

Department of Curriculum & Instruction

College of Education
PARTNERS for the
FUTURE



LIST 4373

LITERACY LEARNING FOR EC-6 STUDENTS:
READING AND WRITING

Fall 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> [Blackboard; login with NetID and Password]

Faculty Profile: <https://www.uta.edu/mentis/profile/?2555>

YouTube channel (optional videos): <http://www.youtube.com/user/peggysemingson>

Course Information:

Course Title: LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING

Course Number: LIST 4373, section 001

Semester: Fall, 2013

Course Location and Hours: **ONLINE**; Blackboard <http://elearn.uta.edu>

Office Hours: These are done by appointment; in this course I can meet on-campus or by virtual office hours (through Blackboard Collaborate videoconferencing)

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. In higher education, she is the recipient of the UTA President's Award for Excellence in Distance Education Teaching (2010). Most recently she was awarded the prestigious [Platinum level – Best Practices Award for Excellence in Distance Learning Teaching](#) from the United States Distance Learning Association (2013). She is also the recipient of the 2013 Regents' Outstanding Teaching Award given by the UT System.

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>

REQUIRED [DIGITAL] READINGS: LIST 4373 FALL 2013

E-Reserve Readings, Chapters, and Online Readings

There are no traditional print hard-copy “textbooks” for this course.

- *The required digital readings will be accessed through E-Reserve and the databases of the UT Arlington Library.*
- *The links for the required digital readings will be posted on Blackboard and in the course calendar on the syllabus*

NOTE: Other requirements--You will also be participating in two required activities that require you to read, write and/or participate digitally:

1) FOUR WEBINARS THROUGH BLACKBOARD. *There will be a total of FOUR (4) webinars that you will be required to attend or view the recording. You will need to attend a minimum of one of the “live” (real-time) webinars. You can view up to three of the recordings. Webinars will be about 60-90 minutes in length and can be accessed via Blackboard. The schedule for these are in the course calendar. The first webinar is during WEEK 1. Please be prepared!*

2) EDMODO MICROBLOGGING TOOL. *For six weeks of the course (towards the beginning of the course), we will be participating in a micro-blogging experience. You will need to create your own individual Edmodo account. This tool is used in school districts and our use in the course will help you gain experience with using an educational micro-blogging tools. You will be blogging with students from Australia about literacy education topics! See: <https://www.edmodo.com/> You will receive a “Group Code” to register. I will send this Group Code via UTA email.*

***Tip for accessing and reading the digitized versions of the required readings:**

1. Use Internet Explorer or Firefox as your browser.
2. 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.

3. You can use the **zoom button** to make it larger.
4. Some of the readings can be read using a mobile device such as a tablet.
5. **Please read all of the readings carefully. Do not skim!** You might even want to read them twice; skim during the first read to get big ideas and then read carefully and closely for details on the second read (recommended). These readings are foundational and crucial to your broader understanding of the course topics.

***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. Please contact Dr. Semingson if you are having any difficulty whatsoever in accessing any of the digital readings!**

OTHER REQUIRED MATERIALS

1. TK20 System <http://www.uta.edu/coehp/academics/tk20/index.php>
 2. A children's book (2nd-6th grade) to be used for your guided reading lesson plan; I will provide books in the Reserves area of the central library at UTA or you can locate your own children's book.
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The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

Textbook(s) and Materials: TK20 Requirement

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

The 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.

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)*

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/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 students/candidates rated as “unacceptable” in one or more stated criteria. The student/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 including the ways that digital literacies are transforming the definition of “literacy” as well as the nature of literacy instruction.

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 Standards (EC-6 Generalist) from SBEC
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:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

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-STANDARD.GEN.EC-6 (ELAR) 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-STANDARD.GEN.EC-6 (ELAR) 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- TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 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-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6)
 - 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-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6)
 - 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-STANDARD.GEN.EC-6 (ELAR) 2 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
 - 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-STANDARD.GEN.EC-6 (ELAR) 1 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
 - 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-STANDARD.GEN.EC-6 (ELAR) 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-STANDARD.GEN.EC-6 (ELAR) 7)
 - 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-STANDARD.GEN.EC-6 (ELAR) 8 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 9)
 - 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-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)
 - 12) 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-STANDARD.GEN.EC-6 (ELAR) 4 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 10)
 - 13) be able to understand and identify the key instructional components in teaching viewing and representing as literacy practice within a balanced literacy framework (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 12)
 - 14) be able to identify major instructional practices in incorporating research and inquiry into both content area literacy instruction and language arts instruction (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 11)
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LIST OF ASSIGNMENTS AND DUE DATES – LIST 4373, FALL 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 11:55 PM 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. No late work will be accepted more than one week after the due date.**

