

## **Department of Curriculum & Instruction**

**College of Education**  
PARTNERS for the  
**FUTURE**



**LIST 4373**

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

**Spring, 2014**

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### **Instructor Information:**

**Instructor:** Dr. Peggy Semingson

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**Email is the best way to reach me.**

**Fax:**

**Mailbox:**  
Science Hall  
322-N

Office Hours: By appointment.; I can also do virtual office hours by appointment.

Course website: <https://elearn.uta.edu> [Blackboard; login with NetID and Password]

### **Course Information:**

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

**Course Number:** LIST 4373

**Semester:**

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

**Office Hours:** These are done by appointment

**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.

### **About Your Instructor:**

**Instructor Bio: Dr. Peggy Semingson**

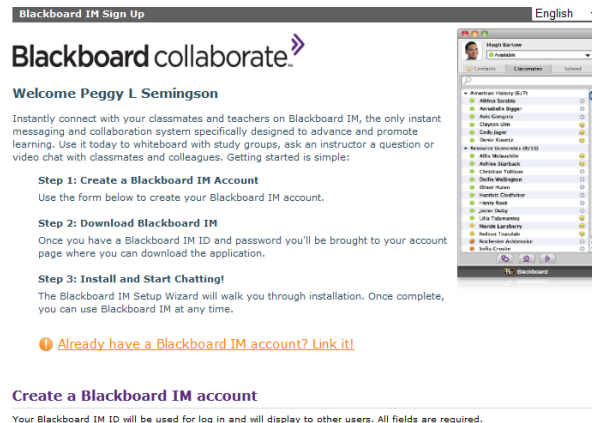


**Dr. Peggy Semingson** is an assistant professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy assessment for Guilford Press and most recently was co-author of an article in *Teachers College Record*. She has also published in *State of Reading, English in Texas*, and has a forthcoming book chapter on her personal narrative of her experiences as a bilingual educator in California and Texas. Her research focuses on the ways that families and communities participate in children's literacy learning as well as ways to support students and adults with challenges in reading. She is also interested in digital pedagogies and the ways that online learning can be personalized and builds community. She was recently awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She believes all students bring unique strengths to school. It is our job, as educators, to know students' strengths and build on those as we make learning meaningful, purposeful, and connected to their lives and communities. She has an identical twin sister and a four-year-old niece and has lived in Alaska, Southern California, and Texas. Her favorite things to do include: swimming, cooking, reading (of course!), and technology. Her goal is to learn as much about technology as possible!

**BLACKBOARD INSTANT MESSAGING WITH DR. SEMINGSON! GET REAL TIME SUPPORT!**

I am now available by **Blackboard Instant Messenger**. You have to download the tool in order to use it. If you choose to do so, it requires you to create a login and password (*different from your NetID, etc.*).

Click [here](#) to download BBIM (Blackboard Instant Messenger) *or click the link or the image below*  
[https://pronto.wimba.com/user/faces/ar\\_create\\_account\\_page.xhtml](https://pronto.wimba.com/user/faces/ar_create_account_page.xhtml)



When you download it, you can contact me at: [peggys](#)  
If you want to make an appointment, I can meet by Videoconference or by Instant *Messenger* (chat). It is fun and easy! I'll have the chat window open.

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**Prerequisites:** Not applicable

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### REQUIRED READINGS: LIST 4373

One Textbook (Reutzel and Cooter, 2013) E-Reserve Readings, Chapters, and Online Readings

1. Required textbook:
2. 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>

**TIP:** The required digital readings will be accessed through the databases of the UT Arlington Library.

**TIP:** The links for the required digital readings will be posted on Blackboard and in the course calendar on the syllabus

#### \*Further Tips 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 your instructor 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 (2<sup>nd</sup>-6<sup>th</sup> 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.

