, highlighting any new insights gained. Additionally, TCs will engage in discussions by responding to their peers' comments and reflections on the articles.

6. **Module 5b: Becoming a Culturally and Linguistically Responsive Educator (5)** - TCs will summarize the concepts related to Culturally and Linguistically Responsive Pedagogy (CLRP), and explain how to implement CLRP in classrooms, schools, and communities.

7. **Module 6b: Reader’s Workshop Reflection (5)** – TCs will watch two exemplary teachers’ reading workshop videos and write what they learned from the teachers’ practices by answering five guided questions.

8. **Module 7a: Award Winning Book Family Newsletter (5)** – TCs will write a family flier or newsletter that includes information about what and how to teach children’s literature in school with digital resources and lists of books that parents can use to support their children at home. Focus will be on one award-winning book.

9. **Module 8: Action Research (5)** - TCs will conduct action research with one preK-12 teacher to explore the implementation of educational laws, such as CPS, ARD, FERPA, educator’s code ethics, and laws about ELLs, IEP, STR, etc.

**DROBOX ASSIGNMENTS:** (will add up to 25 points)

1. **Module 3a: ELL Assessment Position Paper (5)** - TCs will synthesize a summary of current knowledge related to the issues surrounding the testing and assessment of ELLs and write a position paper about it with potential suggestions about how ELLs should be assessed for the quality and equitable education of ELLs.

2. **Module 3b: ELL’s Writing Collection Analysis (5)** - TCs will evaluate ELLs’ English language proficiency according to ELPS guidelines by analyzing ELL students’ writing samples from content-areas such as ELAR, math, science, and social studies.

3. **Module 6b: Anchor Chart Examples (5)** – TCs will analyze anchor charts by comparing and contrasting good and bad examples of anchor charts.

4. **Module 6c: Reader’s Workshop Comprehension Lesson Plan (5 points)** – TCs will submit various parts of a reader’s workshop lesson plan using the edTPA form. The edTPA-based readers’ workshop lesson plans is composed of (1) planning, (2) learning objectives, (3) ELPS, (4) mini-lesson, (5) worktime, (6) debrief, and (7) teacher planning analysis. The teacher planning analysis includes (a) central focus, (b) supporting student literacy learning, (c) academic language, and (d) monitoring student learning.

5. **Module 7c: Determining Readability (5)** – TCs will analyze their own writing using various readability tools such as Fry’s readability graphs, MS Word, and other Internet apps. TCs will analyze their writings quantitatively (e.g., numbers of syllables, words, sentences, and paragraphs) and qualitatively (e.g., structure, clarity, coherence, cohesion, levels of meaning and purpose, conventionality, etc.) in order for TCs to comprehend the meaning of text complexity and choose appropriate texts on their students’ grade level.

**QUIZZES & COMPREHENSIVE FINAL EXAM:** (will add up to 30 points)

1. **Module 2: The TEKS System (5)**
2. **Module 4a: New Literacies of 21st Century Technology (5)**
3. **Module 4b: Foundations of ESL (5)**
4. **Module 7b: Digital Literacy and E-Books (5)**
5. **COMPREHENSIVE Final Exam (10)**
**IV. Evaluation and Assessment (Grading):**

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

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>69% and below</td>
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Please note, **there are no extra credit options for this course.** 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 to move on in the program.

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**PROFESSIONALISM**

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

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

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- 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 the 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.

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**WORK POLICY EXPECTATIONS**

- **Late Work**— Late work (a day or two) receives reduced credit unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy— No redos accepted but free feedback is offered on assignment drafts before you submit officially for a grade. If seeking feedback, email your draft using D2L and use SUBJECT: FB-3310-your fullname
- Students must submit all assignments in the requested format found in the assignments (doc, docx, pdf). I do not want to be hunting down links that do not work.

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**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.
- SFA takes this VERY seriously.
**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. There may be occasions where you are invited to participate in a zoom meeting.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm and initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates. NOW is a good time to make this a well-practiced good habit.

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Your online footprint is tracked when online. Online classes are a gift; cramming is not part of this expected professional and accountable experience.