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 in the 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 2-3+ substantive comments to others' intros! We are building online community.</p>	<p>Post an informal 1-2 paragraph introduction about yourself in Discussions by Wednesday, 8/28/13 Also do 2-3 follow-up comments to peers by 8/30/13 (11:55 PM) as well.</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 (<u>location: Assignments</u>). <i>There will be a quiz "window" for one day 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 questions consisting of multiple choice and true/false questions.</u></p> <p>4 quizzes X 80 points each= 60 points total</p>	<p>Quiz 1 test Window is on Blackboard during WEEK 5 (9/23/13-9/29/13).</p> <p>Quiz 2 test window is on Blackboard during WEEK 8 (10/14/13-10/20/13).</p> <p>Quiz 3 test window is on Blackboard during WEEK 11 (11/04/13-11/10-13) .</p>	<p>4 QUIZZES (4 X 20 POINTS)</p> <p>80 POINTS</p>

	Quiz 4 test window is on Blackboard during WEEK 13 (11/18/13-11/24/13).	
<p>SOCIAL NETWORKING EDUCATION SITE (POST OVER SIX WEEKS): GLOBAL NETWORKING ON LITERACY RELATED TOPICS</p> <p>10 POINTS PER WEEK (5 POINTS FOR POSTING AND COMMENTING TO PEERS) 6 WEEKS OF POSTING X 5 POINTS PER SESSION EDMODO MICROBLOGGING TOOL.</p> <p>For six (6) weeks of the course (towards the beginning of the course), we will be participating in a micro-blogging experience. You will need to create your own individual EdModo account. This tool is used in school districts and our use in the course will help you gain experience with using an educational micro-blogging tools. It will be similar to a discussion board with elements of "social networking" within a closed group. You will be blogging with students from Australia about literacy education topics! See: https://www.edmodo.com/; register for an account.</p> <p>More on this assignment will be on Blackboard. You will be provided with an EdModo group code at the beginning of the class.</p> <p>*The rubric will be posted on Blackboard.</p>	<p>We will post to EdModo groups during Weeks 2-7</p> <p>Week 2-Post #1 Week 3-Post #2 Week 4-Post #3 Week 5-Post #4 Week 6-Post #5 Week 7-Post #6</p> <p>Do initial post (1-2 paragraphs) by (11:55 pm, CST), <u>Wednesday</u> of that week. Do at least three formal comments by or before <u>Sunday</u> night (11:55 PM, CST). Do informal follow up replies throughout the week, through into Monday night.</p>	<p>(6 WEEKS OF POSTS/COMMENTS X 5 POINTS PER SESSION= 30 POINTS</p>
<p>VIDEOCONFERENCE: WEBINAR (4 webinars + reflections) – BLACKBOARD COLLABORATE</p> <p>Participate in four webinars (date: Friday, May 24, 6:00-8:00 pm) write a <u>1-2 page single-spaced reflection using the post-webinar required template</u>. Turn in the reflection to <u>Assignments</u>.</p> <p>The link to access the Webinars will be on Blackboard under "Enter the Webinars". You will need to practice accessing the webinar prior to the actual webinar. Be sure you have the latest version of "Java" installed. If you don't have a computer at home, you will need to use the computers at the UTA library (use headphones). You must attend at least one "Live" webinar.</p>	<p>Webinar 1-Week 1 (Thursday or Friday 8/29 or 8/30 or view recording)</p> <p>Webinar 2-Week 6 (Thursday or Friday 10/03 or 10/04 or view recording)</p> <p>Webinar 3-Week</p>	<p>10 POINTS (4 WEBINARS X 10 POINTS)= 40 POINTS</p>

