

*Department of Curriculum &
Instruction*

College of Education
PARTNERS for the
FUTURE



**LIST 4373
LITERACY LEARNING FOR EC-6 STUDENTS:
READING AND WRITING**

Spring, 2013

Instructor Information:

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Office Hours: By appointment. I am easiest to get ahold of by **email**. I also do **virtual office hours** through **Blackboard Instant Messenger** and through Blackboard Collaborate (Videoconference tool).

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

Research profile: <http://www.uta.edu/ra/real/editprofile.php?pid=2555>

Course Information:

Course Title: LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING
Course Number: LIST 4373, section 001
Semester: Spring, 2013
Course Location and Hours: **ONLINE**; Blackboard <http://elearn.uta.edu>

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



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 is also interested in digital pedagogies and the ways that online learning can be personalized and builds community. 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 has an identical twin sister and a four-year-old niece and has lived in Alaska, Southern California, and Texas. Her favorite things to do include: swimming, cooking, reading (of course!), and technology. Her goal is to learn as much about technology as possible!

Prerequisites: Not applicable

TEKS (English Language Arts Reading) Access to the updated Language Arts TEKS (bookmark this link; you do not need to print it but you will be referring to them in multiple courses and in your future teaching):

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

Children's Book:

The Hundred Dresses by Eleanor Estes. Purchase online or check out from your local public library. I will have copies on reserve at the UTA library. NOTE: *As you read, print out the chart that goes with the book club assignment ("Written Notes") and jot down ideas as you read or after you read.*

REQUIRED [DIGITAL] READINGS

LIST 4373 SPRING 2013

NOTE: *The online quizzes and the discussion board journals are based on these required readings!!!!

E-Reserve Readings, Chapters, and Online Readings [as of 12/18/12; readings will be slightly modified when the course syllabus is finalized before class begins]

*Tip for accessing the digitized versions of the readings:

- Use **Internet Explorer** or **Firefox** as your browser.
- Cut and paste the link into your browser or click on the link directly. You may need to wait a few seconds or hit refresh if it doesn't load automatically. Email me if you need assistance.
- You can use the zoom button to make it larger.
- Some of the readings can be read using a mobile device such as a tablet!

***Electronic readings need to be accessed through the links below to the UTA Library using your UTA NetID and Password. These links are also in Blackboard and within the syllabus.**

Chapter 3- Early Reading Instruction: Getting Started with Essentials, In D.R. Reutzel & R. B. Cooter, Jr. Teaching Children to Read: the Teachers Makes the Difference (6th ed., 88-123), Boston: Pearson.
<http://ereserves.uta.edu/2012/fall/LIST4373SEM003.pdf>

Armbruster, B. B., Lehr, F., & Osborn, J. (2006). Put reading first: Kindergarten through grade 3 (3rd ed.). Washington, DC: National Institute for Literacy <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Chapter 5-Word Study: Tickle Words, In Smith, J.S. & Read, S. Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades (2nd ed., 101-132), Boston: Pearson.
<http://ereserves.uta.edu/2012/fall/LIST4373SEM001.pdf>

Clark, K. F. (2004, February). What Can I Say Besides "Sound it Out?" Coaching word recognition in beginning reading. The Reading Teacher, 57(5), 440-449.
<http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=12147738&site=ehost-live>

Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us?. Reading Teacher, 60(6), 506-515. doi:10.1598/RT.60.6.1

<http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=24286603&site=ehost-live>

Chapter 7-Word Study for Intermediate Readers and Writers: the Syllables and Affixes Stage, In D.R. Bear et al. (eds.) Words their Way (5th ed., 240-271), Boston: Pearson.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM002.pdf>

Selected pages from The Dyslexia Handbook. Read pages:

<http://www.region10.org/Dyslexia/Documents/DyslexiaHandbook11-10-2010.pdf>

Read pages: p. 8-10, 22-25, 34-37, 41-42, 56-59, and 81-83 [selected key terms from 81-83; see Blackboard]

Chapter 3: Beliefs and Practices, In R. Peterson & M. Eeds, Grand Conversations: Literature Groups in Action (17-30), New York: Scholastic. <http://ereserves.uta.edu/2012/fall/LIST4373SEM004.pdf>

Chapter 2: Components of the Program, In T.E. Raphael, M. Kehus, & K. Damphousse, Book Club for Middle School (11-22), Lawrence, MA: Small Planet Communications.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM005.pdf>

Fountas, I.C. & Pinnell, G.S. (1996). "What Is Guided Reading?" In Irene C. Fountas & Gay Su Pinnell's Guided Reading: Good First Teaching for All Children (pp.1-19). Portsmouth, NH: Heinemann.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM014.pdf>

Chapter 5: Helping Students Develop systems of Strategic Actions for Expanding Thinking; In I.C. Fountas & G.S. Pinnell Teaching for Comprehension and Fluency (52-61), Portsmouth, NH: Heinemann.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM008.pdf>

Chapter 15: Engaging Readers in Thinking and Talking about Texts through Interactive Read-Aloud, In I.C. Fountas & G.S. Pinnell Teaching for Comprehension and Fluency (215-236), Portsmouth, NH: Heinemann.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM009.pdf>

Chapter 8: Teach Comprehension, In R. Routman, Reading Essentials: the Specifics You Need to Teach Reading Well (117-129), Portsmouth, NH: Heinemann.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM006.pdf>

Chapter 1- Seeing Reading: Making Strategic Knowledge Visible and Available to Students, In J.D. Wilhelm, Improving Comprehension with Think-Aloud Strategies (17-34), New York: Scholastic.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM007.pdf>

Beck, I. L., & McKeown, M. G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher, 55(1), 10.

<http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=5112390&site=ehost-live>

Dalton, B., & Grisham, D. L. (2011). eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary. Reading Teacher, 64(5), 306-317. doi:10.1598/RT.64.5.1

<http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=58771203&site=ehost-live>

Davis, J. & Hill, S. (2003). "Providing Structure and Organization." In Judy Davis and Sharon Hill's The No-Nonsense Guide to Teaching Writing. (pp. 19-48). Portsmouth, NH: Heinemann.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM010.pdf>

Wood Ray, K. (1999). "Planning for the Workshop." In Katie Wood Ray's Wondrous Words: Writers and Writing in the Elementary Classroom (pp. 211-230). Urbana, IL: National Council of Teachers of English.

<http://ereserves.uta.edu/2012/fall/LIST4373SEM013.pdf>

Buckner, A. (2005). "When Writer's Read." In Aimee Buckner's Notebook Know-How: Strategies for the Writer's Notebook (pp. 63-73). Portland, ME: Stenhouse Publishers.
<http://ereserves.uta.edu/2012/fall/LIST4373SEM011.pdf>

Fletcher, R. & Portalupi, J. (2001). "Conferring with Writers." In Ralph Fletcher and JoAnn Portalupi's Writing Workshop: The Essential Guide (pp. 47-59). Portsmouth, NH: Heinemann.
<http://ereserves.uta.edu/2012/fall/LIST4373SEM016.pdf>

Jones, S. (2004). Living poverty and literacy learning: Sanctioning the topics of students' lives. Language Arts, 81, 461-469. <http://libproxy.uta.edu:4147/library/NCTEFiles/Resources/Journals/LA/0816-july04/LA0816Living.pdf>

Sylvester, R., & Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. The Reading Teacher, 63(4), 384-395.
<http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=46729974&site=ehost-live>