*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 2.1 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, metalinguage 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)

**LIST OF ASSIGNMENTS AND DUE DATES – LIST 4373**

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 11:59 pm of the due date. All assignments are to be submitted through Blackboard unless otherwise specified by instructor. **NO MAKE-UP WORK WILL BE ACCEPTED IN ORDER TO IMPROVE YOUR GRADE.** Due dates are on the course calendar. All assignments will be turned in via Blackboard by 11:59 PM 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 due date. No late work will be accepted more than one day (24 hours) after the due date.*

**ASSIGNMENTS AND POINT BREAKDOWN**

ASSIGNMENT	DUE DATE(S)	POINTS
<b>Post General Introduction Of Yourself To The Discussion Board On Blackboard</b>  <b>WEEK 1</b>  See Blackboard for detailed instructions.	Due Week 1, by Friday, 1/17/14  1. Post an informal 1-2 paragraph introduction about yourself in Discussions by <u>Friday, 1/17/14 (11:59 PM)</u> , of Week 1.  2. Do 2-3 follow-up comments to peers by Friday of Week 1, 1/17/14; 11:59 PM, as well.	<b>5 POINTS</b>
<b>(4) Quizzes Over Assigned Readings – Blackboard</b>  <b>WEEKS 4, 8, 12, &amp; 15</b>  See Assignment Description at end of syllabus.  4 quizzes X 25 points each= 100 points total	Quiz 1 test Window is on Blackboard during WEEK 4 (over sessions 1 & 2). Test window: Monday, 2/3/14 (12:01 am)- Sunday, 2/09/14 (11:59 pm).  Quiz 2 test window is on Blackboard during WEEK 8 (over sessions 3 & 4). Test window: Monday, 3/3/14 (12:01 am)- Sunday, 3/09/14 (11:59 pm).  Quiz 3 test window is on Blackboard during WEEK 12 (over sessions 5 & 6). Monday, 3/31/14 (12:01 am)- Sunday, 4/06/14 (11:59 pm).  Quiz 4 test window is on Blackboard during WEEK 15 (over sessions 7 & 8). Monday, 4/21/14 (12:01 am)- Sunday, 4/27/14 (11:59 pm).	<b>4 QUIZZES (4 X 25 POINTS)</b>  <b>100 POINTS</b>
<b>VIDEOCONFERENCE: WEBINARS (4 webinars + reflections) – BLACKBOARD COLLABORATE</b>  <b>WEEKS 2, 6, 10, &amp; 12</b>	Webinar 1-Week 2 (Thursday or Friday or view recording) . Webinar 1 reflection is due: Friday, 1/31/14 (11:59 pm).  Webinar 2-Week 6 (Thursday or Friday or view recording). Webinar 2	<b>4 X 10 points each for written reflections=</b>  <b>40 POINTS</b>

