Sul Ross State University

Department of Education

ED 6311   Fall 2015

Emergent Literacy & Language Development in Early Childhood

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Course Description
This advanced course is a requirement for the Master of Education Reading Specialist program. It is designed to provide students with an understanding of how young children become literate, how language is acquired, and how competence in oral language supports the development of reading and writing. Attention will also be given to the critical role adults play in fostering the literacy development of young children.

Required Textbooks
Christie, J., Enz, B., Vukelich, C., Roskos, K. A. (2014). *Teaching language and literacy Preschool through the elementary grades* (5th ed.). Boston: Pearson. ISBN 978-0-13-306681-4

Gibbons, P. (2014). *Scaffolding language, scaffolding learning Teaching English language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann. ISBN 978-0-325-05664-7

There is information throughout this syllabus that will help you complete the course successfully. Please consider the syllabus required reading.

Suggested further reading:

Avery, C. (2002). *…And with a light touch: Learning about reading, writing, and teaching with first graders.* Portsmouth, NH: Heinemann.

Lindfors, J. W. (2008). *Children's language Connecting reading, writing, and talk.* New York: Teachers College Press.

Required Software

The following information is for Texas Reading Specialists Candidates and students seeking Reading Specialist Certification in Texas.

If you have not already done so, when you are within 10 months of completing your degree, please purchase the Certify Teacher software to help you prepare for the TExES Reading Specialist #151 exam. (certifyteacher.com>Products>TExES Certification>enter test number 151 in the search window.) Purchase the Online version for $55.

Access the Certify Teacher site with your SRSU email address. When prompted about the six-hour requirement, click ACCEPT.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! Use only Study Mode and Flash Cards. During the ED 7312 Practicum in Reading course you will be required to take the Practice Test that is included in the software in order to complete the course. To receive credit for ED 7312 and a recommendation from SRSU to take the Reading Specialist TExES exam you will be required to pass the Practice Test with 260 points. You will have the test results sent to our Certification Specialist. You may attempt the test twice. If you take the Practice Test more than two times, the scores will be invalid and you will be required to pass a paper/pen representative test on campus in order to receive a recommendation from SRSU to take the Reading Specialist TExES 151 exam.

 Work in Study Mode and Flashcards on a regular schedule. You will pay for the software only once and you may use it for as long as you need it, but you will be required to reactivate it periodically. **REMEMBER** work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

Course Format

This is an online course. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.

Four points are critical to your success in this online course:

- ❖ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Read the syllabus and review the course calendar to know what to do each week. Read the syllabus and calendar. Study the syllabus and calendar. Follow the syllabus and calendar.
- ❖ Your commitment to a consistent and continual effort is point two. Work daily. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting,

discussing, and preparing assignments. Log on to Blackboard at least twice a week to check for messages, announcements, or other developments.

❖ Your ability to devote a <u>minimum</u> of 8-10 hours per week to your course work is point three. If you don't have that kind of time right now, drop the course and take it later. Assignments posted late will be penalized. Some assignments will not be accepted after the due date.

❖ Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We're all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but review your serenity songs and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are natural states of affairs. Expand your comfort zone. Between stimulus and response lies a space. In that space we have the power to choose our response. In our response lies our growth and our freedom. Grow and be free!

Reading Specialist Domains & Standards

This course addresses the standards listed below. A complete copy of the four standards and fourteen competencies to be mastered by Texas Reading Specialists can be found at: *cms.texes-ets.org/index.php/download_file/view/634/259/*

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239	STUDENT SERVICES CERTIFICATES
SUBCHAPTER D	READING SPECIALIST CERTIFICATE

Domain I - Instruction and Assessment: Components of Literacy
Standard I Components of Reading
The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.
Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.
Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional

methods that promote students' reading acquisition at the levels of early childhood through grade 12.

Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

Competency 005 (Fluency) The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 - 12.

Competency 006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

Competency 007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

Domain II - Instruction and Assessment: Resources and Procedures
Standard II Assessment and Instruction
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.

Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

Domain III - Meeting the Needs of Individual Students
Standard III Strengths and Needs of Individual Students
The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

Competency 011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.

Reading Specialists Candidates and Students Seeking Reading Specialist Certification

A PDF of the complete Domains and Standards can be found by googling TExES Reading Specialist (151) Test Preparation Manual ETS.

Program Learning Outcomes
The graduating student will demonstrate that he/she can:

- apply knowledge of the theoretical foundations of literacy.
- apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12

Student Learning Outcomes
Through the activities of this course, students will become familiar with and develop a working understanding of the following:
- the interrelationship of oral and written language
- the components necessary for language and literacy development
- the role of classroom design in promoting reading and writing
- the selection of appropriate resources for young children
- the methods of assessing emergent literacy

Other Professional Materials
Become familiar with Internet search engines and library electronic databases used to locate and examine information and resources related to literacy and literature for young children. When you have questions about the use of the library, please contact Amanda Gomez, Education Coordinator Librarian,432-837-8312 agomez6@sulross.edu.

Course Activities
- Student Info Form
- Intro Blog
- Cinquain
- Connections/Goals
- Reflections
- Peer Responses
- Reflections/Responses Audit
- Literacy Centers Project
- Language Analysis Project
- Portfolio
- Mid-Semester Exam
- Final Exam

Connections, Expectations, Goals, and Objectives

The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experience. Within the first two weeks of the official start date of the semester, write a statement in which you recall and analyze previous experiences and understandings that relate to this course, then describe your expectations of how this course will further your previous experiences and understandings. Finally, develop one or more goals with accompanying objectives toward which to work.

A **goal** is a broad, clear statement of an outcome you plan to achieve during the semester. An **objective** is a specific, clear and measurable statement that identifies a step leading to the achievement of the goal. Ideally, if all the objectives are met, the goal(s) automatically will have been attained.

- The goal(s) should relate to the Reading Specialist Standards/Competencies specific to this course.
- After formulating the goal(s), develop objectives for each goal. These objectives should be specific, clear, and measurable.
- Check your goals periodically for progress toward mastery. By the end of the semester you should have sufficiently mastered your goals.

Reflections & Peer Responses
The reading assignments will be graded in two parts. The first grade is for the reflections and reports you write as a result of reading the textbook assignments. The second grade is for the responses you write in answer to the reflections and reports of your classmates.

Part 1, Reflections #1 - #4
The purpose of this assignment is to give you opportunities to reflect on the information presented in the textbooks. Flag, highlight, take notes, or use other methods to draw attention to theories, ideas, or suggestions that interest you as you read the assignments. Read with a "So what?" attitude. How is what you are reading going to affect you and the students you teach? Make every reading assignment about you and your students.

In an effort to absorb, remember, and be able to put into practice the theories and strategies presented in your textbooks, reflect on the readings by writing your thoughts and musings as you read. Include an entry of approximately one-half to one double-spaced page for each chapter you read. Title each chapter separately (Chapter 1, Chapter 2).

As you write, remember that a reflection is not a summary of the chapter. In your reflections, you will explore what you can do with one or more of the ideas you encounter in each chapter. As you reflect, ask yourself questions; make text-to-self, text-to-world, and text-to-text connections; experiment with ideas; pose "I wonder …" queries; probe your reactions to the suggestions; imagine how you could use the information presented in your text.

Some reflective responses might include phrases similar to these: When I read …, I wondered about …; Before I read the theory behind …, I thought that …; Christie's description of … gave me the idea to …; If I explain the … theory to them, my students will probably …; When I read … it

reminded me of …; Judging from what Kenneth Goodman says about …, maybe I should; In my opinion, … would cause …; The thing that surprised me most about … is …; The biggest problem I see with … is …; One thing that I found confusing about … was …; I can connect what Gibbons says about comprehension with Christie's ideas about …; In my experience the … strategy will not work with my students because …; The main advantage I see in … is … .

Before you begin reading, study the rubric that I will use as a grading tool. The rubric will give you an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Forms,& Reports.)

