

|  |  |
| --- | --- |
| ***Department of Curriculum & Instruction*** | *A-fullname-block-2color* |
|  |
| ***LIST 4373*** ***LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING*** | ***Maymester, 2013*** |
|  |

***Instructor Information:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor**: | Dr. Peggy Semingson | **Phone:** | (817) 272-7568 |
| **Office:** | 322-N Science Hall | **Fax:** | (817) 272-2618 |
| **E-Mail:** | peggys@uta.edu | **Mailbox:** Science Hall 322-N |  |

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/**](https://elearn.uta.edu/)

Research profile: [**http://www.uta.edu/ra/real/editprofile.php?pid=2555**](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: Maymester, 2013**

**Course Location and Hours: ONLINE; Blackboard** [**http://elearn.uta.edu**](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. 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](http://www.uta.edu/news/releases/2013/04/distance-learning-awards.php) from the United States Distance Learning Association (2013).

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 Readin*g, *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**](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 maymester 2013**

***NOTE: \*The online quizzes and the discussion board journals are based on these required readings! A compiled list of the electronic readings is available on Blackboard.***

**E-Reserve Readings, Chapters, and Online Readings**

**\*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.**

OTHER REQUIRED MATERIALS

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. The webinar will be about 90 minutes to two hours in length and will focus on the course topics. The webinar will take place during a regularly scheduled class time. You are expected to participate in the live webinar.

|  |
| --- |
| *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 • Diversity

• Learner-centered environment • Technology

• Research-based • Field Experiences

• Collaboration • Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with
candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

• Meets stated expectations of student performance.

• Keeps timelines. Arrives on time for class and other activities.

• Produces significant artifacts of practitioner evidence.

• Possesses a willingness to set goals.

• Attends all classes/trainings and practicum experiences.

• Completes activities as assigned.

• Has appropriate personal appearance and/or hygiene for professional setting.

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

• Uses appropriate and professional language and conduct.

• Supports a "high quality” learning environment.

• Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

• Has an awareness of and willingness to accept research-based concepts.

• Identifies important trends in education.

• Demonstrates interests in learning new ideas and strategies.

• Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

• Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.

• Works effectively with others.

• Assists others in the university classroom or practicum setting.

• Demonstrates an openness to assistance from others.

• Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

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

Advocates use of technology

• Uses and applies existing technologies sufficiently in work.

• Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

• Demonstrates significant learning improvement over time.

• Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

***Conceptual Framework:***

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

**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**](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

#  *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

* 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. 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

* 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;
	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. 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;
	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;
	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 and Competencies:**

**TExES EC-6 Genrealist Standards, English Language Arts and Reading**

**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-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-6.111.5 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-6.11.2TX-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, Maymester 2013**

**This class meets on campus from May 15-May 30**

<http://www.uta.edu/uta/acadcal.php?session=20132>

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 on the due date. Late work receives late points deducted.

***\*Late work will only be accepted up to one day (24 hours) after the regular due date. I expect all work to be submitted on time unless a true emergency happens. I grade what is submitted to Blackboard.***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **DUE DATE(s)** | **Points** |
| **post general introduction of yourself to the discussion board on blackboard****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. ☺ ☺ ☺**  | Post by or before Thursday5/15/13 to Blackboard | **5 points** |
| **(3) Quizzes OVER ASSIGNED READINGS—Blackboard****The three 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 (*location: Assignments). There will be a quiz “window” for one day for each quiz.*** **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.****Each quiz will be 20 questions consisting of multiple choice and true/false questions.****3 quizzes X 20 points each= 60 points total** | Quiz 1 **test Window is 12:01 am to 11:59 pm on Tuesday, May 21 on Blackboard.** Quiz 2 **test window is from 12:01 am to 11:59 pm on Friday, May 24 on Blackboard.**Quiz 3 **test window is from 12:01 am to 11:59 pm on Thursday, May 30 on Blackboard.** | **3 quizzes (3 x 20 points)** **60 points** |
| **in-class book club (the hundred dresses) and book club notes and comments: BRING Your reader-response notes** The in-class book club will take place on 5/23 inn class. Read the book outside of class and be prepared to discuss it in small groups. Bring written notes and add your written reflection after book club. Post your reflection by 5/23. At the end of your written notes, add several paragraph on the following questions:After the book club include written notes responding to the book using the required template and answer the following question (1+ solid thoughtful paragraph per question). Skeletal and superficial responses will lose points.**Post-book-club reflection questions:**1. **What were your thoughts about the book club experience?** (1+ paragraph)
2. **Reading through the resources on blackboard under “resources for book club”, comment on specific resources and how you envision using them in your future teaching.** (1+ paragraph)
3. **Discuss how the book club experience is a valuable part of the balanced literacy process and how it benefits students’ literacy development overall. What are challenged of implementing book club and how could you overcome them?** (1+ paragraph)
 | In-class book clubPost written notes and written reflection (2-3 pages single-spaced total) by  | **10 points** |
| dISCUSSION boARD poSTINGS (3 DISCUSSION BOARD POSTS) AND COMMENTSYou will have three journals to post to the discussion board. 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 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.*The journal posting should synthesize the information for:** *The required readings, professor-authored readings, as well as the videos assigned for that week. You should also refer to the “Professor Notes” in your discussion board journal.*

