

LIST 5373: Foundations of Literacy Learning in EC-6 Classrooms Syllabus

Fall 2018 The University of Texas at Arlington Dr. Peggy Semingson

<i>Department of Curriculum & Instruction</i>	
	
LIST 5373: Foundations of Literacy Learning in EC-6 Classrooms	Fall, 2018

Instructor: Peggy Semingson, Associate Professor of Curriculum and Instruction (Literacy Studies)

Office: Science Hall 322-L; Virtual office hours (see Blackboard)

Office Hours: Wednesdays, 12:00-2:00 pm, Science Hall 322-L; Virtual Office Hours and By Appointment

Phone: 817-272-7568 [I am easiest to reach by **email**].

Mailbox: College of Education, P.O. Box 19227

Professor Email: peggys@uta.edu

Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/2555>

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

Learner support: Please contact me immediately if you need support. There are also resources such as tutorials, rubrics, and examples on Blackboard.

Tech support: Tech support for the UTA Help desk for issues with Blackboard is: helpdesk@uta.edu

Tutorials for Blackboard are located here: <http://www.uta.edu/blackboard/students/index.php>

Technology requirements: Information on software requirements for Blackboard can be found at the following link.

<http://www.uta.edu/blackboard/students/>

The course officially begins 10/22/18
Course dates: October 22, 2018-December 7, 2018

Course Information:

Course Title:	FOUNDATIONS OF LITERACY LEARNING IN EC-6 CLASSROOMS
Course Number:	LIST 5373

Catalog Description

LIST 5373 FOUNDATIONS OF LITERACY LEARNING IN EC-6 CLASSROOMS

Balanced literacy approach to literacy instruction in EC-6 classrooms with an emphasis on reading and writing including the critical areas of: phonics, phonemic awareness, word study, fluency, and comprehension. In addition, the course examines various theoretical models of reading along with the principles of teaching reading and writing using a variety of instructional strategies, effective program organization, assessment, and classroom management.

To start the course, go to *Blackboard* and read through the organization of the course. Read through the section that says "To do at the beginning of the course".

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Please also obtain **your course textbooks and readings**. Read through this syllabus carefully. Email the instructor if you have any questions about the textbooks. It is important that you get the book right away.

Instructor Bio:



About your Professor [podcast]: [Click here](#)

Dr. Peggy Semingson is an associate 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.

In 2009-2010 she was 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, a ten-year-old niece and three-year-old nephew, 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! She is on Twitter at: @PeggySemingson.

Course Prerequisites:

There are no prerequisites listed for this course.

Instructor's Note:

This course is taught entirely online. **Please read through the entire syllabus before the course begins!** Thank you.

Textbook(s) and Materials:

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Note: Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble or the [UTA Bookstore](#)).

Required Textbook & TK20

Textbook(s):

Required Book:

Teaching Reading and Writing: The Developmental Approach (2013) by Shane Templeton and Kristin Gehsmann. Pearson Publishing. **ISBN-13:** 978-0205456321 This book is available in print or digitally. There is also a Kindle version available. **The book is also available as a rental. An e-text (digital version) is available through the publisher:** <https://www.vitalsource.com/referral?term=9780133122015>
I recommend renting the digital version of the book to save money!

TK20 system (one-time purchase for entire program) <https://www.uta.edu/coed/academics/tk20/index.php>

We will also be listening to short Micropodcasts from the following audio playlists:
<https://soundcloud.com/peggysemingson/sets>. You can listen to these via a mobile device or a computer.

To access the e-reserve chapter, you will need to login with your NetID and password. This is the same NetID and password you use when you log in to Blackboard, MyMav, the UTA library, etc. If you are having issues with your UTA NetID, please see: <https://webapps.uta.edu/oit/selfservice/> You can also contact the help desk about your NetID at: helpdesk@uta.edu - 817-272-2208

Additional research articles to read (self-selected)

3+ Research Journal Articles for Professional Development Handout

Access through the UTA library databases and E-journals. The journal *The Reading Teacher* is an excellent journal to select articles as they relate to your topic.