<p>The post-webinar reflection template is on Blackboard. You will use the same template for each post-webinar reflection. *The rubric will be posted on Blackboard.</p>	<p>9 (Thursday or Friday 10/24 or 10/25 or view recording)</p> <p>Webinar 4-Week 13 (Thursday or Friday 11/21 or 11/22 or view recording)</p>	
<p>GUIDED READING LESSON PLAN -- SUBMIT TO BLACKBOARD; THIS WILL BE DONE IN THREE PARTS [TOTAL OF 35 POINTS FOR PARTS 1 & 3]</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).</p> <p><u>PART 1: Developed Draft</u> of your plan using the provided template Example plans will be provided on Blackboard. Read through these carefully. [10 points]</p> <p><u>PART 2: Present 10 minutes of your final</u> plan (100% complete) to a peer (this can be done in person or via videoconference. Do not present an incomplete or unfinished plan. Bring all materials and printed copies of your plan. [no points, but required part]</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>Part 3: Submit your final lesson plan to TK20 and Blackboard Assignments. Due 11:55 PM pm <u>to</u> Blackboard <u>and</u> TK20.</p>	<p>Part 1-Developed Draft [10 points] Due: November 3 (11/03) 11:55 PM</p> <p>Part 2 [0 points] Present final plan with a peer from the class <u>[no points but required]</u></p> <p>Please complete the peer presentation before you submit your final lesson plan to Blackboard.</p> <p>Part 3 [Final Lesson Plan] Due November 29 (11/29) to Blackboard</p>	<p><u>PART 1 DEVELOPED DRAFT</u></p> <p><u>10 POINTS</u></p> <p><u>PART 2: [0 POINTS]</u></p> <p><u>PART 3 FINAL LESSON PLAN SUBMITTED TO BLACKBOARD</u></p> <p><u>25 POINTS</u></p>
<p>GUIDED READING LESSON PLAN: SUBMIT FINAL LESSON PLAN TO <u>TK20</u> [SAME AS GUIDED READING PLAN SUBMITTED TO BLACKBOARD]</p> <p>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></p>	<p>Due 11:55 pm (11/29) to TK20 system (required)</p>	<p><u>10 POINTS</u></p>

Total: 200 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: 200 points possible.

A= 186-200 points

B= 168-187 points

C= 150-167 points

D= 140-149 points

F= below 140 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://web.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 www.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.

UT Arlington faculty members 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 an online 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.

LIST 4373: FALL 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 11:55 PM 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.

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 11:55 PM pm to Blackboard
WEEK 1 Week of August 26 (8/26)	<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 TEKS <p><i>Standard IV. Literacy Development and Practice:</i> Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to</p>	<p>READING:</p> <ol style="list-style-type: none"> Read syllabus and welcome letter. Familiarize yourself with the Blackboard site (http://elearn.uta.edu) 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, Edmodo postings, etc.). This course will require your active and ongoing participation and checking in ! <p>*Check Blackboard and your UTA email daily!</p>	<p><u>Orientation Webinar 1</u> on Thursday 5:00-6:30 pm or Friday 5:00-6:30 pm (Thursday or Friday 8/29 or 8/30 or view recording). Written reflection due 9/06.</p> <p>#1 –Orientation webinar (overview of the course, resources, syllabus, and Q/A); post written reflection by [date] to BB Assignments</p> <p><i>Familiarize yourself with the expectations for the webinar. Decide if you will attend the Thursday webinar, Friday webinar, or will view the recording. Access the 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</p>

	support the development of young students' literacy.		the general discussion board by Wednesday of Week 1 (8/28/13). It is under "Discussions". Post 3+ comments by 8/30/13.
WEEK 2 Week of September 2 (9/02)	<ul style="list-style-type: none"> Emergent Literacy and early literacy development Phonological and phonemic awareness as foundational and pre-requisite skills for reading. <p>Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.</p> <p>Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.</p> <p>Standard IV. Literacy</p>	<p>Required Readings:</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.</p> <p>http://ereserves.uta.edu/2013/fall/LIST4373SEM003.pdf</p>	<p>EdModo (Global Micro-Blogging)-Post #1 Post and comment to peers. Do initial post by 9/4 (11:55 pm) and do 3+ formal comments by Sunday, 9/8 (11:55 pm)</p> <p>Post #1 Hi everybody, please introduce yourself briefly in your first post, and post and comment on any of the following questions:</p> <ol style="list-style-type: none"> In your opinion, what are some classic English language children's books used in your country? What are the dominant themes, topics, outlook on life in these books? What is your favourite children's book, in any language? What could children in a classroom learn from this book?

