Department of Curriculum & Instruction

College of Education
PARTNERS for the **FUTURE**

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

Spring, 2019

The course officially begins 1/14/19
WEEK 1 of this course begins Monday, 1/14/19
Course dates: 1/14/19-5/3/19
The course is located on Canvas: https://uta.instructure.com/
NOTE: All due dates are strict!

UNIVERSITY OF **TEXAS** ARLINGTON

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

Instructor Information:

Instructor: Dr. Peggy Semingson, Associate Professor
Phone: (817) 272-7568 Cell: 817-526-0927 [cell phone is for emergency use only]
Office Hours: By appointment;
Course website: https://uta.instructure.com/ [Canvas; login with email and Password]

Course Information:

Course Title: LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING
Course Number: LIST 4373
Semester: Spring, 2019
Course Location and Hours: ONLINE; Located on Canvas: https://uta.instructure.com/ This is an online course.
Office Hours: Wednesdays, 12:00 pm-2:00 pm (Science Hall 322-L) and by appointment. I can also do **virtual office hours** by appointment through Microsoft Teams or the webconferencing system in Canvas.
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.

Overall Course Objectives:

1. Teacher candidates will be able to design instruction to foster students' learning in major components of scientifically-based and research-based literacy instruction: phonological and phonemic awareness; phonics and morphemic/structural analysis, sight vocabulary as part of word identification abilities; vocabulary; comprehension; fluency; writing
2. Teacher candidates will be able to understand and practice fundamentals of effective instruction to develop students' literacy development in EC-6 classrooms. More specifically, teacher candidates will be able to: combine graphical and verbal presentations of content ; explicitly connect and integrate abstract and concrete representations of content; design high-level/deep questions that demand students explain what they know alternate to provide demonstrating how to use a strategy or solve a type of problem and ask students to solve the same type of problem independently or in groups to provide multiple opportunities, spread over weeks and months, for students to practice what they have previously learned. Teacher candidates will design curriculum relating to building comprehension, fluency, and vocabulary in reading.
3. Teacher candidates will be able to design data-driven instruction to meet the needs of students' of varying ability levels, including struggling readers and English learners.
4. Teacher candidates will know how to develop and manage a literacy program including components of a balanced literacy framework.

INSTRUCTOR BIO: DR. PEGGY SEMINGSON

Dr. Peggy Semingson is Associate Professor of Curriculum and Instruction in The College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. In higher education, she is the recipient of the UTA President's Award for Excellence in Distance Education Teaching (2010). Most recently she was awarded the prestigious Platinum level – Best Practices Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association (2013). She was awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She has an identical twin sister and a seven-year-old niece and seven-month-old nephew, Noah. She has lived in Alaska (Kodiak Island, Anchorage, Fairbanks, and North Pole), Southern California (San Diego and Santa Barbara), and Texas (Austin and the DFW Metroplex). She currently lives in Bedford, TX in a townhome with her dog Dexter, a lively West Highland Terrier. Her favorite things to do include: swimming, cooking, reading (of course!), and technology.

Course Topics:

The following topics will be studied in this course. They are based on evidence-based practice and the "Big Five" of reading instruction (National Reading Panel Report, 2000, http://www.nichd.nih.gov/research/supported/Pages/nrp.aspx/) as well as evidence-based practices as described in our textbook (Reutzel and Cooter, 2013) , the *Put Reading First guidebook* (2006, 3rd edition, https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf) that students read, as well as supplemental readings and videos/podcasts.

TOPICS
- Beginning reading, phonological awareness and effective reading instruction and developing children's oral language)
- Beginning reading, word study, and phonics (plus continuation of phonological awareness)
- Reading fluency, guided reading, and dyslexia
- Reading comprehension strategies
- Vocabulary instruction and continuation of reading comprehension; content-area reading

- Writing composition
- Writing composition, writing workshop, and assessment of writing
- Writing; writing and assessment
- Research & inquiry
- Viewing and representing

Prerequisites: Not applicable

REQUIRED READINGS: LIST 4373

The Essentials of Teaching Children to Read: The Teacher Makes the Difference (2013), 3rd Edition, by D. Ray Reutzel and Robert B. Cooter, Jr. You must have the third edition. You can also rent the e-book: click here. A less expensive digital e-book version is also available through the publisher, Pearson! It is also available on Kindle (Amazon) for rent or purchase.

*Two copies of the Reutzel and Cooter textbook will be on reserve at the UTA library (24-hour reserve) at the reserve desk at the Central Library.

*Other required digital readings posted on Canvas (e.g., links to websites, lesson plans, micropodcasts, and videos).