<p>Participate in four webinars and write a <u>1-2 page single-spaced reflection</u> for each one using the post-webinar required template. Turn in the reflection to <u>Assignments</u>.</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>Thursday webinars will be at 5:00 pm-6:30 pm Friday webinars (repeat of Thursday) will be 6:00-7:30 pm).</p>	<p>reflection is due: Friday, 2/28/14 (11:59 pm)</p> <p><b>Webinar 3-Week 10 (Thursday or Friday or view recording). Webinar 3 reflection is due Friday, 3/28/14 (11:59 pm).</b></p> <p><b>Webinar 4-Week 12 (Thursday or Friday or view recording). Webinar 4 reflection is due Friday, 4/11/14(11:59 pm).</b></p>	<p>.</p>
<p><b>Discussion Board Postings (6 Discussion Board Posts) And Comments)</b></p> <p>WEEKS 4, 6, 8, 10, &amp; 12</p> <p>You will have <b>six journals</b> to post to the discussion board <b>every other week</b>. Each journal is about <b>1-2 pages (single-spaced; 12 font)</b>.</p> <p>See detailed assignment description at end of syllabus. The rubric will be posted on Blackboard.</p>	<p>Each initial journal post is due by <u>Thursday night (11:59 pm)</u>.</p> <p><u>Post</u> 3 or more formal comments by <u>Saturday night (6:00 pm)</u>.</p> <p>Informal follow-up replies to others' comments are expected by <u>Sunday night (11:59 pm)</u>.</p> <p><u>Discussion Board Dates:</u></p> <p><i>Discussion Board 1—during week 4 [over readings from session 2]</i>  <i>Discussion Board 2—during week 6 [over readings from session 3]</i>  <i>Discussion Board 3—during week 8 [over readings from session 4]</i>  <i>Discussion Board 4—during week 10 [over readings from session 5]</i>  <i>Discussion Board 5—during week 12 [over readings from session 6]</i></p>	<p><b>10 POINTS PER POST X 5 POSTS=</b></p> <p><b>50 POINTS</b></p>
<p><b>Guided Reading Lesson Plan -- Submit To Blackboard &amp; TK20</b></p> <p><b>Three Parts</b> <b>Total: 35 Points</b></p> <p>Week 8 Week 14</p> <p>See detailed assignment description at end of syllabus.</p> <p>You must use the required template for both</p>	<p>Part 1-Developed Outline [10 points] Due: <u>Week 8, Sunday, 3/09/14</u></p> <p>Part 2 [0 points] <u>[Complete during weeks 11-13]</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: <u>Week 14, 4/20/14 (11:55 pm)</u></p>	<p><b>TOTAL: 35 points</b></p> <p><b>Part 1</b> <b>Developed Draft Outline Of Guided Reading Lesson Plan</b></p> <p><b>10 Points</b></p> <p><b>Part 2: [0 Points]</b></p>

the draft and the final version of this lesson plan. <b>Be sure your lesson includes all supplemental materials (e.g., as appendices at the end of the lesson plan).</b>		<b>Part 3 Final Lesson Plan</b>  <b>25 POINTS</b>
<b>Submit Final Guided Reading Lesson Plan To Tk20 [Same As Guided Reading Plan Submitted To Blackboard]</b>  Submit your guided reading lesson plan to the <b>TK20 system</b> [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). The rubric will be posted on Blackboard.	Week 14  <u>Sunday, 4/20/14 (11:55 pm)</u>	<b>10 POINTS</b>
<b>TOTAL POINTS</b>		<b>240 POINTS</b>

**Total: 240 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%

A=223-240 points

B=201-222 points

C=180-200 points

D=168-179 points

F=Below 168 points

## **Policies**

### **Literacy Studies Late Work and Attendance Policy**

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

### **Class Attendance:**

Attend class faithfully and participate in discussion groups, class activities, and writers' workshop with a high level of preparedness and engagement. Professionalism also includes excellent communication with the instructor. Professional in-class behavior also includes active listening, no side conversations, and full engagement in the course activities, readings, and assignments. Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning. Class members are expected to participate in a meaningful way by asking questions, taking risks, and engaging in class and small group discussion.

Class members are expected to display a positive attitude toward learning, enthusiasm for reading and interest in the literature. Class members are also expected to complete all assignments by due dates, thereby coming to class prepared to participate. To receive full credit and not have points deducted, class members must not arrive late, leave early, or not participate fully and/or in a professional manner. Leaving early or arriving late will count as a tardy. Three tardies equal one absence.

If a student is absent for any reason he/she needs to arrange with a classmate to copy notes and handouts. All cooperative classroom activities and quizzes will be assigned points. Since these activities require student's participation in specific class periods, the activities cannot be made up at any other time. **Students will receive a ceiling grade of B for more than one absence; ceiling grade of C for more than two absences; grade of F for three or more absences.**

Talking at inappropriate times similarly results in a large deduction for class participation. You have a right to express your ideas in a candid manner, but you need to display a professional, not negative, demeanor in doing so. Working on assignments for this class, or any other class, during our time together is inappropriate and will cause a loss of participation points.

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

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

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

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](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](mailto: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 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: 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.*

**Late work:** Work submitted after the 11:59 PM pm deadline is subject to losing 25% of possible points. Late work will not be accepted 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 UTA Email and Blackboard (Assignments) daily.