Carger, C. (2004). Art and literacy with bilingual children. Language Arts, 81(4), 283-292.
<http://libproxy.uta.edu:4147/library/NCTEFiles/Resources/Journals/LA/0814-March04/LA0814Art.pdf>

***Several additional required readings will be added for session 13 and 14 (to be announced)**

<u>OTHER REQUIRED MATERIALS</u>
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1. A writer's notebook (journal) of your choosing. Choose a notebook that you can take with you into student teaching and your future teaching as an example of your own writing. ☺ I suggest using a "composition book" (with hardfront cover) so it can be one your students will relate to. You can also choose to do a digital notebook, e.g., an ongoing blog. If you do a blog, you can keep it private and password protected. Blogs at UTA can be created at: <http://blog.uta.edu/> and <http://blog.uta.edu/support/start-here/>
2. TK20 System <http://www.uta.edu/coehp/academics/tk20/index.php>

Other requirements: As part of this course you will need to participate in a Webinar (web seminar) via the course site on Blackboard. There are a total of seven (7) webinars. They will take place from 5:00-7:00 pm (CST) on both a Thursday and Friday. They will take place approximately every other week. You will need to attend **one** of these sessions **or** view the video-recording of the session. The webinar will be about 90 minutes to two hours in length and will focus on the course topics.

<i>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.</i>
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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.

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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
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- 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

Professional Dispositions Statement *(Approved by Teacher Education Council, 2-7-2012)*

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. 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 digressions.

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, including how to make modifications for students who face challenges in literacy learning, including students with dyslexia or other reading difficulties.
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 statement of the **Association for Childhood Education International (ACEI) standards.**

(<http://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>)

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>.

National Teacher Preparation Standards-Early Childhood (EC-6)

**Association for Childhood Education International (ACEI)
Elementary Education Standards and Supporting Explanation**

CONTENT OF THE STANDARDS

What should elementary teacher candidates know and be able to do to have positive effects on student learning? This is the text of the standards for elementary teacher candidates.

Development, Learning, and Motivation

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, Principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Curriculum

- 2.1 English language arts—Candidates demonstrate a high level of competence in use of 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;
- 2.2 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Instruction

- 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, auricular goals, and community;

- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
- 3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;
- 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
- 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

State Domains and Competencies:

TEXES EC-6 Generalist Competencies, English Language Arts and Reading

The competencies are the knowledge and skills that an entry-level educator certified in EC-6 in Texas public schools must possess:

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

Competency 002 (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 003 (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 004 (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 005 (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 provided many opportunities for students to practice and improve word identification skills.

Competency 006 (Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (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 008 (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 009 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 011 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 012 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction

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: ACEI Standard 2.1; 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: ACEI Standard 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: ACEI Standard 2.1TX-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: ACEI Standard 2.1. TX-TEXES-COMP.GEN.EC-6.11.5)
- 5) be able to describe major ways readers identify/recognize words and what teachers can do to foster students' abilities; (National and State Standards: ACEI Standard 2.1. TX-TEXES-COMP.GEN.EC-6.11.5 TX-TEXES-COMP.GEN.EC-6.11.5)
- 6) be able to describe terms pertaining to phonological and phonemic awareness , concept awareness, metalanguage and instructional practices related to each; (National and State Standards: ACEI Standard 2.1. TX-TEXES-COMP.GEN.EC-6.11.2 TX-TEXES-COMP.GEN.EC-611.3)
- 7) be able to describe the concept of emergent literacy and how it differs from the traditional concept of readiness; (National and State Standards: ACEI Standard 2.1.TX-TEXES-COMP.GEN.EC-6.1.004)
- 8) be able to describe dimensions of effective vocabulary instruction or students' comprehension of words; (National and State Standards: ACEI Standard 2.1.TX-TEXES-COMP.GEN.EC-611.7)
- 9) be able to describe dimensions of effective comprehension instruction; (National and State Standards: (ACEI Standard 2.1, 2.2; TX-TEXES-COMP.GEN.EC-6.11.6 TX-TEXES-COMP.GEN.EC-6.11.7 TX-TEXES-COMP.GEN.EC-611.8)
- 10) be able to describe how to establish a writing program in kindergarten and other grades. (National and State Standards: (ACEI Standard 2.1., 2.2; TX-TEXES-COMP.GEN.EC-6.11.9 TX-TEXES-COMP.GEN.EC-6.1.10)
- 11) be able to create a detailed description of instruction in guided reading, using a given reading selection as the basis. (National and State Standards: (ACEI Standard 2.1., 2.2; TX-TEXES-COMP.GEN.EC-611.6 TX-TEXES-COMP.GEN.EC-611.6)
- 12) be able to implement and analyze running records. (ACEI Standard 2.1; TX-TEXES-COMP.GEN.EC-6.11)
- 13) be able to design literacy instruction to meet the needs of diverse learners, including differentiating instruction to meet the needs of students who face challenges in reading, have dyslexia, or other reading challenge. (ACEI Standard 2.1; TX-TEXES-COMP.GEN.EC-6.11.3)

LIST OF ASSIGNMENTS AND DUE DATES—LIST 4373, SPRING 2013

Specific guidelines and evaluation rubrics for each assignment will be given in class and are also on Blackboard. 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. Due dates are on the course calendar. All assignments will be turned in via Blackboard by 11:59 pm on the due date. Late work receives late points deducted.

****Late work will only be accepted up to one week after the due date. I expect all work to be submitted on time unless a true emergency happens***

ASSIGNMENT	DUE DATE(S)	POINTS
<p>POST GENERAL INTRODUCTION OF YOURSELF TO THE DISCUSSION BOARD ON BLACKBOARD</p> <p>Write 1-2 paragraphs about yourself, what you hope to learn class, what you know about elementary literacy learning, your future goals as an educator, and anything else you want to share! ☺ A sample intro will be posted to Blackboard. All points are awarded for completeness and posting on time. Please post comments to others' intros! We are building online community. ☺ ☺ ☺</p>	<p>Post by or before Wednesday 1/16/13 to Blackboard</p>	<p>5 POINTS</p>
<p>(4) QUIZZES OVER ASSIGNED READINGS—BLACKBOARD</p> <p>The four quizzes will cover assigned required course readings, as per the syllabus. Be prepared for the each quiz by closely and carefully reading the designated required assigned readings. The quiz will take about 15-30 minutes and you will take it via Blackboard (<i>location: Assignments</i>). <i>There will be a quiz "window" for one week for each quiz.</i></p> <p>You will be able to re-take the quiz multiple times during the test window until you get the quiz grade you want! Re-takes must be during the test window.</p> <p><u>Each quiz will be 20 multiple choice and true/false questions.</u></p> <p>4 quizzes X 20 points each= 80 points total</p>	<p>Quiz 1 Test window is from 2/04-2/10</p> <p>Quiz 2 Test window is from 2/25-3/03</p> <p>Quiz 3 Test window is from 3/25-3/31</p> <p>Quiz 4 Test window is from 4/15-4/21.</p>	<p>4 QUIZZES (4 X 20 POINTS)</p> <p>80 POINTS</p>
<p>ONLINE BOOK CLUB (THE HUNDRED DRESSES) AND BOOK CLUB NOTES AND COMMENTS: POST YOUR READER-RESPONSE NOTES AND THREE+ FOLLOW UP COMMENTS</p> <p>The online book club will take place the week of 2/11. Read the book outside of class and be prepared to discuss it in small groups. Post written notes by Thursday 2/14; post formal comments (3+) by 2/16 (11:59 pm); post informal follow-up replies by 2/17 (11:59 pm).</p>	<p>Week of 2/11.</p>	<p>10 POINTS</p>
<p>DISCUSSION BOARD POSTINGS (6 DISCUSSION BOARD POSTS) AND COMMENTS</p> <p>You will have six journals to post to the discussion board every other week. Each journal is about 1-2 pages (single-spaced; 12 font).</p> <p>Select five or more quotes from across the readings (they don't have to be from all of the readings and any of the videos) for that session. Then, type each quote and page number and write a paragraph for each quote, summarizing what it is saying, how it connects to other knowledge (connecting mostly to knowledge from this course, other courses, and any classroom observations or teaching experiences). Also, include any links to websites, resources, children's books, or other resources that would benefit your colleagues who are also future teachers.</p> <p><i>The journal posting should synthesize the information for:</i></p> <ul style="list-style-type: none"> <i>The required readings, professor-authored readings, as well as the</i> 	<p>Each initial journal post is due by <u>Thursday night (11:59 pm)</u> and comments by <u>Saturday night (11:59 pm)</u>. Informal follow-up replies to others' comments are expected by <u>Sunday night (11:59 pm)</u>.</p>	<p>10 POINTS PER POST X 6 POSTS=60 POINTS</p>