*Discussion boards will take place during:**Discussion Board 1 (Required readings and session notes from Sessions 2-4)**Discussion Board 2(Required readings and session notes from Sessions 5-7)**Discussion Board 3 ((Required readings and session notes from Sessions 8-10)* | **DB1**: **Post by Monday 5/20; post 3 comments by Tuesday 5/21; post informal follow-up replies by Wednesday 5/22).****DB2:** **Post by Thursday 5/23; post 3 comments by Friday 5/24; post informal follow-up replies by Saturday 5/25).****DB3**: **Post-by Wednesday, May 29****Formal Comments-Thursday, May 30****Informal replies by May 30.** | **10 POINTS PER POST X 3 POSTS=****30 POINTS** |
| **VIDEOCONFERENCE: WEBINAR (1 webinars + reflections)—BLACKBOARD COLLABORATE**Participate in one *Friday* webinar (date: **Friday, May 24, 6:00-8:00 pm**) write a 1-2 page single-spaced reflection. Turn in the reflection to Assignments. The link to access the Webinar will be on Blackboard. We will practice accessing the webinar prior to the actual webinar.The reflection template is on Blackboard. | **Due 5/28 (11:55 pm) to Blackboard Assignments.** | **10 points (1 webinars x 10 points)** |
| **Guided Reading Lesson Plan -- Submit to Blackboard; This will be done in three parts** 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).**PART 1:** **Outline** of your plan using the provided templateExample plans will be provided on Blackboard. Read through these carefully.**PART 2:** **Present 10 minutes of your final** plan (100% complete) in small groups in class. Do not bring an incomplete or unfinished plan. Bring all materials and printed copies of your plan. [no points, but required part]**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.**Part 3: Submit your final lesson plan to TK20 and Blackboard Assignments.Due 11:59 pm to Blackboard and TK20. | **Due 11:55 pm Thursday 5/30 to Blackboard.** | **Part 1 (outline):** **10 points****Part 2:** **present final plan in class in small groups (bring drafts) [no points]****part 3****Final Lesson Plan submitted to blackboard****25 points** |
| **GUIDED READING LESSON PLAN: SUBMIT TO TK20 [SAME AS GUIDED READING PLAN SUBMITTED TO BLACKBOARD]****Submit your guided reading lesson plan to the TK20 system [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 on time!**  | **Due 11:55 pm to TK20 on 5/30.** | **10 points** |
| **ONLINE FINAL EXAM ON BLACKBOARD (MAY 31):** **20 multiple choice questions over the content of the Session Notes, Class Lectures, and Course Readings. The final exam is cumulative. The final exam will take place online and is timed (30 minutes). You cannot re-take the final exam.**  |  | **20 points** |

**Total: 180 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: 180 points possible.**

A= 167-180 points

B= 151-166 points

C= 135-150 points

D= 126-134 points

F= below 126 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. Attending the webinar counts towards attendance. I will be making note of who attends the webinar.**

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://wweb.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](http://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.*

