

## Department of Curriculum & Instruction



**LIST 4373**

**LITERACY LEARNING FOR EC-6 STUDENTS:      Fall 2011**  
**READING AND WRITING**

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### Instructor Information:

**Instructor:** Dr. Peggy Semingson  
**Office:** 322-N Science Hall  
**E-Mail:** [peggys@uta.edu](mailto:peggys@uta.edu)

**Phone:** (817) 272-7568  
**Fax:** (817) 272-2618  
**Mailbox:**  
**Science Hall**  
**322-N**

### **Office Hrs:**

Before class 3-5      Or by appt.  
p.m. or by appt.

I am easiest to  
reach by email.

Course Website: <http://elearn.uta.edu>

Instructor's Research Profile: <http://www.uta.edu/ra/real/editprofile.php?pid=2555>

Instructor's Website <http://web.uta.edu/faculty/peggys/>

### Course Information:

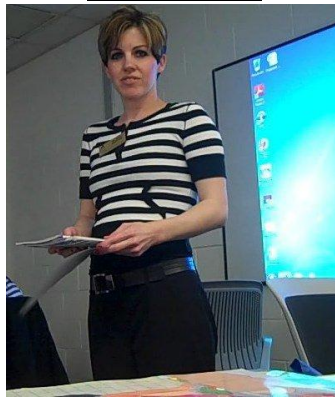
**Course Title:** LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING  
**Course Number:** LIST 4373  
**Semester:** Fall 2011  
**Course Location:**

## See MyMav

### Course Description: (as stated in the catalogue)

**LIST 4373 - 001 LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING 3 hours credit.** Balanced literacy approach to teaching with an emphasis on reading and writing. Theoretical models, principles of teaching reading and writing using a variety of instructional strategies, the role of phonemic awareness, effective program organization, assessment, and classroom management.

### Instructor Bio:



Dr. Peggy Semingson is an assistant professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008.

Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy assessment for Guilford Press and most recently was co-author of an article in *Teachers College Record*. She has also published in *State of Reading, English in Texas*, and has a forthcoming book chapter on her personal narrative of her experiences as a bilingual educator in California and Texas. Her research focuses on the ways that families and communities participate in children's literacy learning as well as ways to support students and adults with challenges in reading. She was recently awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She believes all students bring unique strengths to school. It is our job, as educators, to know students' strengths and build on those as we make learning meaningful, purposeful, and connected to their lives and communities. She is an identical twin and has lived in Alaska, Southern California, and

Texas.

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**Prerequisites:** Not applicable

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<b>Textbook(s) and Material: at UTA Bookstore.</b>
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REQUIRED Textbooks: [UTA Bookstore]

**Required Books:**

1) Fountas, I.C., & Pinnell, G.S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.

2) Leu, D., Kinzer, C., Wilson, R., & Hall, M. (2011). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. 9th ed. Pearson. You can also use the 8<sup>th</sup> edition.

3) Boushey, G., & Moser, J. (2006). *The daily five: Fostering literacy independence in the elementary grades*. Portland, ME: Stenhouse Publishers.

4) children's book: *Ida B* by Katherine Hannigan

5) Free online book, *Put Reading First: The Research Building Blocks for Teaching Children to Read (third edition)*. <http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>. This will also be posted to Blackboard. Download a copy to read during the course.

6) Article: Beck, I. L., & McKeown, M.G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. *The Reading Teacher*, 55(1), p.1- 20. Available here free: [http://teacher.scholastic.com/products/texttalk/pdfs/Capturing\\_the\\_Benefits.pdf](http://teacher.scholastic.com/products/texttalk/pdfs/Capturing_the_Benefits.pdf) [cut and paste link]

Optional Texts:

1) *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop* by Maria Nichols (2006; Heinemann)

2) *50 Literacy Strategies: Step-by-Step* (3rd Edition) by Gail Tompkins

Access to Blackboard: <http://elearn.uta.edu>

**Access to the updated Language Arts TEKS (bookmark this link):**

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

• **A Writer's Notebook (journal) of your choosing.**

Optional Materials:

- a small dry-erase board (8 ½ x 11), dry-erase pens (fine point)

- magnetic board and lower-case magnetic letters. I will let you know ahead of time what days to bring these. We will use the magnetic board and letters primarily at the beginning of the semester during our first month of class. Sharing of the magnetic letters and board is optional, however, each of you will need your own dry-erase board.
- I also recommend buying a bunch of small sticky note “flags”.