Session	Topics and SBEC Standards (English Language Arts Reading)	Required Readings Also see Blackboard for links to digital course readings.	Assignments Due: Assignments are due by 11:55 PM to Blackboard
Session 1 (Weeks 1 & 2)  1/13-1/19 1/20-1/26	<b>Overview of Balanced Literacy, Early Literacy, and Phonological Awareness</b> <ul style="list-style-type: none"> <li>Reading and writing overview: What is a comprehensive literacy program?</li> <li>Literacy development</li> <li>Review of balanced literacy</li> <li>The reading process</li> <li>Emergent Literacy and early literacy development</li> <li>Phonological and phonemic awareness as</li> </ul>	<b>REQUIRED READINGS:</b> <ol style="list-style-type: none"> <li>Professor Notes for Session 1 (located in Blackboard and sent via UTA email)</li> <li>Reutzel &amp; Cooter (2013) textbook: Chapters 1 &amp; 2 (Effective Reading Instruction and Developing Children's Oral Language)</li> <li>Put Reading First (3<sup>rd</sup> edition). Please read the entire booklet: <a href="http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a></li> </ol>	<ol style="list-style-type: none"> <li>Post a 1-2 paragraph introduction of yourself to the general discussion board by Friday, 1/17/14 of Week 1.  It is under <u>"Discussions"</u>. Post 2-3+ comments to peers.</li> <li>Read the <u>welcome letter</u> about the course and the</li> </ol>

	<p>foundational and pre-requisite skills for reading.</p> <p><b>Standard I. Oral Language:</b> 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><b>Standard II. Phonological and Phonemic Awareness:</b> 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</p> <p><b>Standard IV. Literacy Development and Practice:</b> 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>online features. Familiarize yourself with the Blackboard site (<a href="http://elearn.uta.edu">http://elearn.uta.edu</a>)</p> <ol style="list-style-type: none"> <li>Complete the required readings for Session 1.</li> <li><b>Webinar 1-Week 2 (Thursday or Friday, 1/23 or 1/24 or view recording)</b></li> </ol> <p>Th, 1/23-5:00-6:30 pm Fri, 1/24-6:00-7:30 pm. <b>Webinar 1 reflection due: Friday, 1/31/14 (11:59 pm).</b></p>
<p>Session 2 (Weeks 3 &amp; 4)</p> <p>1/27-2/02 2/03-2/09</p>	<p>Beginning Reading, and Word Study</p> <ul style="list-style-type: none"> <li>Continuation of phonological/phonemic awareness</li> <li>word study and recognition</li> <li>sight words</li> <li>phonics generalizations</li> </ul> <p><b>Standard III. Alphabetic Principle:</b> Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and</p>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li><b>Professor Notes for Session 2</b></li> <li><b>Reutzel &amp; Cooter (2013) textbook: Chapter 3 (Phonics and Word Recognition)</b></li> <li>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. <a href="http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=12147738&amp;site=ehost-live">http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=12147738&amp;site=ehost-live</a> [you will be prompted to login with your UTA netid and password if you are off-campus].</li> </ol>	<ol style="list-style-type: none"> <li>Do the required readings for Session 2.</li> <li>Quiz 1. Quiz 1 <b>test Window is on Blackboard during WEEK 4 (over sessions 1 &amp; 2). Test window: Monday, 2/3/14 (12:01 am)- Sunday, 2/09/14 (11:59 pm)</b></li> <li>Week 4: Post your Journal #1 to your Group</li> </ol>