Click here to locate this journal through UT Arlington library: <http://ns6r19th2k.search.serialssolutions.com/> [You will need to enter your NetID and password. This is the same id and password you use to log in to Blackboard!]

For the professional development handout assignment, you will also be selecting at least three research-based journal articles to read on a self-selected literacy topic that relates to elementary literacy learning. Be sure the articles are research articles. Both journals are available electronically through the UTA library. Articles need to be generally from the last 10-12 years (2006 or later).

Smith, J.A. & Read, S. (2009). *Early literacy instruction: Teaching reading and writing in today's primary grades*. Boston: Pearson. [Chapter 5: pp. 101-132]. **The link will be posted on Blackboard to access this reading.**

TK20

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.

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- 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 Blackboard 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> .

The assignment you will be uploading to the TK20 site for this class is the Professional development handout! This required and you are assigned points for submitting this assignment.

Course Objectives. The student will:

1. Course Level Goal 1: Students will create a word study lesson plan that encompasses key ideas of the process of beginning reading.
 1. Learning objective 1: Students will design a brief assessment rubric that effectively evaluates students' individual learning needs in the area of word study.
 2. Learning objective 2: Students will create a lesson that builds on the learning framework of scaffolding, gradual release of responsibility, and active learning (i.e., "hands-on and multi-sensory, including digital/multi-media components) as they relate to beginning reading.
2. Course Level Goal 2: Students will develop research skills reading original empirical research about elementary literacy instruction and "translating" theory into practice for an audience of educators.
 1. Learning objective 1: • Become familiar with trends and issues in current literacy instruction by exploring the academic databases through both Google Scholar and the University library databases (e.g., Academic Search Complete) to locate related research on a specified elementary literacy topic of their choosing.
 2. Learning objective 2: Develop a reader-friendly newsletter with advice for peers (other teachers) that translates empirical theory about a trending and relevant topic in elementary literacy into practice.
3. Course Level Goal 3: Students will develop expertise with various definitions of balanced literacy.
 1. Learning objective 1: Students will connect their definitions of balanced literacy to course readings across the discussion board assignments as an ongoing touchstone topic.

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 11/21/2018. 11/21/2018 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>

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*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.

Tentative lecture/topic schedule:

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- Reading Response Replies & Assessment and other course assignments require you to use information and cite sources from reading.
- Some assignments may be accepted after an initial deadline (see schedule below). Check this schedule carefully because some assignments will not be accepted after the initial deadline.
- A penalty of 25% will be assessed for 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, you will not be allowed to post in those areas and will lose the points for that assignment.

Grading Scale; Total points possible=290 points

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.

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

A = 269-290 points
B = 242-268 points
C = 217-241 points
D = 203-216 points
F = below 203 points

OVERVIEW OF ASSIGNMENTS AND POINT BREAKDOWN

Assignments: Note all due dates are for Central Standard Time (CST)	Points Possible
<u>General Introduction on the Discussion Board</u> Week 1	10 points
<u>Reading Response and Replies (4 sets @ 20 points each).</u> The assignment description and rubric is in the syllabus. Weeks 2, 3, 4, & 5.	80 points