*The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.*

### Textbook(s) and Materials: TK20 Requirement

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

The University of Texas at Arlington College of Education  
Mission, Core Values and Professional Dispositions

**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- |                                |              |
|--------------------------------|--------------|
| • Excellence                   | • Diversity  |
| • Learner-centered environment | • Technology |
| • Research-based               | • Field      |
| Experiences                    |              |
| • Collaboration                | • Life-long  |
| Learning                       |              |

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with

candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

#### **Demonstrates excellence**

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

#### **Participates in a learner centered environment and shows respect for self and others**

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

#### **Research-based pedagogy**

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

#### **Participates in on-going collaboration with peers and professionals**

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

#### **Exhibits stewardship of diversity**

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

#### **Advocates use of technology**

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

#### **Shows interest in the learner and the learning-process**

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

#### **Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

<b>Major Concepts/Topics</b>
Phonics, phonemic awareness, phonological awareness, fluency, vocabulary, comprehension, emergent literacy, assessment, word study, lesson planning, balanced literacy, reading development, writing process,

**Course Learning Goals/Objectives:**

The purpose of this course is to learn about children's development in literacy and what teachers can do to foster children's success, providing sound, research-based learning experiences that meet the interests and needs of all children

**Objectives**

The learners will:

1. Increase their knowledge of research and theory pertaining to language development as well as the relationships between oral and written language development;
2. Know how to assess children's interests and needs to inform their teaching;
3. Understand instructional issues and approaches surrounding phonological/phonemic awareness and the alphabetic principle;
4. Know how to help all children identify/recognize print using multiple strategies---phonics, structural analysis, sight words, and context clues;
5. Be able to help all children read fluently and comprehend text at various levels of understanding;
6. Be able to evaluate and select appropriate materials for literacy instruction to meet the needs of their students;
7. Be able to select and locate literature that meets the interests and needs of all children;
8. Know how to share literature with children in ways that are authentic and that meet children's interests;
9. Know how to develop/enhance children's vocabulary;
10. Understand the writing process and be able to implement a writing program and help children grow as writers;
11. Be able to develop literacy lesson plans;
12. Know how to help children use reading and writing across the curriculum;
13. Develop their understanding of ways to organize and implement a comprehensive literacy program; and
14. Know how to continue their professional development in learning about children's literacy development

**These objectives are consistent with Standards for the English Language Arts** that are sponsored by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), major professional organizations. As well, the theoretical underpinnings and recommended practices of this course are consistent with the joint position statement of the

International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), which is based upon current research ([www.naeyc.org/resources/position\\_statements](http://www.naeyc.org/resources/position_statements))

**LIST 4373** is one of the courses that lead to Early Childhood Certification (Early Childhood-Grades EC-6 Generalist and EC-6 Bilingual Generalist) in Texas. In attaining teaching certification, candidates must take the state mandated Texas Examination of Educator Standards (TExES). The standards for this exam identify what teachers should know/understand and be able to do in the classroom. The following are teacher standards for reading for the EC-6 Generalist Teaching Certificate which will be addressed in this course.

### **National Standards:**

NCATE has approved national guidelines for program areas. These guidelines were developed by professional associations that are constituent members of NCATE. You may find detailed information regarding these program standards at the following website: <http://www.ncate.org>.

### **State Domains and Competencies:**

TExES EC-6 Generalist, Competencies

### **Texas Examinations of Educator Standards**

[http://www.sbec.state.tx.us/SBECOnline/standtest/standards/EC\\_6\\_ELAR\\_Standard\(4\).pdf](http://www.sbec.state.tx.us/SBECOnline/standtest/standards/EC_6_ELAR_Standard(4).pdf)

## **ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 COMPETENCIES**

### ***Competency 1: Oral Language***

*The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.*

### ***Competency 2: Phonological and Phonemic Awareness***

*The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.*

### **Competency 3: Alphabetic Principle**

The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

### **Competency 4: Literacy Development**

The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

### **Competency 5: Word Analysis and Identification Skills**

The teacher understands the importance of word identification skills (including decoding,

blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

**Competency 6: Reading Fluency**

The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

**Competency 7: Reading Comprehension and Applications**

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

**Competency 8: Reading Inquiry and Research**

The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

**Competency 9: Writing Conventions**

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

**Competency 10: Written Communication**

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

**Competency 11: Viewing and Representing**

The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages

Learning Outcomes: This section must be complete as per UTA policy.