	<p>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><b>Standard V. Word Analysis and Decoding:</b> 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><b>Standard V. Word Analysis and Decoding:</b> 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>Discussion area "Learning Groups". Post by Thursday (11:59 pm). Do 3+ formal comments by 6 pm Saturday. Do informal follow-up replies by Sunday at 11:59 pm. <b>Discussion Board 1—during week 4 [over readings from session 2]</b></p>
<p>Session 3 (Weeks 5 &amp; 6)</p> <p>1/10-1/16 1/17-1/23</p>	<ul style="list-style-type: none"> <li>• <b>Fluency</b></li> <li>• <b>Intro to Guided Reading</b></li> <li>• <b>Dyslexia</b></li> </ul> <p><b>Standard VI. Reading Fluency:</b> Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.</p> <p><b>Standard VII. Reading Comprehension:</b> Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. Professor Notes for Session 3</li> <li>2. Reutzel &amp; Cooter (2013) textbook: <b>Chapter 4 (Reading Fluency)</b></li> <li>3. Fountas, I.C. &amp; Pinnell, G.S. (1996). "What Is Guided Reading?" In Irene C. Fountas &amp; Gay Su Pinnell's <i>Guided Reading: Good First Teaching for All Children</i> (pp.1-19). Portsmouth, NH: Heinemann. <a href="http://ereserves.uta.edu/2014/spring/LIST4373SEM014.pdf">http://ereserves.uta.edu/2014/spring/LIST4373SEM014.pdf</a></li> <li>4. Hudson, R. F., High, L., &amp; 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 <a href="http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=24286603&amp;site=ehost-live">http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=24286603&amp;site=ehost-live</a></li> <li>5. Selected pages from <i>The Dyslexia Handbook</i>. Read pages: <a href="http://www.region10.org/dyslexia/li nks/dyslexia-handbook-english/">http://www.region10.org/dyslexia/li nks/dyslexia-handbook-english/</a> Read pages: p. 8-10, 22-25, 34-37, 41-42, 56-59, and 81-83 [selected key terms from 81-83; see Blackboard</li> </ol>	<ol style="list-style-type: none"> <li>1. Do the required readings for Session 3.</li> <li>2. Week 6: Post your Journal #2 to your <b>Groups Discussion Board area</b> "Learning Groups". Post by Thursday (11:59 pm). Do 3+ formal comments by 6 pm Saturday. Do informal follow-up replies by Sunday at 11:59 pm. <b>Discussion Board 2—during week 6 [over readings from session 3]</b></li> <li>3. Familiarize yourself with the template for the guided reading plan outline. Read the resources on Blackboard under "Guided</li> </ol>

		and study guide]	<p>Reading Plan Resource and Examples". Begin the outline.</p> <p>4. <b>Webinar 2-Week 6 (Thursday or Friday, 2/20 or 2/21 or view recording)</b></p> <p><b>Th, 2/20-5:00-6:30 pm</b> <b>Fri, 2/21-6:00-7:30 pm</b></p> <p><b>Webinar 2 reflection is due: Friday, 2/28 (11:59 pm)</b></p>
<p>Session 4</p> <p>(Weeks 7 &amp; 8)</p> <p>2/24-3/02 3/03-3/09</p>	<ul style="list-style-type: none"> <li>• <b>Guided reading as part of a comprehensive literacy program</b></li> <li>• <b>Reading Comprehension</b></li> </ul> <p><i>Standard VII. Reading Comprehension:</i> Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p><u><b>Required Readings:</b></u></p> <ol style="list-style-type: none"> <li>1. Professor Notes for Session 4</li> <li>2. Reutzel and Cooter (2013) Textbook: chapter 6 (Teaching Reading Comprehension)</li> <li>3. Chapter 15: Engaging Readers in Thinking and Talking about Texts through Interactive Read-Aloud, In I.C. Fountas &amp; G.S. Pinnell <i>Teaching for Comprehension and Fluency</i> (215-236), Portsmouth, NH: Heinemann. <a href="http://ereserves.uta.edu/2014/spring/LIS T4373SEM009.pdf">http://ereserves.uta.edu/2014/spring/LIS T4373SEM009.pdf</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Do the required readings for Session 4.</li> <li>2. Quiz 2. Quiz 2 <b>test window is on Blackboard during WEEK 8 (over sessions 3 &amp; 4). Test window: Monday, 3/3/14 (12:01 am)- Sunday, 3/09/14 (11:59 pm)</b></li> <li>3. Week 8: Post your Journal #3 to your Group Discussion area "Learning Groups". Post by Thursday. Do 3+ formal comments by 6 pm Saturday. Do informal follow-up replies by Sunday at 11:59 pm. <i>Discussion Board 3—during week 8 [over readings from session 4]</i></li> <li>4. Initial Outline due by Sunday of Week</li> </ol>