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<p align="center"><u>Five Short Quizzes (15 questions) (Each module)</u></p> <p>Weeks 2, 3, 4, 5, & 6</p> <p>The five quizzes will cover assigned required course readings, as per the syllabus. There are fifteen questions on each quiz (multiple choice and true/false questions). The quizzes will be over the book <i>Teaching Reading and Writing: The Developmental Approach</i> by Templeton & Gehsmann. There will be a quiz “window”, which is one week for each quiz. You will be able to re-take the quiz multiple times during the test window until you get the quiz grade you want! Re-takes must be during the test window. Each quiz will be 15 questions consisting of multiple choice and true/false questions. A study guide for each quiz will be available on Blackboard. The quizzes are timed (25 minutes each quiz attempt). Blackboard will record your <u>highest score</u>.</p> <p align="center">5 quizzes X 15 points each= 75 points total</p>	75 points
<p align="center"><u>Word Study Lesson Plan</u></p> <p>Use the required template. The rubric is on Blackboard. Due Sunday of Week 4, 11:59 pm, CST</p>	25 points
<p align="center"><u>Professional Development Handout (Two parts)</u></p> <p>A. <u>Initial Plan Part 1:</u> for Professional Development Handout. See syllabus for assignment description. <i>This is just an overview/outline. Use the required template.</i> Due Sunday of Week 3, 11:59 PM (CST)</p>	15 points
<p>B. <u>Final version (Part 2):</u> Professional Development Handout Due Wednesday of Week 7, 11:55 PM (CST) TO BLACKBOARD AND TK20.</p>	75 points
<p><i>Submit Reading Improvement Handout to <u>TK20 system</u>; no points awarded for submitting by designated due date, 11:55 pm, CST.</i></p>	0 points
<p>Final Course Reflection (1 page) Due Wednesday of Week 7</p>	10 points
<p>TOTAL</p>	290 points

COURSE CALENDAR***NOTE: Week 1 is the week of October 22, 2018.**

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

Session #	Topics	Readings	Assignments Due
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Module 1 (weeks 1 & 2) 10/22-10/28 10/29-11/4	Foundations of Literacy Learning	<ol style="list-style-type: none">1. <i>Teaching Reading & Writing</i> (Templeton & Gehsmann): Chapters 1 & 22. Professor-Authored Readings for Session 1 <p>Optional webinar in week 1: Course orientation (this will also be recorded if you cannot attend) Monday, October 22, 2018. The link to join will be on Blackboard.</p>	<ol style="list-style-type: none">1. General Introduction on Blackboard Discussions. Post a 2-3 paragraph introduction by Friday, October 26, 2018, 11:59 pm, CST. Post five or more comments (5+) to peers on the general discussion by Sunday, October 28, 2018 (11:59 pm). Example of introduction: http://bit.ly/1Pd2Yhn Week 12. Discussion Board Postings #1: (Week 2): Post by Thursday, 11/01/18 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 11/03/18. Do informal follow-up replies by Sunday, 11/04/18 at 11:59 pm. [over readings from session 1]. Week 23. Quiz #1: Module 1 quiz over readings from Module 1 content. (Take Module quiz during Week 2). The quiz window is 10/29/18 (12:01 am)-11/4/18 (11:59 pm). Week 2
Module 2 (week 3) 11/5-11/11	Balanced Literacy Approaches & Continuation of Word Study	<ol style="list-style-type: none">1. E-Reserve Reading (Smith and Read, chapter 5). *The link to this e-reserve reading will be posted on Blackboard and sent via UTA email.2. <i>Teaching Reading & Writing</i> (Templeton & Gehsmann): Chapter 33. Professor-Authored Readings for Session 2	<ol style="list-style-type: none">1. Discussion Board Postings #2: (Week 3): Post by Thursday, 11/09/18 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 11/10/18. Do informal follow-up replies by Sunday, 11/11/18 at 11:59 pm. [over readings from module 2]. Week 32. Quiz #2: Module 2 quiz over readings from Module 2 content. (Take Module quiz during Week 3). The quiz window is 11/5/18 (12:01 am)-11/11/18 (11:59 pm). Week 33. Initial Plan/Overview for Professional Development Handout [Use required template]: Due: Sunday of Week 3, 11/11/18 (11:59 pm, CST) Week 3

NOTE: *Email your idea for your word study plan to Dr. Semingson or your coach during Week 2 or 3