*In regard to measurable learning outcomes, students/candidates will be able to:*

- 1) describe strands of a comprehensive literacy program and how each strand contributes to students' literacy development; (National and State Standards: NAEYC-1.1 NAEYC-2.1.2 TX-TEXES-COMP.GEN.EC-611.1 TX-TEXES-COMP.GEN.EC-6.11.4)*
- 2) designate which phonics generalization is being focused upon when shown words that reflect a generalization; (National and State Standards: NAEYC-2.1. TX-TEXES-COMP.GEN.EC-6.11.5)*
- 3) designate which area of structural analysis is being focused upon when shown words that reflect that area; (National and State Standards: NAEYC-2.1 TX-TEXES-COMP.GEN.EC-6.11.5)*
- 4) be able to describe what sight words are and appropriate instruction to foster sight word knowledge; (National and State Standards: NAEYC-2.1 NAEYC-2.1.5 TX-TEXES-COMP.GEN.EC-6.11.5)*
- 6) ) be able to describe major ways readers identify/recognize words and what teachers can do to foster*



*students' abilities; (National and State Standards: NAEYC-1.1 NAEYC-2.1.1 NAEYC-2.1.2 TX-TEXES-COMP.GEN.EC-6.111.5 TX-TEXES-COMP.GEN.EC-6.11.5)*

*7) ) be able to describe terms pertaining to phonological and phonemic awareness , concept awareness, metalanguage and instructional practices related to each; (National and State Standards: NAEYC-1.1 NAEYC-2.1.2 NAEYC-2.1.13 NAEYC-2.2 TX-TEXES-COMP.GEN.EC-6.11.2 TX-TEXES-COMP.GEN.EC-611.3)*

*8) ) be able to describe the concept of emergent literacy and how it differs from the traditional concept of readiness; (National and State Standards: NAEYC-1.1 TX-TEXES-COMP.GEN.EC-6.1.004)*

*9) ) be able to describe dimensions of effective vocabulary instruction or students' comprehension of words; (National and State Standards: NAEYC-2.1 TX-TEXES-COMP.GEN.EC-611.7)*

*10) ) be able to describe dimensions of effective comprehension instruction; (National and State Standards: (NAEYC-2.1.4 TX-TEXES-COMP.GEN.EC-6.11.6 TX-TEXES-COMP.GEN.EC-6.11.7 TX-TEXES-COMP.GEN.EC-611.8)*

*11) be able to describe how to establish a writing program in kindergarten and other grades. (National and State Standards: (NAEYC-2.1.1 NAEYC-2.1.3TX-TEXES-COMP.GEN.EC-6.11.9 TX-TEXES-COMP.GEN.EC-6.1.10)*

*12) be able to create a detailed description of instruction in guided reading, using a given reading selection as the basis. (National and State Standards: (NAEYC-2.1.1 NAEYC-2.1.4 NAEYC-2.2 TX-TEXES-COMP.GEN.EC-611.6 TX-TEXES-COMP.GEN.EC-611.6)*

*13) be able to implement and analyze running records. (NAEYC-5.5 TX-TEXES-COMP.GEN.EC-6.11)*

#### Association of Childhood Education International Standards

*STANDARD 2.1. English language arts--Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;*

#### Adds and Drops

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

A student may not add a course after the end of late registration.No grade is given if a student drops a course before the Census Date of that semester. A student may drop a course with a grade of W during the first six weeks of class. From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing. A student may not drop a course after the 12th week of class. The dean of the college or school in

which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair. Students wanting to drop all courses for which they are enrolled must withdraw from the University.

#### Policies/Course Requirements

Specific guidelines and evaluation rubrics for each assignment will be given in class. Refer to the Class Schedule for specific DUE dates. All assignments are due by 11:55 pm of the due date. All assignments are to be submitted through Blackboard unless otherwise specified by instructor. NO MAKE-UP WORK WILL BE ACCEPTED IN ORDER TO IMPROVE YOUR GRADE. I will grade what is submitted to Blackboard. Always double-check that what you submit is what you intend for me to grade!

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after class, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to Blackboard on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

### Assignments

Due dates are on the course calendar. All assignments will be turned in via Blackboard by 11:55 pm on the due date. Late work receives late points deducted. Late work will not be accepted a week after the due date. There are no extra credit opportunities in this class.