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://wweb.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](http://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: maymester 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 inUTA Email and Blackboard (Assignments) often.**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/Session** | **Topics****\*Check Blackboard for the detailed agenda for each class session. I will post these at least one week prior to each class session.**  | **Readings****Complete *before* the Class Session.****See Blackboard for links to course readings. Folder: “Session Readings”** | **Assignments Due:****Assignments are due by 11:55 pm to Blackboard****Readings are to be done before the class session meets** |
| Day 1/Session 1Wed., May 15 | * **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**
* **Overview of guided reading lesson plan**

**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.  | **READING:**1. **Read syllabus and welcome letter before the class begins.**
2. **Familiarize yourself with the Blackboard site (**<http://elearn.uta.edu>**)**
3. **Watch the overview video and read the welcome letter about the course and the online features (e.g. YouTube videos, required webinar, discussion boards, online book club, etc.). This course will require your active and ongoing participation and checking in!**
4. **Start reading *The Hundred Dresses*. Read through the Book Club notes format and start taking notes on your response to the book.**
 | **To \*DO\*:****Read the course syllabus** **(digital or printed copy) before the class begins!****Post introduction of yourself to the general discussion board by Wednesday of Week 1 (5/15/13). It is under “Discussions”.** |
| Day 2/Session 2Thursday, May 16 | **Emergent Literacy****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 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. \* Begin **planning sheet for guided reading lesson plan**. Start to fill it in. I will not collect this yet until the due date but I will make sure in class you have started it. You need a guided reading book by this date. | **Required Readings:**1. 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>2. Put Reading First: Section on phonemic awareness:<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> (pages 1-9)3. Put Reading First: Section on phonics:<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> (pages 11-17) | Success Tips:***Familiarize yourself with the format for the first discussion board. See the template and begin selecting quotes and writing an analytical commentary for each quote selected (five quotes total).******Access the study guide for Quiz 1 on Blackboard so that you can study the terms and concepts as you are reading.***  |
| Day 3/Session 3Friday, May 17 | Continuation of phonological/phonemic awareness; word study and recognition; sight words; and phonics generalizations\*Introduction to Book Club**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 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.  | **Required Readings:**1. 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**](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. *The Reading Teacher, 57*(5), 440-449. <http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=12147738&site=ehost-live>

Hudson, R. F., High, L., & Al Otaiba, S. (2007). 3. Dyslexia and the brain: What does current research tell us? *Reading Teacher*, 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>  |  |
| Day 4/Session 4Monday, May 20 | **\*More on Book Club--** Read-aloud and discussion of *The Hundred Dresses;* managing the book club experience**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 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. \*Key content on topic of dyslexia will be discussed and demonstrated tonight. | **Required Readings**1. 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](http://ereserves.uta.edu/2012/fall/LIST4373SEM002.pdf%20) 2. 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 and study guide]**3. Put Reading First: Section on fluency:<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> (pages 19-27) | **Due:*****Discussion Board 1 (post journal by Monday 5/20; post 3 comments by Tuesday 5/21; post informal follow-up replies by Wednesday 5/22).******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).*****\**Proof* your discussion board post for typos. No spelling or grammar mistakes should be in there! ☺** |
| Day 5/Session 5Tuesday, May 21 | **\*More on book club and “comprehension as conversation”;** managing the book club experience**Continuation of reading fluency****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.  | **Required Readings:**1. 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**](http://ereserves.uta.edu/2012/fall/LIST4373SEM004.pdf)2. 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> 3. 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>4. Put Reading First: Section on vocabulary:<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> (pages 27-37) | **Due:****Quiz 1 (over required readings from Session 2, 3, & 4)—study guide is on Blackboard. Test Window is 12:01 am to 11:59 pm on Tuesday, May 21 on Blackboard.** |
| Day 6/Session 6Wed., May 22 | **Guided reading as part of a comprehensive literacy program****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. \*Continue working on **guided reading lesson planning** in class; bring materials to class and **be prepared** to discuss your plan so far in small groups (**informally**). | **Required Readings:**1. 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>
2. 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>