<p><i>videos assigned for that week. You should also refer to the “Professor Notes” in your discussion board journal.</i></p> <p><i>Discussion boards will take place during:</i></p> <p><i>Discussion Board 1—during week 4</i> <i>Discussion Board 2—during week 6</i> <i>Discussion Board 3—during week 8</i> <i>Discussion Board 4—during week 10</i> <i>Discussion Board 5—during week 12</i> <i>Discussion Board 6—during week 14</i></p>		
<p>VIDEOCONFERENCE: WEBINARS (7 webinars + reflections) – BLACKBOARD COLLABORATE</p> <p>Participate in seven Thursday <i>or</i> Friday webinars (or watch the recording) and write a <u>1-2 page single-spaced reflection</u>. Turn in the reflection to <u>Assignments</u>. The webinar will be about every other week and will be repeated Thursday and Friday. Both recordings will be recorded. You can watch either Thursday or the Friday webinar for the weeks we are doing webinars.</p> <p>The reflection template is at the end of the syllabus and on Blackboard.</p> <p>If you cannot attend the webinar, watch the <i>recording</i> of the webinar. Directions for accessing the recording are on Blackboard and will be sent via UTA email.</p> <p style="text-align: center;"><u>DATES OF WEBINARS:</u></p> <p>#1—Orientation webinar (overview of the course, resources, syllabus, and Q/A) 1/17 or 1/18; post written reflection by 1/25 to BB Assignments #2—1/31 or 2/1; post written reflection by 2/8 #3—2/14 or 2/15; post written reflection by 2/22 #4—2/28 or 3/01; post written reflection by 3/08 #5—3/21 or 3/22; post written reflection by 3/29 #6—4/04 or 4/05; post written reflection by 4/12 #7—4/18 or 4/19; post written reflection by 4/26</p>	<p>Submit reflections a week from the webinar (Friday night following each webinar) to Assignments.</p> <p>For due dates, see left column.</p>	<p>70 POINTS (7 WEBINARS X 10 POINTS EACH</p>
<p><u>GUIDED READING LESSON PLAN -- SUBMIT TO BLACKBOARD</u></p> <p>Use the required template to design a fluent reader guided reading lesson plan (e.g., for a 2nd-6th grader). We will work on this in class. You will also do a simulated lesson plan (10-15 minutes) presented to a classmate in this class (on your own time) or with an actual child or small group of children for practice.</p> <p>Example plans will be provided on Blackboard. Read through these carefully.</p> <p>Be sure your lesson includes all supplemental materials (e.g., as appendices at the end of the lesson plan). Embed any photos of materials you used.</p>	<p>Due 11:59 pm <u>Sunday 4/14</u> to Blackboard.</p>	<p>25 POINTS</p>

Present to a colleague from our class or to a small group of children before submission to Blackboard.		
Due 11:59 pm <u>Sunday 4/14</u> to Blackboard <u>and</u> TK20.		
GUIDED READING LESSON PLAN: SUBMIT TO <u>TK20</u> [SAME AS ONE SUBMITTED TO BLACKBOARD] Submit your guided reading lesson plan to the <u>TK20 system</u> [this is in addition to submitting it to Blackboard]. Be sure your lesson includes all supplemental materials (e.g., as appendices at the end of the lesson plan). Embed any photos of materials you used. Points are awarded for submitting your lesson plan <u>on time!</u>	Due 11:59 pm <u>Sunday 4/14</u> to TK20.	15 POINTS
TOTAL POINTS		265POINTS

DUE DATES LIST 4373

All due dates are by 11:59 pm to Blackboard (CST)
Real-Time Webinars take place from 5:00-7:00 pm (CST)

<u>Discussion Board- Blackboard</u> (five+ key points)		<u>Quizzes</u> There is a one-week window for each quiz; quiz can be re-taken		<u>Guided Reading Lesson Plan</u> Submit to both Blackboard <u>and</u> TK20		<u>Thursday and Friday Webinars</u> *Attend <i>one</i> or watch recorded session; submit written reflection Friday of week following webinar	
Disc. Board (journal and comments)	Due Date post Thursday & 3 comments by Saturday.	Quiz	Due Date	Plan	Due Date	Session	Date (pick <i>one</i> webinar date or watch recording)
1	Post-2/07 Formal Comments-2/09 Informal replies-2/10	1	Test window is from <u>2/04-2/10</u>	<i>Final</i> written version of GRLP to Blackboard	Due 11:59 pm <u>Sunday 4/14</u> to Blackboard <u>and</u> TK20.	W1	Th-1/17 Fri-1/18 Reflection due: 1/25
2	Post-2/21 Formal Comments-2/23 Informal replies-2/24	2	Test window is from <u>2/25-3/03</u>	<i>Final</i> written version of GRLP to TK20	Due 11:59 pm <u>Sunday 4/14</u> to Blackboard <u>and</u> TK20.	W2	Th-1/31 Fri-2/1 Reflection due: 2/8
3	Post-3/07 Formal	3	Test window			W3	Th-2/14 Fri-2/15

	Comments-3/09 Informal replies-3/10-		is from <u>3/25-3/31</u>				Reflection due: 2/22
4	Post-3/28 Formal Comments-3/30 Informal replies-3/31	4	Test window is from 4/15-4/21.			W4	Th-2/28 Fri-3/01 Reflection due: 3/08
5	Post-4/11 Formal Comments-4/13 Informal replies-4/14					W5	Th-3/21 Fri-3/22 Reflection due: 3/29
6	Post-4/25 Formal Comments-4/27 Informal replies-4/28					W6	Th-4/04 Fri-4/05 Reflection due: 4/12
						W7	Th-4/18 Fri-4/19 Reflection due: 4/26

Other Assignments

- 1) General introduction—post your general introduction about yourself to the Blackboard general discussion area by Wed., 1/16/13 (11:59 pm)
- 2) **Online Book club:** *The Hundred Dresses* (children's book) by Eleanor Estes. [post written notes to Blackboard]
The online book club will take place the week of 2/11. Read the book outside of class and be prepared to discuss it in small groups. Post written notes by Thursday 2/14; post formal comments (3+) by 2/16 (11:59 pm); post informal follow-up replies by 2/17 (11:59 pm).

Total: 265 points possible. A percentage grade is calculated based on points earned.