Assignment	Points
<b><u>One demonstration lesson (1 lesson x 25 points each)</u></b>  A. Guided Reading Plan: Lesson Plan #1 <b><u>(Due Session 12)</u></b>  **Note: There is a <b><u>lesson plan tutorial</u></b> , which is required reading before you start the second lesson plan. You will also come prepared to class to “do” your lesson in class in small groups. I will provide all the children’s books for the lesson plans. Use the blank lesson plan template I will provide you for the lesson plan. We will primarily work on this in class.  You will be uploading a copy of this lesson plan to the TK-20 site.	25 points
<b><u>Six Pop Quizzes.</u></b>  These will be in the form of “Pop quizzes” at the end of class. The days they will be offered will be randomly selected. Be prepared each class session for a potential quiz on that week’s readings. The quiz will take about 20 minutes and you will write in class in response to an open-ended question covering the textbook readings. Your	60 points

<p>response should be about a page, hand-written, single-spaced, in length. The quizzes will cover textbook readings according to the course calendar and assigned readings). To do well on the quiz you must refer to ideas from the textbook.</p> <p><b>We will start the quizzes during Session 2 of class.</b> Be prepared. These quizzes are closed-note and you may not use any books during the quiz.</p> <p><i>Quizzes cannot be made up if you are absent unless you have a documented emergency.</i></p> <p>6 quizzes X 10 points each</p>	
<p><b><u>Book Club in Class [participation points]</u></b></p> <p>Read and discuss a children's chapter book in small groups of 4-6 members. I will provide the books for the book club.</p> <p>Write a 1-2 page sheet of notes to bring to each book club discussion including big ideas and themes, connections, questions for the group, and favorite parts/quotes from the book.</p> <p>Write a final reflection (2-3 pages single-spaced) to be submitted to Blackboard. The book club should be chosen from the list of sustainability books:  <a href="http://www3.uta.edu/faculty/peggys/study_guides.htm">http://www3.uta.edu/faculty/peggys/study_guides.htm</a></p> <p>The <b>sustainability book club</b> will <u>take place in class during Sessions 5 and 6</u></p> <p>Final reflection—10 points  <u>Due by Session 7.</u></p>	10 points
<p><b><u>Phonics Test</u></b></p> <p>The phonics quiz will cover terms and terminology from Leu, D., Kinzer, C., Wilson, R., &amp; Hall, M. (2006). <i>Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial</i>. You will need to read this book on your own. I am also creating a self-paced online tutorial to help study and prepare for the phonics quiz.</p> <p><u>The phonics quiz will be given in Session 9 of the class.</u> I encourage you to form study groups to prepare for this quiz. Bring a laptop to class on the day of the quiz.</p>	30 points
<p><b><u>Online Discussion Group Forum: on Blackboard: Topic of Beginning Reading</u></b></p> <p>Everyone will do five weeks of participation in the online discussion forum on <b><u>Blackboard</u></b>, responding to prompts about the topic of beginning reading. For this assignment you will participate in posting and commenting on the online Group Discussion forums in Blackboard. A rubric will be provided in class. You will need to do</p>	50 points

your initial post by Thursday (11:59 pm) and do follow up replies to peers by Saturday at 6 pm. These online discussions will also help to prepare you for the phonics quiz.

10 points per post/comments x 5 weeks= 50 points

These will take place during weeks 4-8 of the class in preparation for the phonics quiz. The purpose of the discussion forum is to further understand the topic of teaching beginning reading.

For each weekly post:

- Do your initial post by Thursday night (11:59 pm). (2-3 paragraphs response to a provided prompt) [5 points]
- Do three follow up comments by Saturday night at 6 pm. (1 paragraphs or more in response to your peers. Post earlier than the 6 pm deadline to ensure informal follow-ups [5 points]

***Course Evaluation/Grading Scale:***

***A = 93 – 100%***

***B = 84 – 92%***

***C = 75 – 83%***

***D= 70 – 74%***

***F below 70%***

**Total: 175 points possible.**

A= 162-175 points

B= 147-161 points

C= 131-146 points

D= 122-130 points

F= below 122 points

Attend class faithfully and participate in discussion groups, class activities, and writers' workshop with a high level of preparedness and engagement. Professionalism also includes excellent communication with the instructor. Professional in-class behavior also includes active listening, no side conversations, and full engagement in the course activities, readings, and assignments.