3. Put Reading First: Section on comprehension<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> (pages 41-48) | **Due: outline for Guided reading lesson plan to Blackboard by 11:55 pm on 5/22/13. Use the required template.** |
| Day 7/Session 7Thursday, May 23 | **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. **Strategic reading/****metacognition/thinking aloud****The demands of text (fiction and nonfiction)** | **Required Readings:**1. 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>
2. 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>
 | **5/23: In-class 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. Submit written notes and final reflection (one document) by 11:59 pm to Blackboard 5/23. Use the required template.*****Discussion Board 2 (post journal by Thursday 5/23; post 3 comments by Friday 5/24; post informal follow-up replies by Saturday 5/25).******Journal is over readings and selected videos from sessions 5, 6, & 7. Post your journal directly into the discussion board area and also upload it as a word document (do both)*** |
| Day 8/Session 8**TONIGHT’S CLASS IS TAUGHT VIA WEBINAR (ON BLACKBOARD)****ATTENDANCE ON THE WEBINAR IS REQUIRED.**Friday, May 24 | * Dimensions of effective vocabulary instruction
* Text talk

**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. Notes: **Because we are ending the webinar before our normal class time, I encourage you to take Quiz 2 following the webinar.****I will be in our regular classroom for the webinar so you can come to class and use the computers in class if you need a computer. Also, there are computers on the second floor in the school library you can use for the webinar. You can participate in the webinar from home.** | **Required Readings:**1. 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://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=5112390&site=ehost-live> 2. 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://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=58771203&site=ehost-live> | **THIS CLASS SESSION WILL TAKE PLACE ON THE WEBINAR ON BLACKBOARD FROM 6:00-8:00 PM. LOG IN 10 MINUTES PRIOR TO THE ACTUAL WEBINAR START TIME.****LOGIN VIA BLACKBOARD.****You must have the latest version of Java installed on your computer.****Quiz 2 [Friday]****(over required readings from session 5, 6, & 7). Test window is from 12:01 am to 11:59 pm on Friday, May 24 on Blackboard.** |
| Monday, May 27 | **MEMORIAL DAY HOLIDAY-NO CLASS** |
| Day 9/ Session 9Tuesday, May 28 | **Reading Comprehension: focus on expository text****Graphic organizers****Writing conventions****Standard IX**. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.  | **Required Readings:**1. 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**](http://ereserves.uta.edu/2012/fall/LIST4373SEM010.pdf)
2. 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**](http://ereserves.uta.edu/2012/fall/LIST4373SEM013.pdf)
3. 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**](http://ereserves.uta.edu/2012/fall/LIST4373SEM011.pdf)
 | **Due: Present Guided reading lesson plan in class in small groups on on Friday, 5/28/13. Use the required template. Bring printed copies of your plan to class as well as lesson materials.****Due: Post-webinar written reflection (1-2 pages single-spaced) due 5/28 (11:55 pm) to Blackboard Assignments. Use the required template.** |
| Day 10/Session 10Wed., May 29 | **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 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. **Mentor Text (Fiction and Non-fiction)****Writing mini-lessons.****Assessing writing; Six Traits; Rubrics; Standardized Testing (STAAR)****Classroom management and writing workshop** | **Required Readings**1. 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**](http://ereserves.uta.edu/2012/fall/LIST4373SEM016.pdf)**:**