On or before the day they are due, submit your reflections in two places: 1) the class discussion board for peers to read; 2) the Week Folder in Assignments for me to read.

Reflection #5 - Jigsaw Activity Report

The readings and reflections for *Scaffolding Language, Scaffolding Learning ...* will be done as a modified jigsaw activity. Choose any two chapters from the book that you feel will be most beneficial to you and your students. Read the two chapters and complete a separate Jigsaw Activity Report for each chapter. (The report forms are located in Main Menu/Assignments/Rubrics, Forms, & Reports) Submit the two reports in two places: 1) the class discussion board for peers to read; 2) the Week Folder in Assignments for me to read.

Please be prompt submitting these Reflections and Reports. 15% of your earned grade will be deducted for late submissions. Six days after the due date Reflections will no longer be accepted and you will lose credit for the assignment. Once the grace period has expired, you will no longer be able to submit your assignment. Email attachments are not accepted.

Part 2, Peer Responses #1 - #4

The purpose of this assignment is to give you an opportunity to think about and comment on the reflections of your peers. When your classmates' reflections are submitted to the discussion board, read and respond to the comments and ideas of at least two of your peers. Some of you have extensive classroom experience, some of you are still preparing for your teaching careers. This is where we share our knowledge and learn from each other.

In writing your responses, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. **You may choose the two reflections to which you want to respond.**

The ideal feedback is specific and can include recommendations. (I agree with your idea, and I would add …; I disagree with your assessment of … because …;I was confused by what you said about …Did you mean …?; Could you expand on that idea by including …; If you used that strategy, how would you handle …?; Who are you referring to in Chapter 3?; I don't think your idea would work in the real world because …; That's a good suggestion and I think your students would get an extra benefit if you could involve …;You might extend the activity by having your students …; Have you thought about including …?; When I tried a similar strategy I discovered …; When you mentioned … it reminded me of ….)

Be kind and considerate in your responses, but if you <u>only</u> say things like "Great idea!" you are not helping your classmates very much. Take a few of their comments and expand on them, question them, wonder about them. Try to provide some constructive suggestions, and be open to constructive suggestions your classmates might offer you. Learning is not a spectator sport. The goal is to construct meaning from the content of this course through interacting with it. By helping each other gain a strong foundation in the latest research in the theory and practice of emergent literacy and language development, you will be helping each other become more knowledgeable, effective teachers.

You are invited and encouraged to read the reflections of as many classmates as time allows and respond to as many as you like. Frequently several people will be particularly interested in a specific topic or idea and the discussion becomes lively. You want to exchange questions and answers, comments and opinions, and you want to do it quickly. I hope this happens often during this course. In these situations please exchange information without feeling inhibited or stifled by the fact that the Peer Response is one of the assignments for which you will receive points. I urge you to fire away as often as you like. Then on or before the due date, submit to me via the Week Folder, the two Peer Responses you've written that most closely follow the Peer Response Rubric.

When a classmate responds to one of your reflections please reply to his or her response by answering any questions that are asked or otherwise clarifying an idea you may have posited. None of us is as smart as all of us, and all of us know more than we think we know. Please use this assignment as an avenue to teach and learn from each other.

Before you begin writing your peer responses, check the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics, Forms, & Reports.)

On or before the due date submit to me through the Week Folders in Assignments your two responses that most closely follow the Peer Response rubric. Submit both responses to me at the same time.

Please be prompt with these peer responses. Late submissions will not be accepted. The Peer Response submission slot close after the assignment is due. Email attachments will not be accepted. If not submitted on time you will lose credit for this assignment.

Peer Responses #5 Jigsaw Activity Report
Read the Jigsaw pieces submitted by your classmates and respond to the two chapters of your choice. Be prepared to answer questions and respond to comments your classmates may have about your piece of the jigsaw.

On or before the due date submit to me through the Week Folders in Assignments your two reports that most closely follow the Peer Response rubric. Submit both responses to me at the same time.

Please be prompt with these peer responses. Late submissions will not be accepted. The Peer Response submission slot close after the assignment is due. Email attachments will not be accepted. If not submitted on time you will lose credit for this assignment.