**Literacy Studies Late Work and Attendance Policy**

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after class, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to Blackboard on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

### **Class Attendance:**

- Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning. Class members are expected to participate in a meaningful way by asking questions, taking risks, and engaging in class and small group discussion.
- Class members are expected to display a positive attitude toward learning, enthusiasm for reading and interest in the literature. Class members are also expected to complete all assignments by due dates, thereby coming to class prepared to participate. To receive full credit and not have points deducted, class members must not arrive late, leave early, or not participate fully and/or in a professional manner. Leaving early or arriving late will count as a tardy. Three tardies equal one absence.
- If a student is absent for any reason he/she needs to arrange with a classmate to copy notes and handouts. All cooperative classroom activities and quizzes will be assigned points. Since these activities require student's participation in specific class periods, the activities cannot be made up at any other time. **Students will receive a ceiling grade of B for more than one absence; ceiling grade of C for more than two absences; grade of F for three or more absences.**
- Talking at inappropriate times similarly results in a large deduction for class participation. You have a right to express your ideas in a candid manner, but you need to display a professional, not negative, demeanor in doing so. Working on assignments for this class, or any other class, during our time together is inappropriate and will cause a loss of participation points.

*Departmental Policies: All students are expected to be on time, in class every class session. The class meeting hours make it equivalent to three regularly scheduled classes. Thus, absences will be carefully monitored. Two absences will result in a ceiling grade of B (reduction of one letter grade); with three absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences will be counted (coming late/leaving early). 3 partial absences will equal 1 absence. The instructor does not judge the merit of absences or whether they are excused or not. The instructor does not need to know the circumstances. An absence is an absence.*

**Americans with Disabilities Act (ADA):** If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation from the University Center which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:** The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and

appropriate referrals.

**Academic Honesty:** Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Commitment to Diversity:** In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

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#### **Plagiarism Policy**

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. For additional information related to plagiarism, please read the paper from the link below.

<http://www.indiana.edu/~wts/wts/plagiarism.html>

#### **Participation Policy**

Attendance and active participation in this class is mandatory for all students. There will be assigned readings for each class period. These readings shall be done before class since class discussions and activities will be based on the assigned reading materials.

<p style="text-align: center;"><b>LIST 4373: FALL, 2011</b> <b>TENTATIVE COURSE CALENDAR</b></p>
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- **Note: Bring your textbooks, syllabus, course packet, and course calendar with you to each class. Cell phones should be turned off during class. NO TEXTING! No side conversations unless we are having group dialogue on a given topic.**

**Late work: Work submitted after the 11:59 pm deadline is subject to losing 25% of possible points. Late work will not be submitted after one week from the designated deadline.**

Date	Class Content	Reading to Be Completed Before Class	Assignments Due
Session 1  August 29	<p>Introductions</p> <p>Your literacy history</p> <p>Course Syllabus</p> <p>The “Big Five” of Literacy Instruction</p> <p>Reading and writing overview</p> <p>Introduction to the Language Arts <b>TEKS</b></p>	<p><b>READING:</b></p> <p><b>Carefully read through the syllabus.</b></p> <p><b>Familiarize yourself with the Blackboard site</b>  <a href="http://elearn.uta.edu">(<a href="http://elearn.uta.edu">http://elearn.uta.edu</a>)</a></p>	<p>BRING:</p> <p>The course syllabus and all of your textbooks</p>
Labor Day September 5	NO CLASS ON LABOR DAY		
Session 2  September 12	<p>TOPICS:</p> <ul style="list-style-type: none"> <li>• Fostering Emergent/Early Literacy</li> <li>• Pattern/Predictable Books</li> <li>• Phonological &amp; phonemic awareness</li> <li>• Print-rich classroom environments</li> <li>• Introduction to Phonics</li> </ul> <p>Select your book club members.</p> <p>Select your sustainability book club book in class today (I will provide copies of these).</p>	<p><b>READING:</b></p> <ul style="list-style-type: none"> <li>• <i>Put Reading First</i>: Section on phonemic awareness  <a href="http://www.nifl.gov/publications/pdf/PRFbooklet.pdf">http://www.nifl.gov/publications/pdf/PRFbooklet.pdf</a></li> <li>• Read in Fountas and Pinnell, “Living a Literate Life” and “Creating a Classroom Community of Readers and Writers” (front of text)</li> <li>• <u>Start reading <i>Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial. Read chapters 1 and 2 before this class session.</i></u></li> </ul>	<p><b><u>Possible Quiz</u></b></p>