Two Required Children's Books. You will read both and then select one to participate in the online book club:

- *Wonder* by R. J. Palacio (2012)
- *El Deafo* by Cece Bell (2014)

Other Required Multimedia Resources:

- Viewing of the movie *Rethinking Dyslexia: The Big Picture* on your own (inexpensively available on Amazon Video, YouTube, or checkout the DVD from the UTA Central Library reserves). The movie is also available on YouTube for $2.99 https://www.youtube.com/watch?v=I5NFhTrXMqQ. It may also be available on Amazon (streaming version) for $3.99: https://amzn.com/B00FPZXUGQ) and Google Play ($2.99) (https://play.google.com/store/movies/details/The_Big_Picture?id=I5NFhTrXMqQ&hl=en).
- *Put Reading First guidebook* (2006, 3rd edition), https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf) FREE
- **SoundCloud Micropodcasts (audio with transcripts):** *We will also be listening to short micopodcasts from the following audio playlists: https://soundcloud.com/peggy-semingson/sets. You can listen to these via a mobile device or a computer. Transcripts are available for these podcasts.*

Related websites to read/browse regularly in the class:

1. Reading Rockets http://www.readingrockets.org/
2. Readwritethink (literacy lesson plan website) http://www.readwritethink.org/
3. Rubistar (rubric generator site): http://rubistar.4teachers.org/index.php

 *Electronic readings need to be accessed through the links in the syllabus to the UTA Library using your UTA NetID and Password. These links are also in Canvas 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: TK20 & TEKS (ELAR)

1. **TK20 System** http://www.uta.edu/coehp/academics/tk20/index.php
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

TK20

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Canvas to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php.

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php **TK20 NOTE: **The assignment you will be uploading to the TK20 site for this class is the *Guided Reading Lesson Plan*. Submission of this assignment to TK20 is required.**

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this

section, [insert your attendance policy and/or expectations, e.g. "I will take attendance sporadically" or "I have established the following attendance policy: …"] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

ONLINE LATE WORK POLICY--

Complete all assignments by the due date posted. Some assignments may be accepted up to a day after a deadline but a penalty of 25% will be assessed any assignment that is late. **After the late work submission deadline, you cannot receive credit for an assignment.** Check your schedule of assignment deadlines carefully; some assignments may not be accepted late based on the course schedule.

The drop date for this course is <mark>March 29, 2019</mark>. March 29, 2019 is the last day to drop classes; submit requests to advisor prior to 4:00 pm.

For drops, see: http://www.uta.edu/records/courses/policies/add-drop-withdrawal.php
*The day prior to the Course Start date is the last day that a student can drop a course through MyMav Self Service. After this date you will need to contact your Academic Advisor within your major to drop a course. A grade of "W" will be assigned for all courses dropped after the Census Date of that session.

Policies
- Complete all assignments by the due date posted. Some assignments may be submitted after a deadline, but a penalty of 25% will be assessed any assignment that is late.
- Maintain copies of all work submitted.
- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

Tentative lecture/topic schedule

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted unless otherwise specified.
- In general, course assignments are due the same day of the week, each week. However, there are some deviations from this pattern, especially in the summer sessions and at the end of the semester when grades must be completed to post.
- **A penalty of 25% will be assessed from any assignment that is late.**
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

LIST 4373 ASSIGNMENTS AND POINT BREAKDOWN
Specific Due Dates are in the Course Calendar

Post a detailed general introduction of yourself to the discussion board on Canvas, plus five or more substantive and detailed replies to classmates. **(Week 1). Post to "Discussions".**	10
Syllabus and Course Quiz (Week 1). This is a very easy assignment. Do it right away.	5
Session Quizzes (5 quizzes X 25 points each). **Quizzes are located in the Assignments folder in each module.**	125
Lesson Plan Resource Reflections (5) (One per module; 5 reflections X 10 points each): Read and summarize literacy-focused online lessons plans posted within each module on Canvas and also reflect on the webinar for each module. Selected lessons and a *recorded* webinar will be posted for you to read and summarize, using a required provided template (single-spaced). You must also *view the recording or participate in the live webinar* of the "lesson plan webinar" for each module. Ten points for each reflection.	50
Guided Reading Lesson Plan-use the same guided reading children's book for these assignments. You will be "building" towards the final lesson plan! Use the provided templates. • Initial Thoughts on the Lesson Plan (10 points) • Outline/draft of Lesson Plan for Feedback from Professor and Self-Assessment Checklist (15 points) • Final Lesson Plan (25 points)	50
Online Book Club (1 online book club @ 20 points each) in small groups on Canvas. Use the provided template.	20
Service Learning: Choose your service learning project by 1/27/19. Post in Canvas what project you picked and provide a tentative timeline of when you will get started, tentative schedule, etc. **Use the provided template.**	5
Service Learning Reflections and Discussion (3) (3 reflections and discussion X 20 points each).	60
TOTAL	**325 points**

Total: points possible= 325 points. **A percentage grade is calculated based on points earned.**

Course Evaluation/Grading Scale:

A = 93 – 100%
B = 84 – 92%

Using the Class Discussion Board:

Your instructor will post important information about this course on the Class Discussion Board. For this reason, you should check the Discussion Board frequently.