2. Dorfman, L.R. & Cappelli, R. (2007). "When Writers Use a Magnifying Lens." In Lynne R. Dorfman & Rose Cappelli's *Mentor Texts* (69-98). Portland, Maine: Stenhouse Publishers[**http://ereserves.uta.edu/2012/fall/LIST4373SEM017.pdf**](http://ereserves.uta.edu/2012/fall/LIST4373SEM017.pdf)3. Jones, S. (2004). Living poverty and literacy learning: Sanctioning the topics of students’ lives. *Language Arts, 81,* 461–469. [http://www.jstor.org.ezproxy.uta.edu/stable/10.2307/41483435](https://owa.uta.edu/owa/peggys%40exchange.uta.edu/redir.aspx?C=GVpSXi00Skm5YyMjICcGZo4lkurwANBIYS3iMKLv4dws7V5P_e90Msyv1tcDE5IQHy49RRcqMWY.&URL=http%3a%2f%2fwww.jstor.org.ezproxy.uta.edu%2fstable%2f10.2307%2f41483435) | ***Discussion Board 3 (Post-by Wednesday, May 29******Formal Comments-Thursday, May 30******Informal replies by May 30. Please check back often to post informal replies. Posting before the official posting deadline is also encouraged.*** ***Journal 3 is over readings and selected videos from sessions 8, 9, & 10. Post your journal directly into the discussion board area and also upload it as a word document (do both).*** |
| Day 11/Session 11Thursday, May 30 | **Digital Storytelling****Research and Inquiry****Data Driven Instruction****More on Classroom Management****Putting it all together: the comprehensive literacy program****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. | 1. Sylvester, R., & Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. *Reading Teacher*, *63*(4), 384-395. <http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=46729974&site=ehost-live>2. Semingson, P. (2013). "Saber dos lenguas es saber dos mundos", Thoughts From a White Bilingual Educator. In Judith M. James & Nancy Peterson's (Eds.),*White women getting real about race: Their stories about what they learned teaching in diverse classrooms*. (pp. 87-99). Sterling, VA: Stylus Publishing, LLC. [http://ereserves.uta.edu/2013/spring/LIST4373SEM019.pdf](https://owa.uta.edu/owa/peggys%40exchange.uta.edu/redir.aspx?C=7BHzjn9BFk2zBEeeTG-MkOxVFhKHINBIWVsxsuX8P8Wjad2CUGw_dcFsLtiysxdlsBzj3WhO6As.&URL=http%3a%2f%2fereserves.uta.edu%2f2013%2fspring%2fLIST4373SEM019.pdf)  | **Quiz 3 (from sessions 8, 9, & 10). Test window is from 12:01 am to 11:59 pm on Thursday, May 30 on Blackboard.****Due: Final Guided reading lesson plan to Blackboard and TK20 by 11:55 pm on 5/30/13. Use the required template.**  |
| **LAST DAY OF CLASSES FOR SEMESTER—MAY 30, 2013** |
| ***FINAL EXAM (ONLINE)******The final exam will take place online on Blackboard on May 31, 2013. The test window is May 31, 2013 on Blackboard from 12:01 am to 11:59 pm.*** |

**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 (3 quizzes x 20 points=60 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 24-hour 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—SEE COURSE CALENDAR (24 hour window to take the quiz on Blackboard). The quiz is timed (30 minutes) but you can retake it as many times as you want. Each quiz is an open-note quiz.

**-------------------------------------------------------------------------------------------------------------------------------**

**Friday Webinar (1 total x 10 points each)**

**Attend the live webinar and complete the**

**Post-webinar written Reflection**

The webinar will help you to see and hear your professor in a real-time virtual setting. 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 webinar. Of course you can take a quick 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. 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 **webinar** is required. **After the 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

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. Describe your level of participation in the webinar session and your level of understanding of the key course topics
4. What feedback do you have on the webinar experience itself (e.g., technology, etc. for future use?)

*THE RUBRIC FOR THE WEBINAR IS POSTED ONLINE ON BLACKBOARD.*

**-------------------------------------------------------------------------------------------------------------------------------**

**discussion board Journals (3 journals posted + COMMENTS
to discussion board Groups x 10 points each DB)=30 points**

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

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

**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.*

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 . See the suggested template. There is a rubric that will be used to grade this.

**FORMAL COMMENTS/REPLIES:** Then, read your peers’ posts and **post three substantial comments by the due date. 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***

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).*

*THE RUBRIC FOR THE DISCUSSION BOARD IS POSTED ONLINE ON BLACKBOARD.*

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

**-------------------------------------------------------------------------------------------------------------------------------**

***Guided Reading Lesson Plan (25 points)***

***Submit to Blackboard and TK20***

**Due 11:59 pm 5/30 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.**

*THE RUBRICs FOR THE LESSON PLAN OUTLINE AND FOR THE FINAL LESSON PLAN IS POSTED ONLINE ON BLACKBOARD.*

**-------------------------------------------------------------------------------------------------------------------------------**

***BOOK CLUB/LITERATURE CIRCLE IN CLASS (10 points)***

***\*5/23***

**The online book club will take place on 5/23 in class. 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 less structured reading technique than guided reading does; it is more student-centered and relies on open-ended prompts and dialogue. 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. ☺

***When the book club meets …***

**Bring your written notes (see template below). Respond to at least three other students in your group.**

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

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.

***The format and rubric for book club will be on Blackboard***

***I hope you have a great Maymester and learn a lot! Remember, all that you are learning will eventually help children to learn to flourish in the world of literacy! Keep that in mind as you read and learn. This is all for a purpose.* ☺ --Dr. S.**