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Date	Class Content	Reading to Be Completed Before Class	Assignments Due
Session 3  September 19	TOPIC: Making Words and Phonics/Word Study  Book club on <i>Just Juice</i> in class.	<b>READING:</b>  • <i>Put Reading First: Section on Phonics</i> <a href="http://www.nifl.gov/publications/pdf/PRFbooklet.pdf">http://www.nifl.gov/publications/pdf/PRFbooklet.pdf</a> • <i>Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial. Read chapters 3 &amp; 4 before this class session.</i>	<b>Book Club in class (Ida B)</b>  <i>Ida B</i> —Read the entire book before this class session and bring written notes (favorite parts, big ideas, questions to ask your group, and connections). I will email my sample notes and you can use mine if you wish and/or add to my notes.  <b>Possible Quiz</b>
Session 4  September 26	TOPIC: Overview of a comprehensive literacy program and the literacy continuum	<b>READING:</b>  <b>Fountas and Pinnell: Chapters 1, 2, 3, 4</b>  • <i>Put Reading First: Sections on fluency, vocabulary, and comprehension.</i> <a href="http://www.nifl.gov/publications/pdf/PRFbooklet.pdf">http://www.nifl.gov/publications/pdf/PRFbooklet.pdf</a>  • <i>Continue reading in Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial. Complete the book before Session 6.</i>	<b>Online Blackboard Discussion #1 (10 points)</b> <b>Do your initial post by Thursday and your follow up comments Sunday night.</b>  <b>Possible Quiz</b>



Date	Class Content	Reading to Be Completed Before Class	Assignments Due
Session 5 October 3	<p>TOPIC: Strategic Reading</p> <p><b>**Select your book club book by this date.</b></p>	<p><b>READING:</b></p> <p><b>Fountas and Pinnell: Chapters 5, 6, 7</b></p> <p><i>Continue reading in Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial. Complete the book before Session 6.</i></p>	<p><b>BOOK CLUB MEETING #1</b> in class (sustainability topics)—Read the first half of your book before your book club meets and discuss the book in class. Bring favorite quotes, connections, and questions to pose to the group.</p> <p>Bring first book club written notes to class; these will <u>not</u> be collected. You can write these notes digitally, e.g., on your phone or laptop.</p> <p>Online Blackboard Discussion #2 (10 points) Do your initial post by Thursday and your follow up comments Sunday night.</p> <p><u>Possible Quiz</u></p>
Session 6 October 10	<p>TOPIC: Read Aloud and Literature Study</p>	<p><b>READING:</b></p> <p><b>Fountas and Pinnell Chapters 15, 16, 17</b></p>	<p><b>BOOK CLUB MEETING #2—Second meeting</b> in class. Discuss the second half of the book club book. Bring your written notes to class.</p> <p>Bring second book club written notes to class; these will <u>not</u> be collected.</p> <p>Final book club reflection due to Blackboard by Sunday night, October 16.</p> <p>Online Blackboard Discussion #3 (10 points)</p>

			<p>Do your initial post by Thursday and your follow up comments Sunday night.</p> <p><u>Possible Quiz</u></p>
Date	Class Content	Reading to Be Completed Before Class	Assignments Due
<p>Session 7</p> <p>October 17</p>	<p>TOPIC:</p> <p>Book Club</p> <p>Independent Reading/Reading Workshop</p> <p>Introduction to Lesson Plan (Modeling and Practice).</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 18, 19, 20, 22</p> <p>Read the Lesson Plan Tutorial</p>	<p>Online Blackboard Discussion #4 (10 points)</p> <p>Do your initial post by Thursday and your follow up comments Sunday night.</p> <p><u>Possible Quiz</u></p>
<p>Session 8</p> <p>October 24</p>	<p>TOPIC</p> <p>Selecting text</p> <p>Matching books to readers</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 10, 11, 12</p>	<p>Online Blackboard Discussion #5 (10 points)</p> <p>Do your initial post by Thursday and your follow up comments Sunday night.</p> <p><u>Possible Quiz</u></p>
<p>Session 9</p> <p>October 31</p>	<p>TOPIC</p> <p>The demands of text (fiction and nonfiction)</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 13, 14, 23</p>	<p><b>**PHONICS QUIZ at end of class** Bring a laptop.</b></p>
<p>Session 10</p> <p>November 7</p>	<p>TOPIC:</p> <p>Teaching diverse learners</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>Discuss Text Talk article (<i>Text Talk</i> article by Beck &amp; McKeown) <b>in class.</b></li> </ul> <p>Book Club discussion at beginning of class.</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 29, 30, 31</p> <p><i>Text Talk</i> article (see below)</p> <p>BRING:</p> <ul style="list-style-type: none"> <li><u>Read and print the following article (bring to class):</u> Beck, I. L., &amp; McKeown, M.G. (2001). <i>Text Talk:</i></li> </ul>	<p><u>Possible Quiz</u></p>