The Class Discussion Board is also the forum for posting questions and answers about course content. In most cases, questions about course content should be posted publicly to the Class Discussion Board for the benefit of all students. Your instructor will try to respond to your questions as quickly as possible. If you need to discuss an issue with your instructor privately, you should do so by e-mail.

Course Calendar: Spring, 2019
All due dates will also be in Canvas

*All assignments must be posted by 11:59 p.m. CENTRAL STANDARD TIME (CST) on the date indicated, *unless otherwise noted*. Please make a note of any time zone differences from CST. *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. –Peggy L. Semingson*

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 to Canvas. If you upload a blank page to Canvas, that is what I will grade. *Please double-check everything you submit! Please check UTA Email and Canvas (Assignments) daily.*

Course Calendar and Alignment with Standards

Session	Topics	Readings and Webinar	Assignments
Session 1 (weeks 1, 2, & 3) 1/14-1/20 1/21-1/27 1/28-2/3	Overview of Balanced Literacy, Early Literacy, and Phonological Awareness **Standards:** ***Standard I.*** *Oral Language:* ***Standard II.*** *Phonological and Phonemic Awareness:*	1. Reutzel & Cooter (2013) book: Chapters 1 & 2 (Effective Reading Instruction and Developing Children's Oral Language) 2. Lesson Plans in Module 1 on Canvas (read links/websites) 3. *Put Reading First guidebook* (2006, 3rd edition), https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf) Success Tip: Choose your service learning project by browsing the	1. General Introduction on Canvas. Post a 2-3 paragraph detailed introduction by Friday, January 18, 2019 (11:59 pm, CST). Post five or more comments (5+) to peers on the general discussion by Sunday, January 20, 2019 (11:59 pm). Example of introduction: http://bit.ly/1Pd2Yhn **Week 1** 2. Syllabus and Course Quiz (Week 1). Take by or before

	Standard IV. *Literacy Development and Practice:* (**3) Standard 3--Content Knowledge and Expertise**. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. National Teacher Preparation Standards-Early Childhood (EC-6) **Association for Childhood Education International (ACEI) Elementary Education Standards and Supporting Explanation** Standards 2.1, 2.2	options here. *Read through the options carefully*. Email Dr. Semingson if you have any questions.	Sunday, January 20, 2019 (11:59 pm) **Week 1** 3. Lesson Plan Reflection for Module 1, Due Sunday (January 27, 2019) of Week 2 at 11:59 pm. **Week 2** 4. Service Learning: <u>Choose</u> your service learning project by Sunday, January 27, 2019. Post in Canvas what project you picked and provide a tentative timeline of when you will get started, tentative schedule, etc. **Week 2** 5. Quiz: Session 1 quiz over readings from Session 1 content. (Take Session quiz during Week 3). The quiz window is January 28, 2019 (12:01 am)-February 3, 2019 (11:59 pm). **Week 3**
<u>Session 2 (weeks 4, 5, & 6)</u> <u>2/4-2/10</u> <u>2/11-2/17</u> <u>2/18-2/24</u>	Beginning Reading, Word Study, and Phonics **Standards:** **Standard III.** *Alphabetic Principle* **Standard V.** *Word Analysis and Decoding* **Standard V.** *Word Analysis and Decoding* (**3) Standard 3--Content Knowledge and Expertise**. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as	1. Reutzel & Cooter (2013) textbook: Chapter 3 (Phonics and Word Recognition) 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. <u>Click here.</u> 3. Guided Reading Tutorial on Canvas. 4. Lesson Plans in Module 2 on Canvas (Links/websites) Success Tip: Use Week 4 to do all of the readings and listen to the podcasts/watch the videos! Success Tip: Start reading *El Deafo* and *Wonder*. Start to	1. Service Learning Reflection #1 and Discussion. Post reflection by Thursday, February 7, 2019 (11:59 pm). Post 5+ comments by Sunday, February 10, 2019 (11:59 pm). **Week 4** 2. Lesson Plan Reflection for Module 2, Due Sunday (February 17, 2019) of Week 5 at 11:59 pm. **Week 5** 3. Quiz: Session 2 quiz over readings from Session 2 content. (Take Session quiz during Week 6). The quiz window is 2/18/19 (12:01 am)-2/24/19 (11:59 pm).**Week 6**

	demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. National Teacher Preparation Standards-Early Childhood (EC-6) **Association for Childhood Education International (ACEI) Elementary Education Standards and Supporting Explanation** Standards 2.1, 2.2	journal about your service learning project on your own.	
Session 3 (weeks 7, 8, & 9) 2/25-3/3 3/4-3/10 *3/11-3/17→Spring Break	• Fluency • Intro to Guided Reading • Intro to comprehension **Standards:** *Standard VI. Reading Fluency* *Standard VII. Reading Comprehension* (**1) Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. (**3) Standard 3--Content Knowledge and Expertise**. Teachers exhibit a comprehensive	1. Reutzel and Cooter book: Chapter 4 (Reading Fluency) 2. Lesson Plans in Module 3 on Canvas (Links/websites) 3. Viewing of the movie *Rethinking Dyslexia: The Big Picture* on your own (inexpensively available on Amazon Video, YouTube, or checkout the DVD from the UTA Central Library reserves) Success Tip: Continue reading *El Deafo* and *Wonder*. Continue to journal about your service learning project on your own.	1. Initial Thoughts on Guided Reading Lesson Plan. Due Sunday, March 3, 2019. **Week 7** 2. Lesson Plan Reflection for Module 3, Due Sunday (March 10, 2019) of Week 8 at 11:59 pm. **Week 8** 3. Quiz: Session 3 quiz over readings from Session 3 content. (Take Session quiz during Week 9). The quiz window is 3/4/19 (12:01 am)-3/10/19 (11:59 pm). **Week 8**

	understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. National Teacher Preparation Standards-Early Childhood (EC-6) **Association for Childhood Education International (ACEI) Elementary Education Standards and Supporting Explanation** Standards 2.1, 2.2		
Session 4 (weeks 10, 11, & 12) 3/18-3/24 3/25-3/31 4/1-4/7	• Guided reading as part of a comprehensive literacy program • Reading Comprehension • Dimensions of effective vocabulary instruction • The demands of text (fiction and nonfiction) • Content area reading **Standards:** **Standard IX**. *Writing Conventions* (**3) Standard 3**--**Content Knowledge and Expertise**. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities	1. Reutzel and Cooter (2013) Textbook: Chapter 5 (Increasing Reading Vocabulary) and Chapter 6 (Teaching Reading Comprehension) 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. Click here for link. 3. Amaro-Jimenez, C., & **Semingson, P.** (2011, September/October). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News,* 5-8. https://lled5040.wikispaces.com/file/view/NN_33n5_sept2011_Nov2011.pdf [Read pages 5-8 only!]	**1.** Outline/draft of Guided Reading Lesson Plan for Feedback from Professor (15 points) Due Sunday, March 24, 2019 (11:59 pm) **Week 10** 2. Service Learning Reflection #2 (update). Service Learning Reflection #3 and Discussion. Post reflection by Thursday, March 21, 2019 (11:59 pm). Post 5+ comments by Sunday, March 24, 2019 (11:59 pm). **Week 10** **3.** Lesson Plan Reflection for Module 4, Due Sunday (March 31, 2019) of Week 11 at 11:59 pm. **Week 11** 4. Online Book Club in small groups on Canvas. Post your literature task (response) by Thursday, April 4, 2019. Post 5+ replies to peers by Sunday, April 7, 2019 (11:59 pm). **Week 12** *See the template and tutorial on Canvas for the book club guidelines!* 5. Quiz: Session 4 quiz over readings from Session 4 content. (Take Session quiz during Week 12). The quiz

	to relevant state standards. National Teacher Preparation Standards-Early Childhood (EC-6) **Association for Childhood Education International (ACEI) Elementary Education Standards and Supporting Explanation** Standards 2.1, 2.2	4. Lesson Plans in Module 4 on Canvas (Links/websites) Success Tip: Start to *wrap up your service project*. Continue to journal about your service learning project on your own.	window is 4/1/19 (12:01 am)-4/7/19 (11:59 pm). **Week 12**
Session 5 (weeks 13, 14 & 15) 4/8-4/14 4/15-4/21 4/22-4/28 Last day of the course: May 3, 2019	• Writing composition • Writing Workshop • Dyslexia & Dysgraphia **Standards:** ***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 XI.*** *Research and Inquiry Skills* ***Standard XII.*** Viewing and Representing (**1) Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	1. Professional Knowledge for the Teaching of Writing (NCTE, 2016) 2. Selected pages from *The Dyslexia Handbook (2018)*. Read pages: 1-9, 17, 35, 39-60, 67-72, 133-138. 3. Article about mentor text: Dollins, C. A. (2016). Crafting creative nonfiction: From close reading to close writing. *The Reading Teacher*, 70(1), 49-58. Link: http://bit.ly/2aSOouW [*Use UTA NetID and password to access. 4. Lesson Plans in Module 5 on Canvas (Links/websites)	1. Lesson Plan Reflection for Module 5, Due Sunday of Week 13 (April 14, 2019) at 11:59 pm. **Week 13** 2. Final Guided Reading Lesson Plan due (Sunday of week 14, April 21, 2019 (11:59 pm) to Canvas and TK20. **Week 14** 3. Quiz: Session 5 quiz over readings from Session 5 content. (Take Session quiz during Week 15). The quiz window is April 22, 2019 (12:01 am)-April 28, 2019 (11:59 pm). **Week 15** 4. Service Learning Reflection #3. Service Learning Reflection #2 and Discussion. Post reflection by Thursday, April 25, 2019 (11:59 pm). Post 5+ comments by Sunday, April 28, 2019 (11:59 pm). **Week 15**

	(3) Standard 3--**Content Knowledge and Expertise**. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. National Teacher Preparation Standards-Early Childhood (EC-6) **Association for Childhood Education International (ACEI) Elementary Education Standards and Supporting Explanation** Standards 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5		
	There is no final exam!		