	<p><i>Development and Practice:</i> Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.</p>		
<p>WEEK 3</p> <p>Week of September 09 (9/09)</p>	<ul style="list-style-type: none"> Continuation of phonological/phonemic awareness word study and recognition sight words phonics generalizations <p>*Introduction to Book Club</p> <p>Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.</p> <p>Standard V. Word Analysis and Decoding: Teachers understand the importance of word</p>	<p>Required Readings:</p> <p>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/2013/fall/LIST4373SEM001.pdf</p> <p>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://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=12147738&site=ehost-live</p> <p>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://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=24286603&site=ehost-live</p>	<p><i>Edmodo (Global Micro-Blogging)-Post #2</i> Post and comment to peers. Post and comment to peers. Do initial post by 9/11 (11:55 pm) and do 3+ formal comments by Sunday, 9/15 (11:55 pm).</p> <p>Post #2</p> <p>Both Australia and Texas have curriculum materials that support the teaching of language arts and reading. Please post and comment around the following questions:</p> <ol style="list-style-type: none"> Australian students: What are some of the important aspects in the primary <i>Australian Curriculum for English and Literacy</i>? What is included, what is seen as important, what deeper understanding of literacy and its role in society is included? <p>Here is the link: http://www.australiancurriculum.edu.au/English/Curriculum/F-10</p> <ol style="list-style-type: none"> What are some of the important aspects in the elementary <i>Texas Essential</i>

	analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.		<p><i>Knowledge and Skills for English Language Arts and Reading? What is included, what is seen as important, what deeper understanding of literacy and its role in society is included?</i></p> <p>Here is the link: http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</p>
<p>WEEK 4</p> <p>Week of September 16 (9/16)</p>	<p>*More on Book Club--</p> <p><i>Standard III. Alphabetic Principle:</i> Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.</p> <p><i>Standard V. Word Analysis and Decoding:</i> Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.</p>	<p>Required Readings</p> <p>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/2013/fall/LIST4373SEM002.pdf</p> <p>2. Selected pages from <i>The Dyslexia Handbook</i>. Read pages: http://www.region10.org/dyslexia/links/dyslexia-handbook-english/ 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>EdModo (Global Blogging)-Post #3</i></p> <p><i>Post and comment to peers. Post and comment to peers. Do initial post by 9/18 (11:55 pm) and do 3+ formal comments by Sunday, 9/22 (11:55 pm).</i></p> <p>Post #3</p> <p><i>Schools, education, and literacy education have to deal with many problems and issues. Please post and comment on the following question:</i></p> <ol style="list-style-type: none"> 1. <i>What do you see as the most urgent topics in education/ literacy education at the moment? Are these the same in America/Texas/Australia ?</i>
<p>WEEK 5</p> <p>Week of September 23 (9/23)</p>	<p>*More on book club and "comprehension as conversation"; managing the book club experience</p>	<p>Required Readings:</p> <p>1. Chapter 3: Beliefs and Practices, In R. Peterson & M. Eeds, <i>Grand Conversations:</i></p>	<p><i>EdModo (Global Blogging)-Post #4</i></p> <p><i>Post and comment to peers. Post and comment to peers. Post and comment to peers. Do initial</i></p>

	<p>Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.</p> <p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p><i>Literature Groups in Action</i> (17-30), New York: Scholastic. http://ereserves.uta.edu/2013/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/2013/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 Teaching for All Children</i> (pp.1-19). Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2013/fall/LIST4373SEM014.pdf</p>	<p>post by 9/25 (11:55 pm) and do 3+ formal comments by Sunday, 9/29 (11:55 pm).</p> <p>Post #4</p> <p>Have you come across some good ideas and strategies to teach reading and writing, in your course work and your field experiences? Post and comment about the following questions:</p> <ol style="list-style-type: none"> 1. Where does reading and writing now take place, thinking about literacy as social practices? 2. What are some good strategies to teach reading and writing for actual real life purposes? 3. How can we incorporate teaching and learning strategies in online and digital environments? <p>Quiz 1 (over required readings from Session 2, 3, & 4) – study guide is on Blackboard. Quiz 1 test Window is on Blackboard during WEEK 5 (9/23/13-9/29/13).</p>
<p>WEEK 6</p> <p>Week of September 30 (9/30)</p>	<p>Guided reading as part of a comprehensive literacy program</p> <p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. 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. 	<p>EdModo (Global Blogging)-Post #5</p> <p>Post and comment to peers. Post and comment to peers. Do initial post by 10/02 (11:55 pm) and do 3+ formal comments by Sunday, 10/06 (11:55 pm).</p> <p>Post #5</p> <p>This week is about 21st century literacies and beyond. Please post</p>