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Module 3 (week 4) 11/12-11/18	Emergent Literacy	<ol style="list-style-type: none">1. <i>Teaching Reading & Writing</i> (Templeton & Gehsmann): Chapters 5 & 62. Professor-Authored Readings for Session 3	<ol style="list-style-type: none">1. Discussion Board Postings #3 (Week 4): Post by Thursday, 11/15/18 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 11/17/18. Do informal follow-up replies by Sunday, 11/18/18 at 11:59 pm. [over readings from module 3] Week 42. Quiz #3: Module 3 quiz over readings from Module 3 content. (Take Module quiz during Week 4). The quiz window is 11/12/18 (12:01 am)-11/18/18 (11:59 pm). Week 43. Final Word Study Lesson Plan (Use required template): Final Plan is Due: Sunday of Week 4, 11/18/18, 11:59 pm Week 4 <p>Please continue to work on your professional development handout.</p>
Module 4 (week 5) 11/19-11/25	Beginning and Transitional Reading and Writing	<ol style="list-style-type: none">1. <i>Teaching Reading & Writing</i> (Templeton & Gehsmann): Chapters 7 & 82. Professor-Authored Readings for Session 4	<ol style="list-style-type: none">1. Discussion Board Postings #4. (Week 5). Post by Thursday, 11/22/18. Do 3+ formal comments by 6 pm Saturday, 11/24/18. Do informal follow-up replies by Sunday, 11/25/18 by 11:59 pm (CST). [over readings from module 4]. Week 52. Quiz #4: Module 4 quiz over readings from Module 4 content. (Take module quiz during Week 5). The quiz window is 11/19/18 (12:01 am)-11/25/18 (11:59 pm). Week 5

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Optional webinars. The webinars are totally optional!

The optional webinars are on the following dates:

#2: (week 2) Monday, October 29, 7:00-7:30 pm, Central Time. Course assignments

#3: (week 4) **Monday, November 12, 7:00-7:30 pm, Central Time. Special topic: Being an elementary reading/literacy specialist.

#4: (week 5), Monday, November 19, 7:00-7:30 pm, Central Time. Key ideas from the course and dialogue.

#5: (week 7) Monday, December 3. Sharing and showcase of work and recap of key ideas in the course.

There are no webinars in weeks 3 and 6! **Webinars will be recorded.**

Five Quizzes (15 questions per quiz)

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The five quizzes will cover assigned required course readings, as per the syllabus. There are fifteen questions on each quiz (multiple choice and true/false questions). *****The quizzes will only be over the book *Teaching Reading and Writing: The Developmental Approach* by Templeton & Gehsmann.**

Be prepared for the each quiz by closely and carefully reading the designated required assigned readings. There will be a quiz “window”, which is one week for each quiz. You will be able to re-take the quiz multiple times during the test window until you get the quiz grade you want! Re-takes must be during the test window. Each quiz will be **15 questions** consisting of multiple choice and true/false questions. A study guide for each quiz will be available on Blackboard. **The quizzes are timed (25 minutes per quiz attempt).** Blackboard will record your highest score. ☺

5 quizzes X 15 points each= 75 points total

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.

Reading Response and Replies (4 sets) on Discussion Board (“Groups”)

1. **Reading Response and Replies** has two parts (**Response, Replies**) **Standards**

Link:

- **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
- **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

Description: Candidates will engage in an electronic discussion in response to the textbook and Professor Authored readings. The electronic discussion has two parts: a) candidate's original response to readings, b) candidate's replies to peers.

Part A: Response (500+ words and include one or more multi-media artifacts): Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and online lesson reading (as indicated in the schedule) as well as personal reactions to the material based on the prompt of selected guiding questions.

The posting should synthesize the information for all the textbook chapters and online lessons read.

For each of the discussion posts (Part A), **a set of *guiding questions*, based on that session's reading will be provided on Blackboard and will be sent via UTA email. Select one or more of the guiding questions for your post to respond to, incorporating key ideas from the readings. Include the question or questions in your post (bolded or in a different color font). Please cut and paste your post into the discussion area!**

The Part A response should include one or more (one is a minimum) of a “multi-media or web-based artifact” that you have located and/or created. Describe in depth why you chose the artifact (or artifacts) and how it further helps extend our understanding of the related course content.