This is for the second part of your Assigned Textbook Readings grade.

Audit

The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you've experienced this semester. Begin by re-reading in chronological order the reflections, reports, and responses you've written during the semester. Also re-read the responses your classmates have made to your reflections. Try to step back and put some distance between yourself and what you've written. Imagine that these reflections were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas.

Analyze your reflections, reports, and responses by commenting on such things as themes that may have emerged, ideas that are worth revisiting, changes in your thoughts over time, recurring ideas, surprises you encountered, changes in opinions, inspirations to try something new with your students, and new beliefs.

Some questions you might attempt to answer include: What do you usually write about in your reflections? What are the specific issues that reappear in your writing? How has writing reflections related to your learning process? What effects did the responses you received have on you? What did you learn from this activity that you can take with you? What aspects of the reflections do you value most and how does it show up in your posts? What else did you notice?

As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to met the goal.

The length of this audit should be two - three pages, double-spaced. **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Before you begin writing your Audit, check the Rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics, Forms, & Reports.)

Course Projects

Emergent literacy and language development can be supported and enhanced through specific interactions, approaches, and activities. Our course projects are intended to give you some strategies for promoting emergent literacy and language growth. In the first project, you will design literacy centers for young children. In the second project you will create open and closed-ended questions to accompany six children's book. You will choose one of the books and read it to a young child. You will audio record the reading session. Finally, you will transcribe and analyze the language the child uses during the reading session.

Project 1 -- Designing Literacy Centers

The purpose of this activity is to give you an opportunity to design a classroom that reflects an ideal emergent literacy environment. As you plan your literacy centers reflect on the activities and

procedures you will provide in terms of authenticity, meaning-orientation, collaboration, apprenticeship, and individuality.

Plan ten centers. Some could be permanent centers, while others might be temporary. As you plan your centers, consider the following questions:

- What specific books and types of books will you include?
- What written materials other than published books will you include?
- What different ways of reading will you invite?
- How will you provide for individual choice?
- How will you provide for browsing?
- What reflection and/or opportunities will you provide?
- What kinds of sharing opportunities will you make available?
- What will you do about changing the books and materials? (How frequently? Which ones?)
- How will you introduce the children to new books?
- How will you extend the children's familiarity with different genres?
- What audio materials will you provide?
- What writing materials will you provide?
- How will you extend literacy across the curriculum?
- How will you incorporate technology?
- What video materials will you provide?

As you plan your literacy centers remember to consider your own preferences and style. Take into account your own individuality as a teacher and create your centers accordingly.

See the Designing Literacy Centers examples for a suggestion on how to organize this project. The examples can be found in the Week Folder in which this project is due. Before you begin working, study the rubric that I will use as a grading tool. The rubric will give you an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Forms,& Reports.)

Project 2 -- Language Analysis
The purpose of this assignment is to give you an opportunity to become more aware of the control adults have over the language development of children. Questioning is a key strategy for generating language in children. The way adults word their questions influences both the children's comprehension of the question and the language they use to respond.

For the purpose of this project, we will divide questions into two groups: open-ended questions and close-ended questions. Open-ended questions are generally open to interpretation and could require the responder to do things such as wonder, imagine, predict, infer, hypothesize, judge or synthesize. Open-ended questions have no right or wrong answer. Close-ended questions ask the responder to recall some specific information and usually have only one right answer. Close-ended questions can often be answered with one word.

While close-ended questions have a useful function, open-ended questions usually encourage more discussion and provide more opportunities for the development of richer language. By giving young children opportunities to develop more powerful verbal communication, their reading and

writing development are enhanced, as well. Becoming skillful at generating open-ended questions is a desirable trait for teachers, yet one that requires thought and practice.

For this project, choose six books you could share with young children. Read the books and generate five open-end questions for each book. Additionally, for each book you choose, generate five close-ended questions that address specific details or events.

After you have written open and close-ended sentences for the six books, choose one of the books and share it with a young child (ideally a 3 to 5-year-old) while audio recording the event. Please introduce the book as you would normally introduce a book to a young child. Then, as you read the book, ask the questions you have prepared and give the child sufficient "wait time" to generate answers.