**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. 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.
- **ALWAYS USE SUBJECT HEADING:** READ 3310.502-yourfullname

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**CONSEQUENCES OF UNPROFESSIONALISM**

A combination of any three behaviors that display a lack of professionalism will result in a 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 when visiting schools, unexcused late assignments, academic dishonesty, and ongoing submission of incorrect assignments or not keeping up with the readings.

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**TEXAS EDUCATORS’ CODE OF ETHICS**

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

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

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244)

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**Q-CLASSROOM REQUIREMENTS**

This course does not require that you submit designated assignments to Live Text or Q Classroom.
ATTENDANCE AND PARTICIPATION REQUIREMENTS

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

CERTIFICATION/LICENSE REQUIREMENTS

Looking ahead: When working in classrooms, 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/.

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/). 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 fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact Katie Snyder Martin 936-468-1740 or snyderke1@sfasu.edu.

V. Course Calendar Timeline:
A separate course timeline is located at the end of this document.

VI. Required Textbook:
None – All required reading materials are provided within the modules. No book purchase is necessary but you are expected to read all course modules in a serious and timely manner. The Calendar Timeline will direct you.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

### VIII: Student Ethics and Other Policy 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](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf))

Bonus points – Early completion of course evaluations may result in a few bonus points.

### Attendance Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. 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. Go to [Class Attendance, Policy 6.7](#)

### Students with Disabilities Policy 6.1

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, 468-3004 / 468-1004 (TDD) 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 [Academic Accommodation for Students with Disabilities, Policy 6.1](#)

### Academic Integrity Policy 10.4:

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

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

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

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) 2730 – TALK (8255) Crisis
  - Text Line: Text HELLO to 741-741

# X. Code of Ethics

## Texas Educators

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 the 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.

## References


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics to Read</th>
<th>Assignments</th>
<th>DUE in D2L by midnight</th>
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</thead>
</table>
| Week 1 | **DAY 1 = Mon June 3**                                                        | • Discussion: *Introduction Yourself - Personal Weebly Website* (5)  
• Discussion: *Setting Up for Success* (5)  
• Quiz: *The TEKS System* (5)  
• Discussion: *TEKS Learning Objective Family Newsletter* (5)  
4 items due | SUN 6/9 |
| Week 2 | • Begin Module 3: Things to Consider When Planning Lessons  
 o 3a: Assessments  
 o Complete Module 3: Things to Consider When Planning Lessons  
 o 3b: ELLs in Education  
 o Module 4: Who Has Influenced Reading Instruction?  
 o 4a: Pioneers of English Language Arts  
 o 4b: Pioneers of ESL Language Arts  
 • Quiz: *New Literacies 21st Century Tech* (5)  
• Quiz: *Foundations of ESL* (5)  
• Dropbox: *Position Paper about Assessing ELLs* (5)  
• Dropbox: *ELLS' Writing Analysis* (5) | SUN 6/16 |
| Week 3 | • Module 5: Creating a Classroom Community  
 o 5a: Creating a Classroom Community  
 o Discussion: *Digital Morning Meeting Lesson* (5)  
 o Discussion: *Building Community Within the ELL Population* (5)  
• Module 5: Creating a Classroom Community  
 o 5b: Creating a Classroom Community  
 o Discussion: *"Becoming a Culturally and Linguistically Responsive Educator"*  
• Module 6: What is a Literate Environment?  
 o 6a: Reading Zone  
 o 6b: Anchor Charts  
• Discussion: *Anchor Chart Example* (5)  
• Discussion: *Reader's Workshop Reflection* (5) | SUN 6/23 |
| Week 4 | • Module 6: What is a Literate Environment?  
 o 6c: Reader's Workshop  
• Module 7: Types of Text  
 o 7a: Awards & Genres  
 o 7b: Digital Literacy  
• Discussion: *Award Winning Book Family Newsletter* (5)  
• Quiz: *Digital Literacy and e-Readers* (5)  
• Module 7: Types of Text  
 o 7c: Readability  
• Dropbox: *Determining Readability* (5) | SAT 6/30 |
| Week 5 | • Module 8: Professional Responsibilities  
• Discussion: *Action Research* (5) | WED 7/3 |

Prepare for the Final Exam  
Note: Modules may close before the final exam begins.

********** Comprehensive Final Exam (10) **********  
You may take final exam at any time on FRI July 5; check exam LINK for details | THU 7/4 |

FRI 7/5 |