		<p>Capturing the benefits of read-aloud experiences for young children. <i>The Reading Teacher</i>, 55(1), p.1- 20. Available:</p> <p><a href="http://libproxy.uta.edu:2066/login.aspx?direct=true&amp;db=a9h&amp;AN=5112390&amp;site=ehost-live">http://libproxy.uta.edu:2066/login.aspx?direct=true&amp;db=a9h&amp;AN=5112390&amp;site=ehost-live</a></p> <ul style="list-style-type: none"> <li>• <i>Julius, the Baby of the World</i></li> </ul>	
<p>Session 11</p> <p>November 14</p>	<p>TOPIC:</p> <p>Guided Reading</p> <p>Bring a polished and developed draft version of your guided reading lesson plan to discuss at the end of class in writing groups.</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 21, 24, 25, 26</p> <p><u>Possible Quiz</u></p>	<p><b><u>Lesson #1: Guided Reading Demonstration.</u> Be prepared to present your plan in small groups in class at the beginning of class.</b></p> <p><b><u>Bring printed copies of your final plan in class for your group members. Upload your final version to Blackboard by Sunday night, November 27. Be sure to include your reflection questions and all of your assessment items.</u></b></p>
<p>Session 12</p> <p>November 21</p>	<p>TOPIC:</p> <p>Writing and Reading Connections</p> <p>Writing Workshop</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 27, 28</p>	<p><u>Possible Quiz</u></p>
<p>Session 13</p> <p>November 28</p>	<p>TOPIC:</p> <p>Assessment of Reading and Writing</p> <p>Writing Workshop (part 2)</p> <p>Introduction to the Daily Five</p>	<p>READING:</p> <p>Fountas and Pinnell Chapters 8, 9, 21</p> <p>The Daily Five : Chapters 1-3</p>	<p><u>Possible Quiz</u></p>
<p>Session 14</p>	<p>Writing workshop (part 3)</p>	<p>READING:</p>	<p><u>Possible Quiz</u></p>

December 5	Putting it all Together Classroom Management and Organization  Writing gallery walk. Bring a copy of your personal writing piece (non-graded required assignment).	<b>The Daily Five: Chapters 4-7</b>	
<i>There is no final exam</i>			

## **DESCRIPTION OF ASSIGNMENTS**

### **QUIZZES (6 QUIZZES X 10 POINTS=60 POINTS)**

These will be in the form of “Pop quizzes” at the end of class. The days they will be offered will be randomly selected. Be prepared each class session for a potential quiz on that week’s readings. The quiz will take about 20 minutes and you will write in class in response to an open-ended question covering the textbook readings. Your response should be about a page, hand-written, single-spaced, in length. The quizzes will cover textbook reading according to the course calendar and assigned readings).

We will start the quizzes during Session 2 of class. Be prepared. These quizzes are closed-note and you may not use any books during the quiz.

*Quizzes cannot be made up if you are absent unless you have a documented emergency.*

6 quizzes X 10 points each

I suggest you study with a partner for the quizzes. The quizzes will take place at the end of class. Suggested guiding questions for studying for the quizzes include the following.  
Preparing for the quizzes.

Read your course readings closely and carefully (do not skim). Know the following:

- *What are the key theoretical concepts and big ideas of the chapter?*
- *What are the key practical teaching strategies and methods in the chapter?*
- *What terminology do you need to know to understand this chapter?*
- *What connections can you make from the ideas in the chapter to classroom practice (classrooms you’ve seen and your future classroom)?*
- *What are your own thoughts on the key concepts and terms from the chapter?*

**BOOK CLUB/LITERATURE CIRCLE (10 points):** Book Club is a fun and meaningful assignment! Participate in a book club in class. You will read the entire book *prior* to the class meeting and **discuss the book in class**. The theme of the book club will be on books related to the topic of sustainability. The four sub-topics to choose from include: **commerce, energy, community, and environment**. You will pick one of these sub-topics from a provided book list. Books will be provided in class to borrow or you can purchase it yourself if you wish.