The younger the child, the more wait time may be required for him or her to organize his or her thoughts. **Do not prompt or lead the child as he or she answers. After you ask the question, say nothing more. Your lips should remain sealed. It's the child's turn to talk. Wait for a response. Be friendly and attentive, but WAIT patiently for a response.** If appropriate, after the child has responded and it is evident that he or she is finished, ask additional questions or make pertinent comments that will expand the child's thinking and give him or her additional opportunities to generate language. **The main point of this activity is to give the child as much time and as many reasons to generate language as possible.** The more the child says during the book-reading event, the more language data you will have to analyze. When preparing to use this strategy with the child, write your questions on sticky notes and either place them on the appropriate pages of the book or in some other place that will make them readily available to you.

Later, without the child present, transcribe the audio recording by writing the questions you asked and the exact words the child gave in his or her answers. Next, analyze the language generated by each of the questions you asked. Note any differences between the child's answers to the open-ended questions vs. the close-ended questions. What patterns did you spot? Where were the surprises? Where were the child's pauses? What were the child's reactions? Which questions brought forth more language from the child? What was the child's attitude during this activity? What else did you notice?

Finally, reflect on things you as a Reading Specialist and a teacher have learned as a result of this activity. What conclusions can you draw from the child's responses? What did you enjoy? What did you not enjoy? What did you see as worthwhile? What did you not find worthwhile? What changes would you make in future oral reading events? What recommendations would you make to adults who read to young children?

See the Open and Closed-Ended and the Language Analysis forms in the Week Folder for a suggestion of how to organize this project. The forms are located in the Week Folder in which this project is due. They can also be found with the Rubrics above the Week 1 Folder. Before you begin working, study the rubric that I will use as a grading tool. The rubric will give you an idea of what I consider important. (See Main Menu/Assignments/Rubrics, Forms,& Reports.)

Academic Portfolio

Please see Portfolio Instructions in the Main Menu for information about the Academic Portfolio. Portfolio requirements for this course are:

1) Audit (course assignment--place this under the Standard it most reflects -- use Form Portfolio Artifacts)
2) Student-selected course assignment -- place this under the Standard it most reflects -- use Form Portfolio Artifacts)
3) Complete the Résumé
4) Complete the Introduction
5) Begin or continue the Accolades
6) Optional -- Another student-selected artifact that reflects one of the Standards -- place this under the Standard it most reflects -- use Form Portfolio Artifacts)

Mid-Semester Exam

The mid-semester exam will consist of 35 questions worth 2 points each. These questions may include multiple-choice, matching, and/or true/false questions and will come from Christie, Chapters 1-7. These questions will be selected from the questions posted on the Blackboard menu under Chapter Review Questions. You may practice these review questions as often as you choose prior to the mid-semester exam.

The mid-semester exam will be available for four days on Blackboard. You will only be allowed to log on to the mid-semester exam one time. Once you begin taking the exam, you must complete it. You will be allowed 30 minutes from the time you log on to answer the 35 questions.

You will find the exam on the main menu under Assessment Quizzes & Exams.

Final Exam

The final exam will consist of 35 questions worth 2 points each. These questions may include multiple-choice, matching, and true/false questions and will come from Christie, Chapters 8-12 . These questions will be selected from the questions posted on the Blackboard menu as Chapter Review Questions. You may practice these review questions as often as you choose prior to the final exam.

The final exam will be available for five days on Blackboard. You will only be allowed to log on to the final exam one time. Once you begin taking the exam, you must complete it. You will be allowed 30 minutes from the time you log on to answer the 35 questions.

You will find the exam on the main menu under Assessment Quizzes & Exams.