Course Evaluation/Grading Scale:

A = 93 – 100%
B = 84 – 92%
C = 75 – 83%
D = 70 – 74%
F below 70%

Total: 265 points possible.

A= 246-265 points
B= 222-245 points
C= 198-221 points
D= 185- 197points
F= below 197 points

Policies

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:

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. 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.

Literacy Studies 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.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/ses/fao>).

Americans with Disabilities Act (ADA): The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at wwwb.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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).

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>

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Make-up Exams: Students are expected to be here for exams. Exams can be made up if the student communicates the nature of the reason the exam was missed. If the exam was missed due to a true emergency, then the exam can be made up.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog:

http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

Information about activating and using MavMail is available at
<http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit
<http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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.

Participation Policy

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

LIST 4373: SPRING 2013 TENTATIVE COURSE CALENDAR

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Semingson

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. I grade what you submit. If you upload a blank page to Blackboard, that is what I will grade. Double-check everything! Stay on top of the reading and due dates. Check in UTA Email and Blackboard (Assignments) often.

IMPORTANT: *Check Blackboard and your UTA email daily!*

Date/WEEK	Topics	Readings Complete <i>before</i> the Class Session.	Assignments Due: Complete <i>before</i> the Class Session.
	*Check Blackboard for the detailed agenda for each class session. I will post these at least one week prior to each class session.	See Blackboard for links to course readings. Folder: "Course Readings"	Assignments are due by 11:59 pm to Blackboard
WEEK 1 1/14	<ul style="list-style-type: none"> • Read entire Course Syllabus • Reading and writing overview: What is a comprehensive literacy program? • Literacy development • Review of balanced literacy • The reading process • Introduction to the Language Arts <u>TEKS</u> <p>Competency 004 (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.</p>	<p>READING:</p> <ol style="list-style-type: none"> 1. Read syllabus and welcome letter. 2. Familiarize yourself with the Blackboard site (http://elearn.uta.edu) 3. Watch <u>the overview video</u> and the <u>welcome letter</u> about the course and the online features (e.g. YouTube videos, required webinars/recordings, discussion boards, online book club, etc.). This course will require your active and ongoing participation and checking in ! <p>*Check Blackboard and your UTA email daily!</p>	<p>To *DO*:</p> <p>Read the course syllabus (digital or printed copy) before the class begins!</p> <p>Webinar 1 on Thursday 5-7 pm or Friday 5-7 pm (1/17 or 1/18)</p> <p>#1—Orientation webinar (overview of the course, resources, syllabus, and Q/A) 1/17 or 1/18; post written reflection by 1/25 to BB Assignments</p> <p>*Log on to the webinar 10 minutes early! It is on Blackboard. Look for the link that says "Webinars". Be sure you have installed the latest version of Java.</p> <p>Familiarize yourself with the expectations for the webinar. Decide if you will attend the Thursday webinar, Friday webinar, or will view the recording next week! Access the</p>

			<p><i>session and email Dr. Semingson if you have any issues getting in the webinar session. The first webinar is an "introduction to the course and a few big ideas of the course."</i></p> <p>Post introduction of yourself to the general discussion board by Wednesday of Week 1 (1/16/13). It is under <u>"Discussions"</u>.</p>
<p>WEEK 2</p> <p>1/21</p>	<p>Emergent Literacy</p> <p>Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.</p> <p>Competency 002 (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.</p> <p>Competency 004 (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.</p>	<p><u>Required Readings:</u></p> <p>1. Chapter 3- Early Reading Instruction: Getting Started with Essentials, In D.R. Reutzel & R. B. Cooter, Jr. <i>Teaching Children to Read: the Teachers Makes the Difference</i> (6th ed., 88-123), Boston: Pearson. http://ereserves.uta.edu/2012/fall/LIST4373SEM003.pdf</p> <p>See Blackboard Assignments for where to submit your Journal. An <i>example journal</i> is available on Blackboard Assignments.</p>	<p><i>No discussion board or webinar this week!</i></p> <p><i>Spend this week reading, being sure you fully familiar with the Blackboard site and you are staying on top of (or getting ahead on) course readings.</i></p> <p><i>Access the study guide for Quiz 1 on Blackboard so that you can study the terms and concepts as you are reading.</i></p>

<p>WEEK 3</p> <p>1/28</p>	<p>Continuation of phonological/phonemic awareness; word study and recognition; sight words; and phonics generalizations</p> <p>*Introduction to Book Club</p> <p>Competency 003 (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.</p> <p>Competency 005 (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 provided many opportunities for students to practice and improve word identification skills.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Chapter 5-Word Study: Tickle Words, In Smith, J.S. & Read, S. <i>Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades</i> (2nd ed., 101-132), Boston: Pearson. http://ereserves.uta.edu/2012/fall/LIST4373SEM001.pdf 2. Clark, K. F. (2004, February). What Can I Say Besides "Sound it Out?" Coaching word recognition in beginning reading. <i>The Reading Teacher</i>, 57(5), 440-449. http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=12147738&site=ehost-live 3. Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? <i>Reading Teacher</i>, 60(6), 506-515. doi:10.1598/RT.60.6.1 http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=24286603&site=ehost-live 	<p>Webinar 2 on Thursday 5-7 pm or Friday 5-7 pm. #2—1/31 or 2/1; post written reflection by 2/8.</p> <p>Virtually attend the webinar or watch the recording on Blackboard.</p> <p>*Next week is the discussion board so be sure you understand what the discussion and initial post entails. Post early next week! It's not too soon to start writing your discussion board assignment along the way so it's ready to post when we get to it! ☺</p>
<p>WEEK 4</p> <p>2/04</p>	<p>*More on Book Club-- Read-aloud and discussion of <i>The Hundred Dresses</i>; managing the book club experience</p> <p>Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for</p>	<p>Required Readings</p> <ol style="list-style-type: none"> 1. Chapter 7-Word Study for Intermediate Readers and Writers: the Syllables and Affixes Stage, In D.R. Bear et al. (eds.) <i>Words their Way</i> (5th ed., 240-271), Boston: Pearson. http://ereserves.uta.edu/2012/fall/LIST4373SEM002.pdf 	<p>Quiz 1 (over required readings from Session 2, 3, & 4)—study guide is on Blackboard. Test Window is from 2/04-2/10.</p> <p>Discussion Board 1 (post journal by Thursday 2/07; post 3 comments by</p>