EXPECTATIONS FOR EXCELLENT SUBMITTED WORK

Always submit your best work. Read all required course reading 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 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

Introduction and Replies to Peers (10 points)

Post a general 2-3 paragraph introduction of yourself to the discussion board on Canvas in week 1, plus five or more replies to classmates. (Week 1). Post to "Discussions". Post by Thursday of Week 1 and do repiles by Sunday of week 1.

Why this assignment matters: This assignment matters as this an online class and it is important to get to know your classmates. It also helps me, as your instructor, to learn more about you.

Lesson Plan Reflections on Folder of Lessons on Canvas (5 reflections X 10 Points= 50 Points)

Lesson Plan Reflections on Folder of Lessons on Canvas (5 reflections X 10 Points= 50 Points). Read and summarize literacy-focused online lessons plans and resources that are provided on Canvas. The lessons will be located within the "Readings" folder for each session. Selected lessons and lesson-related resources will be posted for you to read and summarize in 2-3 single-spaced pages, using a required provided template (size 11 font, single-spaced). These will be scored holistically for completeness and depth of reflection. You also need to also view the recording and include your reflection about the video fo the lesson plan series. The lessons viewed will correspond to session topic. The webinars will be broader in focus!

Why this assignment matters: Most preservice teachers are new at lesson planning, both reading/viewing them and also designing them. The purpose of this assignment is to reflect on usable knowledge for designing effective and engaging literacy instruction. Many novice teachers are new to lesson planning. In this class and through this assignment, you will become better at lesson planning! The lesson planning video series will provide a boost of confidence in your ability to plan and design literacy lessons.

*There will also be a corresponding **recorded** webinar series (one recorded video per session) with more general ideas about lesson planning.*
___This is NOT a live webinar!___

Recorded Webinar Topics: Focus on Lesson Planning: Designing, Assessing, Engaging, and Organizing!

The recorded webinar series will be five 1-hour interactive webinars that will review basics of lesson planning, with a focus on language and literacy development. The focus is on *evidence-based practice* in lesson design. The series is aimed at preservice teachers. Emphasis on using digital tools for effective planning, teaching, and assessment will be emphasized!

<div align="center">Objectives for Webinar Recordings:</div>

- Gain confidence and skill at writing lesson objectives and goals.
- Better align objectives, instruction, and assessment.
- Create more engaging lessons with differentiations built into lesson design.
- Effectively integrate digital learning in meaningful and authentic ways.
- Meet new colleagues on the live webinar and connect with other UTA students across different courses!
- Make use of digital resources to stay digitally connected with other educators and great websites!
- Review/refresh your skills at lesson design.

<div align="center">Overview of Webinar Topics [<u>Previously Recorded</u>; <i>not</i> live]</div>

Webinar	Topic for Recorded Webinar Series
1 Week 2	**Basics of Lesson Planning (Focus on ELAR/Language Arts)** • Writing Goals and Objectives and Aligning with Standards (TEKS) • Alignment (Objectives, Instruction, Assessment) • Basics of differentiation • Sharing of Ideas and Resources
2	**Creating Engaging Literacy Lessons** • Integrating Digital Learning • Active Learning • Blended learning and Teaching Online • Sharing of Ideas and Resources
3	**Designing Accommodations, Modifications, and Enrichment + Extensions**

	• Universal Design for Learning (UDL) and RTI • Planning for intervention and support • Enrichment and extensions to learning • Helping students who face challenges in learning • Sharing of Ideas and Resources
4	**Assessment (focus on literacy)** • Informal and Formal Assessment • Using Data to Inform Instruction • Rubrics • Sharing of Ideas and Resources
5	**Organizing Lessons: "The Big Picture" for Literacy Lesson Planning** • Designing Units of Study • Collaborative Lesson Planning with Google Docs • Software tools for Lesson Planning • LMS's: Canvas, Google Classroom, and Schoology • Sharing of Ideas and Resources • Wrap up!