	<p>teach young students strategies for improving comprehension.</p>	<p>http://ereserves.uta.edu/2013/fall/LIST4373SEM008.pdf</p> <p>2. 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/2013/fall/LIST4373SEM009.pdf</p>	<p>and comment on the following questions:</p> <ol style="list-style-type: none"> 1. How have your own literacy practices changed, thinking of mobile devices, multimodality, intertextuality, non-linear reading? 2. When you think about your present observations, what are your predictions for the future of literacy practices/reading/children's literature? <p>Webinar 2 on Thursday 5-7 pm or Friday 5-7 pm. (Thursday or Friday 10/03 or 10/04 or view recording). Written reflection due 10/11.</p>
<p>WEEK 7</p> <p>Week of October 7 (10/07)</p>	<p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. 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/2013/fall/LIST4373SEM006.pdf 2. 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/2013/fall/LIST4373SEM00 	<p>Edmodo (Global Blogging)-Post #6</p> <p>Post and comment to peers. Post and comment to peers. Do initial post by 10/09 (11:55 pm) and do 3+ formal comments by Sunday, 10/13 (11:55 pm).</p> <p>Week 6</p> <p>As this was an exchange between American and Australian students, it would be good to find out about your experiences in this Edmodo microblogging project:</p> <ol style="list-style-type: none"> 1. Looking back at the last five weeks, can you reflect on similarities and differences between literacy aspects in Australia and the USA? 2. Where do you see the role for social learning

		7.pdf	<p>sites such as Edmodo in literacy teaching and learning?</p> <p><i>Post and comment to peers. This is our last formal set of posts!</i></p>
<p>WEEK 8</p> <p>Week of October 14 (10/14)</p>	<ul style="list-style-type: none"> • Dimensions of effective vocabulary instruction • The demands of text (fiction and nonfiction) • Content area reading <p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p>Required Readings:</p> <p>Connor, C., Kaya, S., Luck, M., Toste, J. R., Canto, A., Rice, D., & Underwood, P. S. (2010). Content Area Literacy: Individualizing Student Instruction in Second-Grade Science. <i>Reading Teacher</i>, 63(6), 474-485. http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=48376526&site=ehost-live</p> <p>2. Dalton, B., & Grisham, D. L. (2011). eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary. <i>Reading Teacher</i>, 64(5), 306-317. doi:10.1598/RT.64.5.1 http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=58771203&site=ehost-live</p>	<p>Quiz 2 (over required readings from session 5, 6, & 7). Quiz 2 test window is on Blackboard during WEEK 8 (10/14/13-10/20/13).</p>

		[content area reading article TBA; chapter]	
<p>WEEK 9</p> <p>Week of October 21 (10/21)</p>	<ul style="list-style-type: none"> • Writing composition • Writing Workshop <p><i>Standard IX. Writing Conventions:</i> Teachers understand how young students use writing conventions and how to help students develop those conventions.</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 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/2013/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/2013/fall/LIST4373SEM012.pdf 	<p>Webinar 3 on Thursday 5:00-6:30 pm or Friday 5:00-6:30 pm (Thursday or Friday 10/24 or 10/25 or view recording). Written reflection due 11/01.</p>
<p>WEEK 10</p> <p>Week of October 28 (10/28)</p>	<ul style="list-style-type: none"> • Writing composition instruction • Managing the writing workshop <p><i>Standard VIII. Development of Written Communication:</i> Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</p>	<p>Required Readings</p> <ol style="list-style-type: none"> 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/2013/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/2013/fall/LIST4373SEM016.pdf 	<p>GRLP draft due (Part 1); Developed Draft [10 points] Due: November 3 (11/03) 11:55 PM</p>