	<p>reading English and provides instruction that helps students understand the relationship between spoken language and printed words.</p> <p>Competency 005 (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 provided many opportunities for students to practice and improve word identification.</p> <p>*Key content on topic of dyslexia will be discussed and demonstrated tonight.</p>	<p>2. Selected pages from <i>The Dyslexia Handbook</i>. Read pages: http://www.region10.org/Dyslexia/Documents/DyslexiaHandbook11-10-2010.pdf Read pages: p. 8-10, 22-25, 34-37, 41-42, 56-59, and 81-83 [selected key terms from 81-83; see Blackboard and study guide]</p>	<p><i>Saturday 2/09; post informal follow-up replies by Sunday 2/10). Journal is over readings and selected videos from sessions 2, 3, & 4. Post your journal directly into the discussion board area and also upload it as a word document (do both).</i></p> <p><i>*Proof your discussion board post for typos. No spelling or grammar mistakes should be in there! ☺</i></p>
<p>WEEK 5</p> <p>2/11</p>	<p>*More on book club and “comprehension as conversation”; managing the book club experience</p> <p>Competency 006 (Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.</p> <p>Competency 007 (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.</p>	<p>Required Readings:</p> <p>1. Chapter 3: Beliefs and Practices, In R. Peterson & M. Eeds, <i>Grand Conversations: Literature Groups in Action</i> (17-30), New York: Scholastic. http://ereserves.uta.edu/2012/fall/LIST4373SEM004.pdf</p> <p>2. Chapter 2: Components of the Program, In T.E. Raphael, M. Kehus, & K. Damphousse, <i>Book Club for Middle School</i> (11-22), Lawrence, MA: Small Planet Communications. http://ereserves.uta.edu/2012/fall/LIST4373SEM005.pdf</p> <p>3. Fountas, I.C. & Pinnell, G.S. (1996). "What Is Guided Reading?" In Irene C. Fountas & Gay Su Pinnell's <i>Guided Reading: Good First</i></p>	<p>Webinar 3 on Thursday 5-7 pm or Friday 5-7 pm. #3—2/14 or 2/15; post written reflection by 2/22. Virtually attend the webinar or watch the recording on Blackboard.</p> <p>This week: Online Book Club on Blackboard—The Hundred Dresses By Eleanor Estes. Read the book outside of class and be prepared to discuss it in small groups. Post written notes by Thursday 2/14; post formal comments (3+) by 2/16 (11:59 pm); post informal follow-up replies by 2/17 (11:59 pm).</p>

	<p>* Begin planning sheet for guided reading lesson plan. Start to fill it in. I will <u>not</u> collect this!</p>	<p><i>Teaching for All Children</i> (pp.1-19). Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2012/fall/LIST4373SEM014.pdf</p>	<p>Window: Monday through Sunday</p>
<p>WEEK 6 2/18</p>	<p>Guided reading as part of a comprehensive literacy program</p> <p>Competency 007 (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.</p> <p>*Continue working on guided reading lesson plan in class.</p> <p>*Class ends one hour early tonight at 6:30 pm; you have the option to stay and work on your lesson plan or work at home/library, etc.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> Chapter 5: Helping Students Develop systems of Strategic Actions for Expanding Thinking; In I.C. Fountas & G.S. Pinnell <i>Teaching for Comprehension and Fluency</i> (52-61), Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2012/fall/LIST4373SEM008.pdf Chapter 15: Engaging Readers in Thinking and Talking about Texts through Interactive Read-Aloud, In I.C. Fountas & G.S. Pinnell <i>Teaching for Comprehension and Fluency</i> (215-236), Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2012/fall/LIST4373SEM009.pdf 	<p><i>Discussion Board 2 (post journal by Thursday 2/21; post 3 comments by Saturday 2/23; post informal follow-up replies by Sunday 2/24). Journal is over readings and selected videos from sessions 5 & 6. Post your journal directly into the discussion board area and also upload it as a word document (do both).</i></p>

WEEK 7 2/25	<p>Competency 007 (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.</p> <p>Strategic reading/metacognition/thinking aloud</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> Chapter 8: Teach Comprehension, In R. Routman, <i>Reading Essentials: the Specifics You Need to Teach Reading Well</i> (117-129), Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2012/fall/LIST4373SEM006.pdf Chapter 1- Seeing Reading: Making Strategic Knowledge Visible and Available to Students, In J.D. Wilhelm, <i>Improving Comprehension with Think-Aloud Strategies</i> (17-34), New York: Scholastic. http://ereserves.uta.edu/2012/fall/LIST4373SEM007.pdf 	<p>Quiz 2 (over required readings from session 5, 6, & 7). Test window is from 2/25-3/03.</p> <p>Webinar 4 on Thursday 5-7 pm or Friday 5-7 pm. #4—2/28 or 3/01; post written reflection by 3/08. Virtually attend the webinar or watch the recording on Blackboard.</p>
WEEK 8 3/04	<ul style="list-style-type: none"> Dimensions of effective vocabulary instruction The demands of text (fiction and nonfiction) Text talk <p>*Continue working on guided reading lesson plan in class.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> Beck, I. L., & McKeown, M. G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. <i>The Reading Teacher</i>, 55(1), 10. http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=5112390&site=ehost-live Dalton, B., & Grisham, D. L. (2011). eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary. <i>Reading Teacher</i>, 64(5), 306-317. 	<p>Discussion Board 2 (post journal by Thursday 2/21; post 3 comments by Saturday 2/23; post informal follow-up replies by Sunday 2/24). <i>Journal is over readings and selected videos from sessions 5 & 6. Post your journal directly into the discussion board area and also upload it as a word document (do both).</i></p>

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SPRING BREAK! © [WORK ON YOUR LESSON PLAN AND STUDY FOR QUIZ 3]			
WEEK 9 3/18	Reading Comprehension: focus on expository text Graphic organizers Competency 009 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions. *Spelling *Editing Writing workshop	Required Readings: 1. Davis, J. & Hill, S. (2003). "Providing Structure and Organization." In Judy Davis and Sharon Hill's <i>The No-Nonsense Guide to Teaching Writing</i> . (pp. 19-48). Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2012/fall/LIST4373SEM010.pdf 2. Wood Ray, K. (1999). "Planning for the Workshop." In Katie Wood Ray's <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i> (pp. 211-230). Urbana, IL: National Council of Teachers of English. http://ereserves.uta.edu/2012/fall/LIST4373SEM013.pdf	Webinar 5 on Thursday 5-7 pm or Friday 5-7 pm. #5— 3/21 or 3/22; post written reflection by 3/29
WEEK 10 3/25	Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication. Mentor Text (Fiction and Non-fiction) Classroom management and writing workshop	Required Readings 1. Buckner, A. (2005). "When Writer's Read." In Aimee Buckner's <i>Notebook Know-How: Strategies for the Writer's Notebook</i> (pp. 63-73). Portland, ME: Stenhouse Publishers. http://ereserves.uta.edu/2012/fall/LIST4373SEM011.pdf 2. Fletcher, R. & Portalupi, J. (2001). "Conferring with Writers." In Ralph Fletcher and JoAnn Portalupi's <i>Writing Workshop: The Essential Guide</i> (pp. 47-59). Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2012/fall/LIST4373SEM016.pdf	Discussion Board 2 (post journal by Thursday 2/21; post 3 comments by Saturday 2/23; post informal follow-up replies by Sunday 2/24). Journal is over readings and selected videos from sessions 5 & 6. Post your journal directly into the discussion board area and also upload it as a word document (do both).