Standards Alignment:

Standards:

National Standards: National Educational Technology Standards for Teachers (ISTE NETS-T)
 (ISTE NETS-T)

The candidate will display the following knowledge, skill, and/or attitudes:
▢ a variety of strategies for acquiring information from electronic resources. (TExES TA 2.1k) (NETS-T IA)
▢skills to evaluate acquired electronic information ((TExES TA 2.3k) (NETS-T IVB)
▢ skills to use electronic research and electronic communication to create new knowledge. (TExES TA 3.2k) (NETS-T IVB)
▢ skills to format digital information for appropriate and effective communication. (TExES TA 4.1k) (NETS-T IVC)
▢   ▢   knows and understand where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.2k) (NETS-T IIID)
▢ awareness of instructional strategies for teaching the Technology Application TEKS and integrating them into the curriculum. (TExES TA 5.3k) (NETS-T IIIA)

State Standards (EC-6 Generalist) from SBEC: ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

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 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

National Teacher Preparation Standards-Early Childhood (EC-6)
Association for Childhood Education International (ACEI)

Elementary Education Standards and Supporting Explanation
Standards 2.1, 2.2

<mark>*The rubric and template will be posted on Canvas and will be sent via UTA email.</mark>

Online Canvas Session Quizzes (5 Quizzes X 25 Points= 125 Points)

The five session quizzes will be in the form of multiple-choice and true/false and will be taken on Canvas (location: Assignments). There will be a one-week window for each of the 25-question session quizzes. The session quizzes will consist of 25 questions (multiple choice and true/false) per exam. *The exams will cover the required course readings according to the course calendar and assigned readings.* Each quiz will be timed. You will have 40 minutes for each quiz attempt, with a maximum of three attempts for each quiz during that quiz window.

Study guides for the exams will be on Canvas 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.

You can take each exam up to three times during the designated quiz window. That is, you can take each exam **a maximum of three times during the quiz window**. Canvas will record your **highest score.**

You must take the practice quiz, which is ungraded, prior to taking the actual quiz.

Why this assignment matters: **Students in the EC-6 program will take the EC-6 Generalist Exam. About 1/3 of the exam covers content related to English Reading Language Arts (ELAR). You must have an in-depth knowledge of the various ELAR-related topics. The practice quizzes help you to check your own understanding of the session topics.**

Standards

State Standards (EC-6 Generalist) from SBEC: ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS
Standard I-XII (all).

National Teacher Preparation Standards-Early Childhood (EC-6)
Association for Childhood Education International (ACEI)
Elementary Education Standards and Supporting Explanation
Standards 2.1, 2.2

Book Club Discussion Board Journal (1 entry Posted + Comments= 20 points)

Description: Candidates will engage in an electronic discussion in response to the book club books. The electronic discussion has two parts: a) candidate's original post the designated book, b) candidate's substantive and detailed replies to peers.

As you read each of the books (*El Deafo* and *Wonder*), keep a notebook (digital or print) and write down your ideas, connections, favorite parts, thoughts, and questions as you read. You will not turn in this notebook, but you will draw on it to form your book club post! Keeping the notebook as you read along the way is on the "honor system", however, you will need to include a picture or screenshot of your notebook! ☺

You will have a total of **one book club. will discuss these in small groups of about 6-8 students on the discussion board during the designated weeks.** A journal (your initial post) is *at least 750 words or more* **(single-spaced; 11 or 12 font). The rubric will be posted on Canvas and sent via UTA email.**

Why this assignment matters: Book club is an approach to teaching comprehension and enjoyment of books in grades 4-6 in the elementary settings. Students use the "reader response" technique to discuss the book and dive deeper. This allows the teacher to move beyond worksheets/quizzes/graphic organizers as a way for students to engage with text.
Tutorials for each book will be posted on Canvas to help you! Please make use of the tutorials!
The directions and rubrics for each of the book clubs on Canvas and will also be sent via UTA email.

Do not submit a skeletal or superficial response. Please do the readings at the *beginning* of each session so you have time to reflect upon the readings and to also search for and/or create an artifact. Do a word count before you submit!
http://www.wordcounter.net/

Part B: Replies: Following response posting, candidates will return to the discussion board to read and **reply to at least three or more peer's responses**.

Grading Rubric for Discussion Board Postings (20 points for Part A and Part B) will be posted on Canvas and will be sent via UTA email.

Post your book club journal *earlier* **than the Thursday night deadline** to avoid last-minute work. We 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. ***Late comments will receive zero points.***

Service Learning and Reflections
--(3 entries + Comments X 20 Points= 60 points
--Sign-up for project: written reflection (5 points)

Complete 10-15 hours of literacy-focused service learning across the semester. Service learning is an application of what you are learning and allows you to practice literacy learning while helping a community partner! A list of opportunities will be provided. You can also create your own service opportunity (please contact me ASAP to confirm details of your request if you create your own service project outside of the designated ones on the sign up list!) Please sign up right away! Consult the Google Sites page to browse projects.