Grading & Grading Policy

Only those students who adhere to SRSU attendance policies will pass this course. The point value of assignments is listed below. Grades are based on a 1000 point system. A=900-1000; B=800-899; C=700-799; F=0-690

- Connections/Goals   20

- Reflections: 200 (5 x 40)
- Peer Responses: 200 (5 x 40)
- Reflections Audit: 75
- Language Analysis: 200
- Literacy Centers: 100
- Portfolio   65
- Mid-Semester Exam: 70 (35 x 2)
- Final Exam: 70 (35 x 2)

1. Late assignments will lose 15% from the assignment grade. Peer Responses will not be accepted after the due dates. Assignments are due at 11:55 p.m. on the dates posted on the Course Calendar – Assignment Schedule.
2. You are welcome to turn in assignments early.
3. All assignments must be submitted before finals week begins. No work will be accepted after the last class day of the semester.
4. No extra credit points are available.
5. There are no incompletes for this course.
6. Students will have the opportunity to revise and resubmit assignments provided they were originally submitted on time. Work submitted on the last class day of the semester cannot be revised and resubmitted.
7. Please stay in touch. Email is the best way to contact me.
8. I reserve the right to make adjustments to this syllabus based on changes that may occur during the semester.
9. Please do not panic or stress over technology issues or course content issues. Contact Sandy for help with technology issues. Contact me for help with course content issues. Helping you navigate a successful learning experience is our goal.

To avoid receiving an F in a course for which you have registered but in which you have not been able to participate, withdraw from the course prior to the last day for withdrawal with a W. Check the semester calendar for this date.

Academic Integrity
Students are to engage in all academic pursuits in a manner that is beyond reproach. They are to maintain complete honesty and integrity in academic experiences as described in the University Policies & Procedures section of the Sul Ross State University Student Handbook.

Application for Candidacy
Graduate students are expected to maintain a 3.0 GPA average throughout the program. **Students seeking a Master's degree are required to complete an Application for Candidacy after completing 12 hours in the graduate program.** This form can be accessed on the SRSU webpage and should be returned to the program advisor for approval. (Academics>Professional Studies>Education>Forms)

Comprehensive Examination/E-Portfolio Review

Graduation requirements for students in the reading specialist program are transitioning from a comprehensive exam to an electronic portfolio review.

The following guidelines apply to students who began prior to Fall 2015: When you have completed, or almost completed, the course work for your Master of Education Reading Specialist Degree, you will be required to pass a Comprehensive Examination (the Comps). Through this four-hour essay exam you will show that you have an understanding of the material you have studied throughout your years in graduate school. Reading Specialists candidates may make arrangements to take the Comps in their geographic area. Students are required to apply for the comprehensive exam the semester <u>preceding</u> the final semester of enrollment. If you are planning to graduate next semester, apply now. Reading Specialist candidates, please check with me for comp review questions. Other students who have requested that I serve on your exam committee, please check with me for review questions.

You will be required to complete the portfolio assignments in each of your remaining courses. Please check with me to discuss which of the graduation requirements you should use as your exit requirement.

The following guidelines apply to students who began during or after Fall 2015: Throughout the program you will build a portfolio that reflects your understanding of the Reading Specialist Standards. You completed portfolio will serve as your summative exam. It will be reviewed and evaluated by an academic committee composed of your major advisor and additional professors.

Distance Learning Absences Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based, Online, and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web and Online courses, this policy is interpreted as not participating for more than three weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email
- not following the instructor's participation guidelines stated in the syllabus

Technology Help

- ❖ Sandy Bogus is our Technology TA . She is familiar with the this course and is available to help you 8 – 5, M – F at 432-837-8523. You may email her at sbogus@sulross.edu
- ❖ The SRSU Help Desk is available at 1.888.837-2882 (8765 or 8888 if you're calling from campus).
- ❖ The SRSU tech tip website is http://www.sulross.edu/techtips

SRSU DISABILITIES SERVICES

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services please contact the ADA Coordinator, Ferguson Hall 112.. The mailing address is Sul Ross State University, PO Box C-122, Alpine, TX 79832. The telephone number is 432-837-8691; the fax number is 432-837-8363.
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ATTENDANCE POLICY

This is a Web-Delivered class; however, the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant.

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

SRSU is a smoke-free environment. Smoking is not permitted anywhere on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.