<p>WEEK 11</p> <p>Week of November 4 (11/04)</p>	<p>Writing and student voice</p> <p>Writing and Assessment</p> <p><i>Standard VIII.</i> <i>Development of Written Communication:</i> Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</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://www.jstor.org.ezproxy.uta.edu/stable/41483435</p> <p>Sylvester, R., & Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. <i>Reading Teacher</i>, 63(4), 384-395. http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=46729974&site=ehost-live</p>	<p>Quiz 3 (from sessions 8, 9 & 10). Quiz 3 test window is on Blackboard during WEEK 11 (11/04/13-11/10-13) .</p>
<p>WEEK 12</p> <p>Week of November 11 (11/11)</p>	<p>TOPIC</p> <p>Assessing writing; Six Traits; Rubrics; Standardized Testing (STAAR)</p> <p><i>Standard VIII.</i> <i>Development of Written Communication:</i> Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</p> <p><i>Standard XII.</i> Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</p>	<p>Required Readings:</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 http://ereserves.uta.edu/2013/fall/LIST4373SEM017.pdf</p>	<p>)</p>
<p>WEEK 13</p> <p>Week of November 18 (11/18)</p>	<p>Conclusion of writing instruction (composition and mentor text)</p> <p><i>Standard XII.</i> Viewing</p>	<p>Required Readings:</p> <p>Carger, C. (2004). Art and literacy with bilingual children. <i>Language Arts</i>, 81(4), 283-292.</p>	<p>Quiz 4 (from sessions 11, 12 & 13). Quiz 4 test window is on Blackboard during WEEK 13 (11/18/13-</p>

	<p>and Representing: Teachers understand how to interpret, analyze, evaluate, and produce. Bringing it all together: the comprehensive literacy program</p> <p><i>Standard XI. Research and Inquiry Skills:</i> Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.</p>	<p>Kelley, M. J., & Clausen-Grace, N. (2010). Guiding Students Through Expository Text With Text Feature Walks. <i>Reading Teacher</i>, 64(3), 191-195. doi:10.1598/RT.64.3.4 http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=55206398&site=ehost-live</p>	<p>11/24/13).</p> <p>Webinar 4 on Thursday 5-7 pm or Friday 5-7 pm (Thursday or Friday 11/21 or 11/22 or view recording). Written reflection due: 11/29.</p> <p>Share GRLP with a peer by this date (Part 2 of GRLP; no points for this component part)</p>
<p>WEEK 14</p> <p>Week of November 25</p>	<p>More on Classroom Management and the Balanced Literacy Classroom</p>	<p>We are done with readings!</p>	<p><u>Final GRLP due to Blackboard and to TK20.</u></p> <p><u>Due: 11/29/13 (11:55 PM)</u></p>
<p>Week 15</p> <p>Week of December 2</p>	<p><i>WE ARE DONE WITH THE READINGS AND ASSIGNMENTS!</i></p>		
<p>LAST DAY OF CLASSES FOR SEMESTER—December 4, 2013</p>			
<p><i>THERE IS NO FINAL EXAM!</i></p>			

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. 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 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 during WEEK 5 (Monday-Sunday) over required readings from sessions 2, 3, & 4. The study guide is on Blackboard.

Quiz 2 window is during WEEK 8 (Monday-Sunday) over required readings from sessions 5, 6, & 7. The study guide is on Blackboard.

Quiz 3 window is during WEEK 11 (Monday-Sunday) over required readings from sessions 8, 9, & 10. The study guide is on Blackboard.

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

THURSDAY OR FRIDAY WEBINARS (4 TOTAL X 10 POINTS EACH FOR EACH POST-WEBINAR WRITTEN REFLECTION (4 TOTAL))
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The webinars (conducted through Blackboard) 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 60-90 minutes 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. 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 four **(4) webinars** (or viewing of the recording) is required. If you are not able to attend the webinars, 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 recorded webinars. **After each webinar, you will write a written reflection to submit to Blackboard.** **IMPORTANT: You need to attend at least ONE out of the four live webinars. You are required to attend or view the recording for all FOUR webinars! Attendance at at least one LIVE one is required! ☺**

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

Directions for Entering the Webinar Videoconference Session:

****The first webinar is during week 1 (5:00-6:30 pm, CST): August 29 or 30.***

The schedule for the webinars is in the course calendar! I will send reminders!