WEEK 11 04/01	<p>Writing and student voice Writing and Assessment</p> <p>Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.</p> <p>Writing mini-lessons.</p>	<p>Required Readings:</p> <p>Jones, S. (2004). Living poverty and literacy learning: Sanctioning the topics of students' lives. <i>Language Arts</i>, 81, 461–469. http://libproxy.uta.edu:4147/library/NCTEFiles/Resources/Journals/LA/0816-july04/LA0816Living.pdf</p> <p>Optional Readings: See Blackboard</p> <p>Six traits websites</p>	<p>Webinar 6 on Thursday 5-7 pm Friday 5-7 pm. #6 — 4/04 or 4/05; post written reflection by 4/12</p>
WEEK 12 04/08	<p>TOPIC Assessing writing; Six Traits; Rubrics; Standardized Testing (STAAR)</p> <p>Competency 011 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Sylvester, R., & Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. <i>Reading Teacher</i>, 63(4), 384-395. http://libproxy.uta.edu:2066/login.aspx?direct=true&db=a9h&AN=46729974&site=ehost-live 2. Carger, C. (2004). Art and literacy with bilingual children. <i>Language Arts</i>, 81(4), 283-292. http://libproxy.uta.edu:4147/library/NCTEFiles/Resources/Journals/LA/0814-March04/LA0814Art.pdf 	<p>Discussion Board 2 (post journal by Thursday 2/21; post 3 comments by Saturday 2/23; post informal follow-up replies by Sunday 2/24).</p> <p>Journal is over readings and selected videos from sessions 5 & 6. Post your journal directly into the discussion board area and also upload it as a word document (do both).</p>
WEEK 13 04/15	<p>Conclusion of writing instruction (composition and mentor text)</p> <p>Bringing it all together: the comprehensive literacy program</p> <p>Competency 008 (Reading, Inquiry, and Research): The teacher understands the importance of research</p>	<p>Required Readings:</p> <p>http://ereserves.uta.edu/2012/fall/LIST4373SEM017.pdf</p> <p>Dorfman, L.R. & Cappelli, R. (2007). "When Writers Use a Magnifying Lens." In Lynne R. Dorfman & Rose Cappelli's <i>Mentor Texts</i> (69-98). Portland, Maine: Stenhouse Publishers</p> <p>Second Reading To Be Announced</p>	<p>Quiz 4 (from sessions 11, 12 & 13). Test window is from 4/15-4/21.</p> <p>Webinar 7 on Thursday 5-7 pm or Friday 5-7 pm. #7 — 4/18 or 4/19; post written reflection by 4/26</p>

	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.	(check Blackboard)on reading, inquiry, and research.	
WEEK 14 4/22	More on Classroom Management Putting it all together.	Readings To Be Announced (check Blackboard)	<i>Discussion Board 2 (post journal by Thursday 2/21; post 3 comments by Saturday 2/23; post informal follow-up replies by Sunday 2/24). Journal is over readings and selected videos from sessions 5 & 6. Post your journal directly into the discussion board area and also upload it as a word document (do both).</i>
LAST DAY OF CLASSES FOR SEMESTER—MAY 3, 2013			
There is no final exam!			

EXPECTATIONS FOR SUBMITTED WORK

Work submitted is expected to be excellent! Read all readings carefully and thoroughly. Do not skim!!! As educators you expect your future students to do all work assigned and I expect the same of you. **Proofread your final written work.** Use the rubrics to guide your work. Be prepared for online discussions AND the webinars by doing a close and careful reading and analysis of the required readings. **Tip: Enter all due dates into your calendar/phone calendar, etc.** Ask questions in the webinars and by email. **The professor is easy to reach by email!** Contact me by Blackboard Instant Messenger, email, or you can ask in the group webinars, if you wish. I am available! I can also do 1-on-1 videoconferences (you don't need a camera, just a built in mic or a headset mic on your computer). Email me to schedule a 1-on-1 videoconference.

DESCRIPTION OF ASSIGNMENTS: please read carefully

ONLINE QUIZZES (4 QUIZZES X 20 POINTS=80 POINTS)

The quizzes will be in the form of multiple-choice and true/false and will be taken on Blackboard (location: Assignments). There will be a one-week window for these 20-question quizzes. The quizzes will take about 15-30 minutes and will consist of 20 questions (multiple choice and true/false). *The quizzes will cover the required course readings according to the course calendar and assigned readings.* Study guides for the quizzes will be on Blackboard and will be sent via UTA email. **USE THE STUDY GUIDES AS YOU READ THE DIGITAL REQUIRED READINGS!**

Quizzes cannot be made up unless you have a documented emergency.

Preparing for the quizzes:

- Study guides for each of the quizzes will be posted on Blackboard. Use the study guides as you read to highlight key terms.
- Read your course readings closely and carefully (do not skim).
- Spread the readings out across the week instead of reading them all at once.
- Try to get ahead on the readings when possible.
- Make digital flashcards of key concepts and terms for your mobile device, if possible, with a free flashcard app.

QUIZ DATE WINDOWS (ONE WEEK)

Quiz 1 window is from 2/04-2/10 (Monday-Sunday) over required readings from sessions 2, 3, & 4. The study guide is on Blackboard.

Quiz 2 window is from 2/25-3/03 (Monday-Sunday) over required readings from sessions 5, 6, & 7. The study guide is on Blackboard.

Quiz 3 window is from 3/25-3/31 (Monday-Sunday) over required readings from sessions 8, 9, & 10. The study guide is on Blackboard.

Quiz 4 window is from 4/15-4/21. (Monday-Sunday) over required readings from sessions 11, 12, & 13.

THURSDAY OR FRIDAY WEBINARS (7 TOTAL X 10 POINTS EACH) AND POST-WEBINAR WRITTEN REFLECTION
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The webinars will help you to see and hear your professor. I will explain assignments, demonstrate teaching techniques, and lead a discussion about the course readings and topics. Log in to the webinar early and plan on spending about 90 minutes to two hours in the webinars. Of course you can take a quick bathroom break anytime during the webinars! ☺ The advantage is you can do it from the convenience of home. If you don't have a computer you will need to go to the UTA library or elsewhere where you can access the webinar. I will see if it can be accessed through a mobile app and will let people know. The webinar can also be viewed through watching the recording of the webinar. No names of students will be in the recording. You do not

need a web camera to participate, but if you want to talk, you will need a headset mic! Talking is optional, but I will be talking. ☺

Participation in the seven (7) webinars (or viewing of the recording) is required. If you are not able to attend the webinar on one of the Saturdays, then you do have the option of watching the recording of one of the sessions on Blackboard. A link will be provided on Blackboard for participation in the videoconference session. After each webinar, you will write a written reflection to submit to Blackboard.

The due date for the written reflection will be the Friday of the week following the webinar.

Post Video-Conference Reflection Form [submit to Blackboard Assignments]

Your Name:

Webinar Session and Date

Topic of Session: (e.g. Professional Development Handout)

After each video-conference session with your mentor, post a 1-2 page (**single-spaced**; 12 font, standard margins) reflection here. Your videoconference reflection must be at least a page (single-spaced)! Use the required format.

1. What did you learn during the webinar (recap and summarize)?
2. What resources did you learn about that will be beneficial and how can you use them?
3. How can the videoconference session help you with you this course in future sessions?

Directions for Entering the Webinar Videoconference Session:

***The first webinar is Th 1/17 or Fri 1/18 (5:00-7:00 pm)**

The link on the course menu will say "Webinars". Please plan on "arriving" at the webinar videoconference session **10 minutes earlier than the scheduled time so you can do a sound check.** Please plan on using a **headset mic** for audio if you wish to speak during the conference. Speaking is not required; you can use the "chat" window to type communications throughout the webinar.

Without a headset mic there is feedback and echo that can make audio conversation more challenging. You will need to press the "Talk" button to be able to use audio once your in the session. Talking is optional. I can help you with this.



Also, after your videoconference session, please be sure to go to Blackboard Assignments and complete your **written reflection following your videoconference**. It is due the Friday that follows the videoconference session. You will do a written reflection after each conference.

I will send an email with an attached **PowerPoint** will structure the conversations and allow us to share tips for success. At the end are some open-ended discussion questions to help you connect course materials with your current and future teaching situations.

Please take a look at the PowerPoint before your conference session. We will also be discussing the PowerPoint materials during the webinar.

To enter the webinar videoconference session:

Go to Blackboard and go the class. Go to the Course Menu (column on the left side once you are inside the course).

Click on **the link for the webinar session** on the course menu. It will be available towards the end of the first week so you can practice accessing it prior to the actual webinar.

A file will download to your computer: get.session.link. Click on this file to open. (You may be asked if you want to keep the file or “trust” it, select Yes.)