****Choose your service learning project by browsing the options here.** *Read through the options carefully.* **Email Dr. Semingson if you have any questions.****

Please select a project by or before the due date. If you choose to work with a community partner, you will also need to do a background check. This take a bit of time so if you do a project with Arlington Public Library or with Readers2Leaders, you might want to sign up earlier to get the background check started! I encourage you to look at all the options.

Time Commitment: This service project is fairly "light" in terms of time. You will only need to complete 10-15 hours total service over the entire semester. **Ten hours is the minimum for the semester, but I encourage you to do more hours**, if your schedule permits.

Objectives:

- UTA students will know how to share literature with children in ways that are authentic and that meet children's interests.
- UTA students will be able to develop literacy lesson plans that foster literacy and language development. You do not need to submit the lesson plan.

- UTA students will design a literacy book club or read-aloud experience that meets the needs of the students and partnering agency.
- UTA students will self-assess their work in the placement, design their own learning goals, and participate in a reflective online discussion about their goals and experiences in the service learning project.

Guidelines:

The first thing to do is choose your project. Sign up for your service learning project **by the due date in the syllabus!**

- Do the background check required by the community partner if you are working with a non-profit!
- Do any required training needed prior to the placement.
- Keep track of your hours!
- Do not use any names of students in your online reflections!
- You will need about 10-15 hours across the entire semester. If you are doing a 45 minute reading session, you can include the prep time to round up to an hour. Every placement is going to vary a bit for the schedule. I encourage you to do beyond the minimum hours if your schedule permits. Please log your time on your own as you will be submitting a self-reported accounting of time spent with your final reflection!
- You should be doing about an hour each week. Feel free to do more than the minimum number of hours, if you wish.
- Begin your placement by February 1, 2019! Contact me if you start a bit later. Placements should be mostly done by or before mid-April.

Reflections:

At the beginning of your course, share your choice of the service project, using the provided template (5 points).

There are **three** main written reflections related to this project These will be posted to the "Groups" area. **Each reflection should be at least 750+ words single-spaced. Follow the guidelines for reflecting posted on Canvas! A rubric will be provided on Canvas. Words that don't meet the length criteria will lose points!**

Reflection	Topic
1: Goals and Getting Ready for the Placement (see syllabus for due date) *You do not have to have started your project. This is mainly a goal-setting	Your goals for the community service; describe your placement; describe some of the learning activities you will be doing with students; describe some prior knowledge and resources you will draw on for the placement; identify any challenges you anticipate that the group might help you with.
2. Mid-point Update about your Service Project	State how your service learning project is going. What resources are you using? What are you applying from the course? What are some lesson ideas you have applied and done that are going well? What resources do you still need? What are goals you have for the rest of the project?
3. Final reflection and wrap-up reflection	Describe how your placement went overall. Restate your goals from reflection 1 and reflect if you met them. List some successes, lessons learned, challenges, and meaningful moments.

Standards Alignment:

National Standards: National Educational Technology Standards for Teachers (ISTE NETS-T)

The candidate will display the following knowledge, skill, and/or attitudes:
□ a variety of strategies for acquiring information from electronic resources. (TExES TA 2.1k) (NETS-T IA)
□skills to evaluate acquired electronic information ((TExES TA 2.3k) (NETS-T IVB)
□ skills to use electronic research and electronic communication to create new knowledge. (TExES TA 3.2k) (NETS-T IVB)
□ skills to format digital information for appropriate and effective communication. (TExES TA 4.1k) (NETS-T IVC)
□   □   knows and understand where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.2k) (NETS-T IIID)
□ awareness of instructional strategies for teaching the Technology Application TEKS and integrating them into the curriculum. (TExES TA 5.3k) (NETS-T IIIA)

State Standards (EC-6 Generalist) from SBEC : ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standards I-XII (all)

National Teacher Preparation Standards-Early Childhood (EC-6)
Association for Childhood Education International (ACEI)
Elementary Education Standards and Supporting Explanation
Standards 2.1, 2.2

Guided Reading Lesson Plan: Three Parts

The guided reading lesson plan will be done in three <u>parts</u>. You will be working towards completing this plan in parts. Pick your selected text early on in the course.

Guided Reading Lesson Plan

- Post initial thoughts about the guided reading lesson plan (10 points)
- Outline/Draft of Lesson Plan for feedback from Dr. Semingson (15 points)
- Final Lesson Plan (25 points)

Guided reading lesson plans are geared for <mark>small groups</mark> 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!* ☺

****This **is <u>a small group lesson</u>**, *not* a whole group lesson! See the image of an example of a *small-group* guided reading lesson.*****

Guided reading is small-group reading instruction, typically done at a small table with 3-8 students.
Image Source: woodleywonderworks Creative Commons licensing https://www.flickr.com/photos/wwworks/4005631298

Procedures: Select a guided reading text (fiction or non-fiction) appropriate for 2nd-6th grade. A template will be provided for this plan and will be made available on Canvas. The text should ideally be one a student could read in 1-2 guided reading sessions of about **20-30 minutes in length** or a chapter or two from a chapter book. This guided reading plan assumes students are in the fluency-building stage of reading and can already decode. See Canvas 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. You may use a chapter from *Wonder* by R.J. Palacio or *another book of your choosing that fits the purposes and scope of the assignment.*

Why this assignment matters: Lesson design is at the heart of literacy teaching and is crucial for preservice teachers. You will be applying knowledge you learned about literacy lesson design. Guided reading is a typical part of balanced literacy in elementary grades.