The link on the course menu will say **"Entering the Webinar"**. Please plan on "arriving" at the webinar videoconference session **10 minutes earlier than the scheduled time so you can do a sound check (Tools, →Audio Wizard)**. 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. I encourage use of the "chat" window throughout the conference.

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 you're 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 webinar for a total of four reflections.

I will send an email with an attached **PowerPoint** will structure the conversations and allow us to share tips for success.

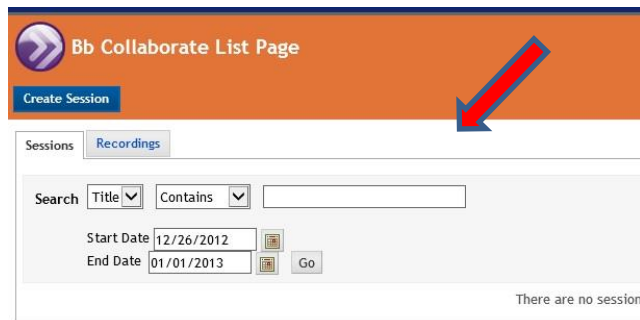
24/7 Support for the Webinars (Blackboard Collaborate): 1-(877)-382-2293

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! ☺

***The rubric and reflection template will be posted on Blackboard and will be sent via UTA email.**

EDMODO (MICRO-BLOGGING IN A GLOBAL CONTEXT)

Six weeks of weekly micro-blogging with our classmates in Texas and Australian peers in a literacy course

(POST WEEKLY OVER SIX WEEKS): GLOBAL NETWORKING ON LITERACY RELATED TOPICS

**10 POINTS PER WEEK (5 POINTS FOR POSTING AND COMMENTING TO PEERS)
6 WEEKS OF POSTING X 5 POINTS PER SESSION***

***A rubric for this assignment will be posted on blackboard.**

EDMODO MICROBLOGGING TOOL. For six (6) weeks of the course (towards the beginning of the course), we will be participating in a micro-blogging experience. You will need to create your own individual EdModo account. This tool is used in school districts and our use in the course will help you gain experience with using an educational micro-blogging tools. It will be similar to a discussion board with elements of “social networking” within a closed group. You will be blogging with students from Australia about literacy education topics!

The topics for this assignments can be located in: 1) the course calendar in the syllabus, on Blackboard (“Resources for EdModo”), and on the EdModo group itself. This allows you to think through what you might post.

LENGTH OF POST AND DEADLINE TO POST TO EDMODO:

You will be posting and making comments each week for the six weeks we are posting. Each week (for the six weeks), your initial post should be 1-2 paragraphs and should be substantive and detailed. Do your initial post by Wednesday (11:55 pm, Central Standard Time in USA) of that week's posting.

REPLIES/COMMENTS

Then, do **3+ (three or more) formal comments to peers**. A formal reply is at least a paragraph in length. I encourage you to do more than three formal replies. Post your formal comments (3+) **by or before SUNDAY night** (11:55 pm, Central Standard Time in USA) of that week's posting. Additionally, please check back the next day (Monday) to look for follow-up replies from colleagues in Texas and Australia. The goal is to create dialogue amongst ourselves.

See: <https://www.edmodo.com/>; register for an account.

More on this assignment will be on Blackboard.

You will be provided with an EdModo group code at the beginning of the class. I will email each of you your group code!

Steps for creating an EdModo Student Account:

1. Log on to www.edmodo.com
2. Select, "I'm a student."
3. Enter the group code and then a username and password of your choice.
4. Then select the "sign up" button and you should be all signed up into that group, which you should see on the left of your screen.
5. Dr. Semingson will provide you with a temporary 6-digit Group Code (found on the left side panel once you've selected the Group). **You must have this code to create a new Account.**
You will then see the Group you created on the left sidebar.

***The rubric will be posted on Blackboard and will be sent via UTA email.**

GUIDED READING LESSON PLAN (25 points)

Part 1: Well-Developed DRAFT with all parts on the draft template completed

Part 2: Present your plan to a colleague

Part 3: Final version of lesson plan

Submit the final version to Blackboard and TK20

The final written version is due 11:55 PM pm Sunday 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 final written lesson plan will be uploaded to Blackboard by or before 11:55 PM p.m. on the due date. You *also* need to submit it to TK20.