The session will launch after opening the session file.

24/7 Support: 1-(877)-382-2293

TO ACCESS THE WEBINAR RECORDING

The recording will take up to several hours following the actual conference to be visible. Please check back Saturday evening of the webinar for the recording. See the red arrow in the screenshot below.

Follow the directions for clicking on the link to the videoconference. Instead of clicking on the link to the conference you will see a link that says recordings. Click the recordings tab and then click on the purple button that is the recording. You will need to press “Play” to watch the recording.

Email Dr. Semingson if you need help accessing the recording. Do not wait until the last minute to watch the recording. You can also watch the recording at your convenience (e.g., 20 minutes at a time) if you are pressed for time. You can also watch it more than once! ☺

***Don't forget to do the post-Webinar reflection (1-2 pages single spaced, 12 font, due Friday of the week following the webinar. Use the required template and do an in-depth response. Your feedback also helps me to improve the webinars.**

RUBRIC FOR WEBINAR

Criteria	Levels of Achievement		
	Proficient	Competent	Novice
Depth of response	9-10 points Response has depth to answers and reflects thought and rigor.	7-8 points Response is mostly in-depth and mostly reflects thought and rigor but some points are superficial.	0 to 6 points Response is skeletal and surface-oriented and doesn't reflect thought.
Structure and Grammar	Overall paper is 1-2 pages single spaced (12 font), follows format, and is error-free writing in terms of writing conventions.	Paper is 1-2 pages single-spaced (12 font), follows format, with some errors in writing conventions.	Paper doesn't meet the length requirement and is less than 1-2 pages single-spaced. More than a few errors in writing conventions.
Connection to	The responses make some	The responses make	The responses make almost no

Criteria	Levels of Achievement		
	Proficient	Competent	Novice
webinar discussion, content, and presentation	reference to ideas presented in the webinar.	few references to ideas presented in the webinar.	references to ideas presented in the webinar

DISCUSSION BOARD JOURNALS (6 JOURNALS POSTED + COMMENTS TO DISCUSSION BOARD GROUPS X 10 POINTS EACH DB)

Post by Thursday night (11:59 pm). Reply with three+ comments by Saturday night (11:59 pm). Post informal follow-up replies by Sunday night (11:59 pm)

Post your journal directly into the discussion board area and also upload it as a word document (do both).

You will have **six journals** to post to the discussion board about **every other week**. You will be in groups of 8-10 people. Groups will change each week. Discussion board will alternate weeks with the webinar. Sample journals are on Blackboard. This is what you would post on the initial post (by or before Thursday night).

The first discussion board takes place the week of 2/04.

What to include in the journals:

Your journals are your written responses to **the required assigned readings as well as the videos**. *You do not have to include all of the readings, but pick quotes from the readings that stood out for you. Be sure to comment on at least one of the videos!*

Each journal is about **1-2 pages (single-spaced; 12 font)**. Select five or more quotes from across the readings (they don't have to be from all of the readings) for that session. Then, type each quote and page number and write a paragraph for each quote, summarizing what it is saying, how it connects to other knowledge (connecting mostly to knowledge from this course, other courses, and any classroom observations or teaching experiences). Also, include any links to websites, resources, children's books, or other resources that would benefit your colleagues who are also future teachers.

Discussion board journals are composed on Blackboard and are due **Thursday night** of the week we do discussion boards.

INITIAL POST: Post your initial post (journal) to Blackboard **by Thursday night (11:59 pm)**.

FORMAL COMMENTS/REPLIES: Then, read your peers' posts and **post three substantial comments by Saturday night (11:59 pm).** Use the rubric below to see the expectations for comments. Each comment should be at least 1-2 paragraphs.

INFORMAL FOLLOW-UP REPLIES. *Post informal follow-up replies by Sunday night (11:59 pm)*

Post your journal **earlier than the Thursday night deadline** to avoid last-minute work. I value **early posting** as it allows others more *flexibility* in being able to post comments over the weekend. Be sure to do informal follow-up replies to others' replies to your post.

The journal posting should synthesize the information for:

- *The required readings, professor-authored readings, as well as any of the videos assigned for that week. Most of the videos will be videos Dr. Semingson designed for the course.*
 - *Each journal should be 1-2 pages, single-spaced. Organize your journal with your name, date, journal #, and a listing of how you*
 - *You can select quotes that stand out to you and elaborate on your summary of the quote and it applies to your future teaching. Avoid statements like "I agree with this." Dig deep and analyze the information, evaluate it for yourself, and make connections to knowledge from this course and other knowledge gleaned from other courses and readings/experiences. Avoid shallow, superficial, and skeletal responses. Spend time on this. The discussion board is a crucial part of an online class. Spend time doing the readings, selecting key quotes, thinking on them, and crafting your initial post. Make sure your comments are thoughtful and also provide a follow-up resource such as a related web-site, video, or other type of knowledge sharing beyond "I agree". ☺ Feel free to use emoticons liberally! ☺ ☺ ☺*
 - *You should also refer to the "Professor Notes" in your discussion board journal.*
-
- **Five Key Points I Learned/I Found Interesting:** Candidates will cite at least 5 specific pieces of research, findings, and suggestions from the required readings noting the chapter/page/author and what was learned that was new/interesting. Write at least a solid paragraph explaining and analyzing the point made. What does this information mean for your future teaching? Candidates cite how these points relate to their future teaching situation with personal reactions/responses/analysis.
 - *Discussion boards earn a total of ten points (five points for initial post and five points for replies/comments).*

Rubric for initial journal post (Thursday night, 11:59 PM)

Levels of Achievement			
Criteria	Proficient	Competent	Novice

Criteria	Levels of Achievement		
	Proficient	Competent	Novice
Depth of response	5 to 5 points Response has depth to answers and reflects thought and rigor.	3 to 4 points Response is mostly in-depth and mostly reflects thought and rigor but some points are superficial.	0 to 2 points Response is skeletal and surface-oriented and doesn't reflect thought.
Structure and Grammar	Overall paper is 4-5 substantial paragraphs with error-free writing in terms of writing conventions.	Answer is at least 3-4 substantial paragraphs with few errors in writing conventions.	Paper doesn't meet the length requirement and is less than 3 substantial paragraphs. More than a few errors in writing conventions.
Connection to required readings	The responses make some reference to required readings, selected videos, and Professor Notes.	The responses make few references to required readings, selected videos, and Professor Notes	The responses make almost no references to required readings, selected videos, and Professor Notes

Comments: 5 points will be awarded for posting the three follow-up comments by Sunday night (11:59 pm).

Rubric for Comments/Replies (five points)

<u>Discussion Board Comments/Replies</u>	Expert 5 points	Acceptable 3 points	Unacceptable 0-3 points
Format	Posts the three or more required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Responses Replies to Peers	Responds to all replies (informal follow up replies) (1)	Responds to all follow-up replies (1)	Does not respond to replies (0)
Extension of Dialogue	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to future classroom settings. Engages in genuine in depth discussion with peers, providing well developed support and encouragement	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to future classroom settings. Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue.	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2) Engages in limited discussion with peers or limited extension of the the dialogue (1)

	and extensions of the dialogue (2)	(1)	
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****Late comments will receive zero points.*

GUIDED READING LESSON PLAN (25 points)

Submit to Blackboard and TK20

Due 11:59 pm Sunday 4/14 to Blackboard and TK20.