			8 for Guided Reading Lesson Plan. Due Sunday, 3/09/14 (11:59 pm).
<b>[Week 9] Spring Break!</b> <b>March 10-14</b>			
Session 5  Week 10  3/17-3/23	<ul style="list-style-type: none"> <li>• Dimensions of effective vocabulary instruction</li> <li>• The demands of text (fiction and nonfiction)</li> <li>• Content area reading</li> </ul> <p><b>Standard VII. Reading Comprehension:</b> Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. Professor Notes for Session 5</li> <li>2. Reutzel &amp; Cooter (2013) Textbook: Chapter 5 (Increasing Reading Vocabulary)</li> <li>3. Connor, C., Kaya, S., Luck, M., Toste, J. R., Canto, A., Rice, D., &amp; Underwood, P. S. (2010). Content Area Literacy: Individualizing Student Instruction in Second-Grade Science. <i>Reading Teacher</i>, 63(6), 474-485.  <a href="http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=48376526&amp;site=ehost-live">http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=48376526&amp;site=ehost-live</a></li> <li>4. Dalton, B., &amp; 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  <a href="http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=58771203&amp;site=ehost-live">http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=58771203&amp;site=ehost-live</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Do the required readings for Session 5.</li> <li>2. Week 10. Post your Journal #4 to your Group Discussion area "Learning Groups". Post by Thursday. Do 3+ formal comments by 6 pm Saturday. Do informal follow-up replies by Sunday at 11:59 pm. <b>Discussion Board 4—during week 10 [over readings from session 5]</b></li> <li>3. Continue working on your guided reading lesson plan (final version). Look through examples and other resources on Blackboard.</li> <li>4. <b>Webinar 3 Week 10 (Thursday or Friday, 3/20 or 3/21 or view recording)</b>             Th, 3/20-5:00-6:30 pm            Fri, 3/21-6:00-7:30 pm   <b>Webinar 3 reflection is due Friday, 3/28/14 (11:59 pm).</b> </li> </ol>



<p>Session 6</p> <p>(Weeks 11 &amp; 12)</p> <p>3/24-3/30 3/31-4/06</p>	<ul style="list-style-type: none"> <li>• <b>Writing composition</b></li> <li>• <b>Writing Workshop</b></li> </ul> <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><u><b>Required Readings:</b></u></p> <ol style="list-style-type: none"> <li>1. Professor Notes for Session 6.</li> <li>2. Davis, J. &amp; 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. <a href="http://ereserves.uta.edu/2014/spring/LIS4373SEM010.pdf">http://ereserves.uta.edu/2014/spring/LIS4373SEM010.pdf</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Do the required readings for Session 6.</li> <li>2. Week 12. Post your Journal #5 to your Group Discussion area "Learning Groups". Post by Thursday. Do 3+ formal comments by 6 pm Saturday. Do informal follow-up replies by Sunday at 11:59 pm. <i>Discussion Board 5—during week 12 [over readings from session 6]</i></li> <li>3. Quiz 3 test window is on Blackboard during WEEK 12 (over sessions 5 &amp; 6). Monday, 3/31/14 (12:01 am)-Sunday, 4/06/14 (11:59 pm).</li> <li>4. Webinar 4-Week 12 (Thursday or Friday, 4/03 or 4/04 or view recording)</li> </ol> <p>Th, 4/03-5:00-6:30 pm Fri, 4/04-6:00-7:30 pm</p> <p><b>Webinar 4 reflection is due Friday, 4/11/14 (11:59 pm).</b></p>
<p>Session 7</p> <p>(Weeks 13 &amp; 14)</p> <p>4/07-4/13 4/14-4/20</p>	<ul style="list-style-type: none"> <li>• Writing composition instruction</li> <li>• Managing the writing workshop</li> <li>• <b>Assessing writing; Six Traits; Rubrics; Standardized Testing (STAAR)</b></li> </ul> <p><i>Standard VIII. Development of</i></p>	<p><u><b>Required Readings</b></u></p> <ol style="list-style-type: none"> <li>1. Professor Notes for Session 7.</li> <li>2. Wood Ray, K. (1999). "Selecting Books for Craft Study." In Katie Wood Ray's <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i> (pp. 187-205). Urbana, IL: National Council of Teachers of</li> </ol>	<ol style="list-style-type: none"> <li>1. Do the required readings for Session 7.</li> <li>2. Post the Final written guided reading lesson plan due to Blackboard <u>and</u> to TK20. Due date: Sunday, 4/20/14 (11:55 pm)</li> </ol>