*For the digital artifact, please consult the “more ideas for creating a digital artifact chart”: <http://bit.ly/2bEdRGE>. You must also describe your digital artifact in detail. Ideas are grouped by level of difficulty. Self-select a digital artifact idea based on your skill level with digital content creation. Select from: **easy, medium, advanced, or extreme.**

The **guiding questions** for each session will be posted on Blackboard and will also be sent via UTA email.

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Your post (Part A) should be **500 words or more** (*not* including the guiding questions you cut and paste into the response). 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! If you use Firefox, you can also highlight your post and click the word count.

NOTE: For the artifact, include a link to the artifact and explain how it is useful to the course content for that session's reading. You need to locate or create at least one digital artifact to include in your post. I encourage you to include more. In your response, you can also pose your own questions to peers (e.g., if you are wondering something).

Part B: Replies: Following response posting, candidates will return to the discussion board to read and reply to three or more peer's responses. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Here are some ideas for improving the quality of your discussion.

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

- I recognize the importance of . . .
- It is important to learn/know about . . .
- I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

- I agree with ____ because ____
- I disagree with ____ because ____
- I wonder about ____ because ____
- According to ____
- The evidence shows ____
- In my classroom, I see ____ and this seems to confirm/contradict ____

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following.

- Can you say something similar using other words?
- What did you like about the previous contribution?
- What new ideas did that contribution give you?
- What puzzled you about the last statement?
- How did the person who made the last statement arrive at that conclusion?
- Can you elaborate, explain, or give another example of the last statement?
- What puzzled you as you were trying to think of an answer to this question?
- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion? How can I do this?
- Who was the person who contributed the most interesting or valuable comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in the discussion?

Grading Rubric

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NOTE: All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

Tasks for Part A: Reading Response <input type="checkbox"/>	Expert 10	Acceptable 7	Unacceptable 0-1
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Format	Follows required format for response (1)	Follows required format for response (1)	Does not follow format for one or more of the parts (0)
Substance and content of Part A response	Response to guiding questions was substantive and connected back to the readings. Response was in-depth and 500+ words or more (not counting the cut and pasted guiding questions themselves) (4)	Response to guiding questions was mostly substantive but showed a lack of detail. Response could be more in-depth and was 500+ words or more (not counting the cut and pasted guiding questions themselves). (3)	Does not include substantive response to guiding questions and/or response limited (far less than 500 words) or superficial. (2)
Multi-media artifact(s)	Includes one or more of a multi-media artifact(s) that connect(s) to course readings and includes a substantive description of the artifact (or artifacts) (3)	Includes one or more of a multi-media artifact(s) that connect(s) to course readings and includes a less than substantive description of the artifact (or artifacts) (2)	An artifact is included with very skeletal and limited or no description of the artifact. (1)
Grammar, spelling, conventions, and mechanics	There are few to no errors in grammar, spelling, conventions, and mechanics in the response. (2)	There are more than a few errors in grammar, spelling, conventions, and mechanics in the response (1)	There are a substantial number of errors in grammar, spelling, conventions, and mechanics in the response. (0)

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Tasks for Part B: Replies	Expert 10 points	Acceptable 7 points	Unacceptable 3 points
Format	Posts three formal required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Responses	Responds to all replies (1)	Responds to all replies (1)	Does not respond to replies (0)
Replies to Peers	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4)	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3)	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2)
Extension of Dialogue	Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)	Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)	Engages in limited discussion with peers or limited extension of the the dialogue (1)

**Please respond to the guiding questions for Part A.
This will be posted on Blackboard and sent via UTA email.
Please use the required template for the comments.**

PROFESSIONAL DEVELOPMENT HANDOUT (75 POINTS)

Link to Standards:

Linked to specific TExES EC-6 Generalist English Language Arts and Reading Competencies, TExES Reading Specialist Standards, TExES Master Reading Teacher Competencies, NCATE/IRA Program Standards based on students' individual interests and needs)

Description

For the assignment of the reading improvement professional development handout (PDH), you will select one of the key ideas of the course and create a four page handout that you will actually share with colleagues. This assignment helps you synthesize learning from the course and apply it into a coherent, substantive product that you will actually share with others. As an extension of this activity, the final newsletter will be shared informally with current colleagues at your school via email or in a face-to-face setting. This is the type of handout you could present at a literacy conference (e.g., TCTELA, TSRA, or another practitioner-oriented conference). **Prior to creating the handout, you will design an initial plan with objectives and an overview of your topic.**

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****You will need to refer to at least 3 research-based articles BEYOND the readings from the course textbooks, although you can have some of your references from the course readings.**

Starter List/Example Topics: for the PD Handout. *You are not limited to these topics.* This is just a *starter list* of suggested topics:

1. Critical Literacy and Elementary Literacy Instruction
2. Using "Text Talk" with Read-Aloud for the Primary Grades
3. Preparing for Achievement Tests with Authentic Literature
4. The Role of Phonemic Awareness in Learning to Read
5. Using Phonics in Context for Beginning Readers
6. Research-based Methods for Fluency Development
7. Vocabulary Strategies for Helping Overcome the Fourth Grade Slump
8. Think-Aloud Strategies for Comprehending Text
9. Managing Guided Reading Effectively
10. Using Response to Intervention Effectively
11. Comprehension Strategy Instruction
12. Using New Literacies and Technologies in Elementary Reading
13. Implementing Book Club/Literature Circles
14. Reading Methods for Elementary-Aged English Language Learners
15. Confering 1-on-1 with students during reading workshop
16. Confering 1-on-1 with Students during Writing Workshop
17. Writing Workshop with Elementary Students
18. Using Multi-Modal Literacies with Elementary Reading Instruction
19. Using Expository Text to Teach Elementary Language Arts
20. Digital Reading and Writing with Elementary Students

SECONDARY TEACHERS, PLEASE READ the following, REGARDING THE PD HANDOUT:

In the past, in LIST 5373, secondary folks (those teaching in grades 6-12) have picked an *elementary topic* that is also relevant, as well, to their teaching context. Examples include: vocabulary development, helping struggling readers, and developing comprehension strategies.

However, the focus of this assignment **MUST** primarily, first and foremost, be ***elementary-focused*** (that is, the audience is elementary teachers). The research *must* draw on studies from elementary settings, due to the course content and the course description. This class prepares you to work with students and teachers in elementary settings. Select an audience of elementary teachers (it can be a small group of people you email your final handout to). The key is that your literacy certification focus for this M.Ed. in Literacy Studies is *all level*. This class is *elementary focused*, therefore, the articles you read to support your handout must come from studies of elementary classroom. Because literacy is all level, secondary folks may be working in elementary settings and be presided to deal with the unique needs of elementary students and teachers. **Again because this is an elementary focused class, secondary folks can:**

- 1) pick a truly elementary topic and then design a handout for *elementary teachers* in your district (it can be sent via email).

or

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2) Pick a broad topic like “response to intervention” (RTI) or struggling readers or reciprocal teaching that can be *also* be of use to secondary people as well. However, the research literature *must* come from studies of elementary contexts. The rationale for this is the nature of the course focus (elementary) and to familiarize all students in the M.Ed. LIST program with elementary issues for the all-level nature of MRT and reading specialist certifications. Some people might also shift from secondary to elementary focus in their career. If you need further information or have questions, you can email me (Dr. Semingson).

Format for Final Professional Development Handout

Evidence Based Instructional Practices in the form of a 3-4+-page-handout (length is approximate—your handout might be longer). You can also create this as a digital handout, however, you must include both your link and a PDF version of your digital document to be uploaded to Blackboard. Also, your final handout must be uploaded to TK20 to receive credit for the assignment.