*NOTE: *Include all assessment tools and an anchor chart at the end.* These are the assessments and anchor chart 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.

Standards:

National Standards: National Educational Technology Standards for Teachers (ISTE NETS-T)
 (ISTE NETS-T)
The candidate will display the following knowledge, skill, and/or attitudes:
☐ a variety of strategies for acquiring information from electronic resources. (TExES TA 2.1k) (NETS-T IA)
☐skills to evaluate acquired electronic information ((TExES TA 2.3k) (NETS-T IVB)
☐ skills to use electronic research and electronic communication to create new knowledge. (TExES TA 3.2k) (NETS-T IVB)
☐ skills to format digital information for appropriate and effective communication. (TExES TA 4.1k) (NETS-T IVC)
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☐ awareness of instructional strategies for teaching the Technology Application TEKS and integrating them into the curriculum. (TExES TA 5.3k) (NETS-T IIIA)

State Standards (EC-6 Generalist) from SBEC : 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 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 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 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

National Teacher Preparation Standards-Early Childhood (EC-6)
Association for Childhood Education International (ACEI)
Elementary Education Standards and Supporting Explanation
Standards 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5
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 Canvas 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.

Policies

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Canvas to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.

- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php.

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

University Policies

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/aao/fao/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** http://www.uta.edu/disability/ or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

Academic Integrity: Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** 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.

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 http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php

The IDEAS Center **(**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

APPENDICES:

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.

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.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

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.

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

<u>**Course Learning Goals/Objectives**</u>:
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.

<u>**Objectives**</u>

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.

<u>National Standards:</u>

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.

National Standards: National Educational Technology Standards for Teachers (ISTE NETS-T)

The candidate will display the following knowledge, skill, and/or attitudes:

☐   a variety of strategies for acquiring information from electronic resources. (TExES TA 2.1k) (NETS-T IA)
☐   skills to evaluate acquired electronic information ((TExES TA 2.3k) (NETS-T IVB)
☐   skills to use electronic research and electronic communication to create new knowledge. (TExES TA 3.2k) (NETS-T IVB)
☐   skills to format digital information for appropriate and effective communication. (TExES TA 4.1k) (NETS-T IVC)
☐   knows and understand where to find and how to utilize technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks. (TExES TA 5.2k) (NETS-T IIID)
☐   awareness of instructional strategies for teaching the Technology Application TEKS and integrating them into the curriculum. (TExES TA 5.3k) (NETS-T IIIA)

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) 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)
4) 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)
5) be able to describe terms pertaining to phonological and phonemic awareness , concept awareness, metalanguage and instructional practices related to each**;** (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 2 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
6) 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)
7) 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**)**
8) 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)
9. 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)
10) 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)
11) 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)
12) 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)

13) 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)

University of Texas at Arlington
College of Education
Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Safety Information

Stop. Think. Protect Yourself. You Have Choices.
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

YOUR OPTIONS TO AN ACTIVE
You Have Choices!

A V O I D	**AVOID** the situation. <u>Stay away</u> from the area and campus. - If you can safely leave the area, RUN. - Get others to leave the area, if possible. - Prevent others from entering the area. - Know your exit and escape options. - If in a parking lot, get to your car and leave. - If in an unaffected area, stay where you are. - When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.
D E N Y	If you can't leave the area safely, **DENY** or slow entry to the intruder: - Lock/barricade doors with heavy items. - Turn off lights/projectors/equipment. - Close blinds and block windows. - Stay away from doors and windows. - Silence phones and **remain quiet**. <u>Don't let your phone give you away.</u> - HIDE and take cover to protect yourself. - Be prepared to run or defend yourself.
D E F E N D	If you can't AVOID or DENY entry to the intruder, **DEFEND** your location: - As a last resort, <u>FIGHT for your life</u>. - Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. - Use the element of surprise. - Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. - Be aggressive, loud, and determined in your actions.

Follow ALL instructions.
For more information, go to: police.uta.edu/activeshooter

POLICE DEPARTMENT
THE UNIVERSITY OF TEXAS AT ARLINGTON

Emergency: 817.272.3003
Non-Emergency: 817.272.3381
police.uta.edu

Additional information for active threat and other emergency situations can be found through the links below:
    police.uta.edu/activeshooter
    police.uta.edu/em