	<p><i>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>English.</p> <p>3. Sylvester, R., &amp; Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. <i>Reading Teacher</i>, 63(4), 384-395.  <a href="http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=46729974&amp;site=ehost-live">http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=46729974&amp;site=ehost-live</a></p> <p><u>Optional reading:</u> Semingson, P. (2013). "Saber dos lenguas es saber dos mundos", Thoughts From a White Bilingual Educator. In Judith M. James &amp; Nancy Peterson's (Eds.), <i>white women getting real about race</i>. (pp. 87-99). Sterling, VA: Stylus Publishing, LLC.  <a href="http://ereserves.uta.edu/2014/spring/LIS4373SEM019.pdf">http://ereserves.uta.edu/2014/spring/LIS4373SEM019.pdf</a></p>	
<p>Session 8</p> <p>(Weeks 15 &amp; 16)</p> <p>4/21-4/27 4/28-5/02</p>	<p><b>Writing and student voice</b> <b>Writing and Assessment</b></p> <p>Conclusion of writing instruction (composition and mentor text)</p> <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><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><i>Standard XII.</i> Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</p>	<p><b>Required Readings:</b></p> <p>1. Professor Notes for Session 8.</p> <p>2. Jones, S. (2004). Living poverty and literacy learning: Sanctioning the topics of students' lives. <i>Language Arts</i>, 81, 461-469.  <a href="http://www.jstor.org.ezproxy.uta.edu/stable/41483435">http://www.jstor.org.ezproxy.uta.edu/stable/41483435</a></p> <p>3. Kelley, M. J., &amp; 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  <a href="http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=55206398&amp;site=ehost-live">http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&amp;db=a9h&amp;AN=55206398&amp;site=ehost-live</a></p>	<p>1. Do the required readings for Session 8.</p> <p>2. Quiz 4.. Quiz 4 <b>test window is on Blackboard during WEEK 15 (over sessions 7 &amp; 8). Monday, 4/21/14 (12:01 am)-Sunday, 4/27/14 (11:59 pm).</b></p>

**THERE IS NO FINAL EXAM!**

*The last day of classes for Spring, 2014 is Friday, May 2, 2014. All work for this course must be submitted by May 2, 2014.*

### EXPECTATIONS FOR SUBMITTED WORK

Always submit your best work. Work submitted is expected to be excellent and your best work! 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.**

### DESCRIPTION OF ASSIGNMENTS: *please read carefully*

#### ONLINE QUIZZES (4 QUIZZES X 25 POINTS=100 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 25-question quizzes. The quizzes consist of 25 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. Please make use of the study guides as you read the required readings. Quizzes cannot be made up unless you have a documented emergency.* The quizzes will not cover the "Professor Notes".