Steps:

Choose a book and sign up in class by the designated due date.

The book list of titles is here:

[http://www3.uta.edu/faculty/peggys/study\\_guides.htm](http://www3.uta.edu/faculty/peggys/study_guides.htm)

1. Meet with your group and choose the same book to read. Book titles related to sustainability will be provided.
2. Establish guidelines for your group. Come to the group *having read* and bring your response journal so you are ready to discuss the book.
3. Bring a written response to the text. I will not collect these, but you can use your notes for your in-class discussion and for your reflection about the book and the book club.

WHEN YOUR BOOK CLUB MEETS IN CLASS....

1. Read carefully and thoughtfully. Participate eagerly and make substantive contributions to the book discussions.
23. Come prepared with written notes on your thoughts on the book. **Be ready** to discuss the book and participate actively in book club!

### WRITTEN NOTES TO BRING TO CLASS FOR IN-CLASS DISCUSSIONS:

You must bring a printed copy of your written notes to class. Also, bring copies for your book club members, as well.

**CONNECTIONS** to the text (text to self, text to text, or text to world)

**THEMES/IDEAS** (what big ideas or themes that connect to life are present in the text? Why did these themes stand out? Be prepared to discuss them in the book club).

**FAVORITE QUOTES AND PARTS OF THE BOOK.** Why did these speak to you?

**QUESTIONS** to pose to the group. Bring at least five open-ended discussion questions to pose to the group.

**Final Book Club Reflection** (post this reflection to Blackboard). It should be 1-2 pages, single-spaced, size 12 font, standard margins):

- 1) What were your thoughts on the book, as a reader, throughout your reading of the book? Do not summarize the book; share your analysis, insights, and personal, aesthetic responses.
- 2) Reflect on both book clubs. What was the process of the book clubs like? What was the nature of the talk that emerged across the book club meetings?
- 3) What are your thoughts on book club in terms of using it in your future classroom? How might you use it and why? What would you change or modify?

### **DEMONSTRATION LESSON (1 lesson x 25 points)**

You will be assigned to prepare a lesson demonstrating an activity from the readings in class to a small group. After you do the demonstration, you will write a brief reflection about how it went using a provided self-assessment form. We will participate in lesson plan writing groups to offer feedback and share ideas in class as part of these two assignments. You will be ready to present these in small groups (groups of four students) on the specified due date. Sample lesson plans will be provided on Blackboard and via email.

A template and rubric will be provided via email and on Blackboard.

### **GUIDED READING (FLUENT READER) PLAN (25 POINTS)**

**Demonstration Lesson #1:** Guided Reading: Fluent Reader Lesson Plan. Select a guided reading text appropriate for 1<sup>st</sup>-4<sup>th</sup> grade. A template will be provided for this plan and will be made available on Blackboard. You need to include the TEKS. You also need to include at least three objectives written in the C-ABC format. This guided reading plan assumes students are in the fluency stage of reading and can already decode. See Blackboard for the required template and the reflection questions for Lesson Plan #1. We will work on this plan extensively in class.

Include all assessment tools at the end.

**Lesson Plan Rubric.** Your lesson plan will be uploaded to Blackboard by or before 11:59 p.m. on the due date.

Total points possible: 25 points

**Reflection:** Your answers should be thorough; about 2-4 sentences per question is a minimum expected length. Skeletal responses to the reflection questions will lose points.

1. Approximately how long did you spend on your plan? What was the planning process like?
2. What went well in your planning and demonstration lesson?
3. What would you do differently in your plan and your lesson presentation?
4. What resources did you draw in preparing your lesson plan? How were they useful?
5. How effective was the assessment component of your lesson plan?
6. Were you able to do this lesson with real students? If so, how did it go?
7. Revisit the lesson plan rubric for this lesson plan. What grade would you give yourself

and why?

8. What was the most interesting thing you learned while doing the lesson plan?
9. What did you learn about designing a lesson plan?
10. What did you learn about yourself doing this assignment?
11. What other comments do you have about your plan and presentation