You will be assigned to prepare a lesson demonstrating a guided reading lesson plan 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 this assignment. You will be ready to **present the plan in small groups** (groups of four students) on the specified due date. Bring your final, completed lesson plan to class on the due date. Sample lesson plans will be provided on Blackboard and via email.

Guided reading lesson plans are geared for small groups of readers (3-8 students in a group) where the students are reading at approximately the same reading level. The focus of the guided reading lesson in this class should have a vocabulary and comprehension focus, e.g., a plan appropriate for students who are already reading and working on building fluency while gaining skills in comprehension (that are aligned with the TEKS) as well as vocabulary. The plan should keep in mind you usually only have about 20-25 minutes (at most, typically) to do a guided reading lesson. Often, teachers are expected to also conduct some kind of mini-assessment with students once a week or at least on a regular basis. Time is crucial during guided reading, in particular, so *make every moment count!* 😊

Guided Reading: Fluent Reader Lesson Plan. Select a guided reading text (fiction or non-fiction) appropriate for 1st-4th grade. A template will be provided for this plan and will be made available on Blackboard. The text should be one a student could read in 1-2 guided reading sessions of about 20 minutes in length. You need to include the TEKS (numbers, but not the full-text of 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. **Do not pick a book that is more geared for an emergent or beginning reader.** This lesson should have a vocabulary and comprehension focus.

*NOTE: Include all assessment tools at the end. These are the assessments you would actually give a student. Create your own assessment; do not cut and paste one from the Internet. Include any pictures of materials you created.

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. What did you learn about designing a lesson plan?
8. What other comments do you have about your plan and presentation?

Your lesson plan will be uploaded to **Blackboard** by or before 11:59 p.m. on the due date. You also need to submit it to **TK20**.

ONLINE BOOK CLUB/LITERATURE CIRCLE (10 points)

***Week of 2/11**

The online book club will take place the week of 2/11. Read the book outside of class and be prepared to discuss it in small groups. Post written notes by Thursday 2/14; post formal comments (3+) by 2/16 (11:59 pm); post informal follow-up replies by 2/17 (11:59 pm).

Book Club is a *fun and meaningful* literacy activity! Book club is an alternative to guided reading and offers a more structured reading instruction. It is most generally appropriate for students in grades 3-6 and up. We will do several small-group informal book clubs 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 a chapter book related to the topic of anti-bullying.

You will read the children's book (about a 4th grade text) *The Hundred Dresses* by Eleanor Estes. Read the entire book prior to the online book discussion for this class. I will have about 5 extra copies available to borrow and will put them **on reserve at the UTA Central Library**. It is also available in many public libraries. ☺

Steps Prior to the Book Club Meeting.....

Read the book and do the written notes to post to the group.
Refer to specific parts of the book.
Check back often.

When the book club meets online for a week...

Post your written notes (see template below). Respond to at least three other students in your group. Check back often and also leave informal follow-up replies.

1. Read carefully and thoughtfully. Participate eagerly and make substantive contributions to the book discussions.
2. Come prepared with written notes on your thoughts on the book. **Be ready** to discuss the book online, check back often for comments, and participate actively in book club!

3. Also, share links or other resources about the author or on related children's books that center around the themes of the book (e.g., bullying).

Participants will share their personal responses, help one another clarify potentially confusing aspects of their reading, create interpretations and critiques of their texts, discuss authors' intent, revise thinking that is undeveloped or unsubstantiated by texts and personal experiences, and value one another's thoughts and so forth. The goal is to create a community in which all members share their thinking when relevant and the substance is focused on issues related to the text.

Book Club Guidelines:

- Engage in *substantive interactions* (don't accept general statements that are unclear, ask for clarification, etc.)
- Do not silence members overtly or covertly (ignoring)
- Listen and be respectful and responsive to each other!
- Avoid unequal contributions – some participate fully while other members contribute nothing of substance.
- Shared leadership (not always one person leading the group, various leaders)
- Look up info on the author, context, settings, etc., as needed. Consider looking up discussion questions, if available online to pose an online question to the group.
- Stay on task and on topic.

Format for written notes to bring to post online:

WRITTEN NOTES TO POST FOR ONLINE DISCUSSIONS [these can be bullet points; include page numbers]:

Name	
Overall impressions of the book as a reader	
Overall impressions of the book as a teacher	
<u>CONNECTIONS</u> to the text (text to self, text to text, or text to world)	
<u>THEMES/IDEAS</u> (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).	
<u>FAVORITE QUOTES AND PARTS OF THE BOOK.</u> Why did these speak to you?	
<u>QUESTIONS</u> to pose to the group. Bring at least five open-ended discussion questions to pose to the group.	

Other comments, resources (websites), etc.

FOR DISCUSSION: INCORPORATE THESE INTO YOUR WRITTEN AND/OR GROUP DISCUSSION.

<i>Response Emphasis</i>	<i>Focus</i>	<i>Response suggestions</i>
<i>Personal response</i>	<i>Valuing text read</i> <i>Sharing personal stories or memories</i>	<i>Feelings evoked</i> <i>Degree of enjoyment</i> <i>From related texts</i> <i>From class experiences</i> <i>From family experiences</i> <i>From personal experiences</i>
<i>Creative response</i>	<i>Engaging creatively with the text</i> <i>Engaging creatively with the author</i>	<i>Placing self-in-situation</i> <i>Altering text event(s)</i> <i>Extending the text</i> <i>Writing letters to author</i> <i>Asking the author questions</i> <i>Imagining self as author</i>
<i>Critical response</i>	<i>Text analysis</i> <i>Research / Conceptual analysis</i>	<i>Of literary elements</i> <i>Of author's message</i> <i>Of effect</i> <i>Of methods</i> <i>Of literature review</i> <i>Of results</i>

Grading rubric for the online book club is the same as the grading rubric for the general discussion board:

Rubric for initial book club post (post by or before Thursday, 11:59 PM, on 2/14; post formal comments (3+) by Saturday, 2/16 (11:59 pm). Post informal replies by Sunday, 2/17 (11:59 pm).

Levels of Achievement			
Criteria	Expert	Acceptable	Unacceptable
Depth of response	5 to 5 points Response has depth to answers and reflects thought and rigor. The paper has personal, creative, and critical response.	3 to 4 points Response is mostly in-depth and mostly reflects thought and rigor but some points are superficial. The paper has some personal, creative, and critical response.	0 to 2 points Response is skeletal and surface-oriented and doesn't reflect thought. The paper has little to no personal, creative, and critical response.
Structure and Grammar	Overall paper is detailed with error-free writing in terms of writing conventions.	Answer is mostly detailed with few errors in writing conventions.	Paper doesn't meet the length requirement. More than a few errors in writing conventions.
Connection	The responses make	The responses make few	The responses make

Levels of Achievement			
Criteria	Expert	Acceptable	Unacceptable
to Children's book	some reference to ideas presented in the children's book.	references to ideas presented in the children's book.	almost no references to ideas presented in the children's book.

Comments: 5 points will be awarded for posting the three follow-up comments by Saturday (11:59 pm).

Rubric for Comments/Replies (five points)

<u>Discussion Board Comments/Replies</u>	Expert 5 points	Acceptable 3 points	Unacceptable 0-3 points
Format	Posts the three or more required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Responses	Responds to all replies (informal follow up replies) (1)	Responds to all follow-up replies (1)	Does not respond to replies (0)
Replies to Peers	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to future classroom settings. Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (2)	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to future classroom settings. Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue. (1)	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2)
Extension of Dialogue			Engages in limited discussion with peers or limited extension of the the dialogue (1)

*****Late comments will receive zero points.**