#### 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 study guides are on Blackboard and sent via UTA email!*

*\*\*The quizzes do not cover the Professor Notes*

Quiz	Week of Quiz Window	Dates of Quiz Windows	Required readings covered for Quiz
1	Week <u>4</u>	Monday, 2/3/14 (12:01 am)- Sunday, 2/09/14 (11:59 pm)	Over required readings from Session 1 and 2
2	Week <u>8</u>	Monday, 3/3/14 (12:01 am)- Sunday, 3/09/14 (11:59 pm)	Over required readings from Session 3 and 4
3	Week <u>12</u>	Monday, 3/31/14 (12:01 am)- Sunday, 4/06/14 (11:59 pm)	Over required readings from Session 5 and 6
4	Week <u>15</u>	Monday, 4/21/14 (12:01 am)- Sunday, 4/27/14 (11:59 pm)	Over required readings from Session 7 and 8

**DISCUSSION BOARD JOURNALS (5 JOURNALS POSTED + COMMENTS TO DISCUSSION BOARD GROUPS X 10 POINTS EACH DB)**

Each week we do the discussion board, please post by **Thursday night (11:59 pm)**. Reply with three+ comments by **Saturday night (6:00 pm)**. Post informal follow-up replies by **Sunday night (11:59 pm)**

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

You will have **FIVE journals** total. You are to post your journal to the discussion board about **every other week**, starting in WEEK 4. There is a required format for the journal to be posted. You will be in groups of 8-10 people. Groups will change each week. Sample journals are on Blackboard! This is what you would post on the initial post (by or before Thursday night). **The first discussion board takes place during Week 4!**

**What to include in the journals:**

- Your journals are your written responses to **the required assigned readings as well as the videos**. *You do not have to include all of the readings, but pick quotes from the readings that stood out for you. Be sure to comment on at least one of the videos!*
  - Each journal is about **1-2 pages (single-spaced; 12 font)**. Select five or more quotes from across the readings (they don't have to be from all of the readings) for that session. Then, type each quote and page number and write a paragraph for each quote, summarizing what it is saying, how it connects to other knowledge (connecting mostly to knowledge from this course, other courses, and any classroom observations or teaching experiences). Also, include any links to websites, resources, children's books, or other resources that would benefit your colleagues who are also future teachers.
  - Discussion board journals are composed on Blackboard and are due **Thursday night** of the week we do discussion boards.
1. **INITIAL POST:** Post your initial post (journal) to Blackboard **by Thursday night (11:59 pm)**.
  2. **FORMAL COMMENTS/REPLIES:** Then, read your peers' posts and **post three or more (3+) substantial comments by Saturday night (6:00 pm)**. Use the rubric below to see the expectations for comments. Each comment should be at least 1-2 paragraphs. Please try and connect your comments to the textbook readings. Also, I encourage you to provide links (URL's) to resources that will help us learn about the course topics.
  3. **INFORMAL FOLLOW-UP REPLIES.** *Post informal follow-up replies by Sunday night (11:59 pm)*

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

**The journal posting should synthesize the information for:**

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

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

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

Levels of Achievement			
Criteria	Proficient	Competent	Novice
	Professor Notes.	Professor Notes	

*Rubric for Comments/Replies (five points)*

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

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

**GUIDED READING LESSON PLAN (25 points): Three parts**

- 1. Part 1: Well-Developed DRAFT with all parts on the draft template completed [due 3/09/14 at 11:55 pm to Blackboard]**
- 2. Part 2: Present your plan to a colleague**
- 3. Part 3: Final version of lesson plan [due 4/20/14 to Blackboard and TK20]**

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 1<sup>st</sup>-6<sup>th</sup> 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 20-30 minutes in length. 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 the guided reading lesson plan. **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.

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

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### **FOUR THURSDAY OR FRIDAY WEBINARS (4 TOTAL X 10 POINTS EACH)** **& POST-WEBINAR WRITTEN REFLECTION (4 TOTAL)**

#### **Webinars: Weeks 2, 6, 10, & 12**

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.

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.

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.

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, please follow the directions on blackboard.

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.**