Section 1: Evidence-Based Handout (3-5+ pages [or more] single-spaced; include graphics and visuals). section reflects how educators take the research base and apply it in schools/classrooms. You should construct a handout/newsletter that could possibly be shared at a presentation that you could use at a workshop / inservice / professional development meeting.

This handout should help teachers understand and apply research-based strategies related to your focus area (e.g., fluency building, comprehension development). **Ten (10) or more tips** should be presented within the handout that focus on several key areas of a targeted grade level or grade levels. You should elaborate (BE SPECIFIC) on the tips so that any teacher could take this from your presentation and put the ideas into practice. Create a presentation that provides well-developed ideas that schools and teachers, in general, can use. **All points must have research support (cite source). You MUST draw on the research-based journal articles that you read.** Tips can also include procedural steps a teacher would follow to implement a specific evidence-based strategy. Be sure to have a citation for each tip! Each tip must be linked to evidence!

The handout should be single spaced, with use of copyright-free multimedia such as purposeful and meaningful graphics, clip art (**copyright free** or from Creative Commons), and use of layout and font that supports clear reading of the text and supporting graphics, headlines, subheadings, etc. I encourage you to make use of hyperlinks, tables, and charts to highlight resources that will benefit teachers. Examples of handouts will be sent to you during the course. See section II below for information on including a specific section listing related websites and “recommended readings” for teachers.

FIVE PARENT TIPS: Also, include a section that includes **at least five “parent-friendly” ways** that teachers can engage families with this instructional focus in the home. The parent tips should be presented in a separate box within the newsletter. Parent tips do not need references. They can be written in parent-friendly language describing very practical ways families can help at home with the subject described in the handout.

****NOTE: All images must be copyright-free and sources must be listed for all images.**

List all the articles you drew upon for the tips in the References section at the end. References must be listed in APA 6th edition format.

□ Section II: Webliography/Bibliography:

1) Webliography (3+ websites and description of each): This is your chance to share web resources with your peers and with parents. Share at least 3 or more websites that link to your topic and provide a paragraph describing the website and what it has to offer related to the topic and to classroom instruction. Your annotation (detailed description of

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each website) should include a link to the resource so peers can just click on it and go to the site to check it out. **You must have a detailed description (one paragraph) of each of the websites!**

2) Bibliography/List of recommended readings (3+ items in bibliography): What additional readings (beyond those included in the tips section can you recommend to the readers of your handout? This does not include the references you drew upon for the tips section! The information for this project must be drawn from related practitioner texts that will be useful to colleagues. Make sure to use APA format for this. **You must have a detailed description (one paragraph) of each of the resources listed in the Annotated Bibliography!** For more information on APA format, go to any of the following: **APA Style**
<http://www.apastyle.org/>; **Using APA Style to Cite and Document Sources**
<http://www.bedfordstmartins.com/online/cite6.html>; **Using American Psychological Association (APA) Format**
http://owl.english.purdue.edu/handouts/research/r_apa.html.

Do ***not*** use copyrighted images in the PDH. All images used, with the exception of clip art, should be cited underneath each image with "Source: [insert website here]. Again, do not use anything that is copyrighted. **Copyright free clip art is better. You may use your own photos but say "Source: Personal Photo". If you use Microsoft Clip art, list the source as "Source: Microsoft Clip Art". All images must have a source credit.**

Success Tips from Previous Courses/:

1. Be sure to select more current websites that have up-to-date information. Be sure there are no broken links in the website.
2. For bibliography readings, select texts that are recent (written in the last 5-7 years).
3. In your annotations, be direct and to the point. Your overarching goal is to share what is useful about the website or bibliography source. Keep practicality in mind.
4. Follow APA formatting! For resources, visit this link from the OWL site:
<https://owl.english.purdue.edu/owl/resource/560/01/>

GRADING RUBRIC FOR FINAL PROFESSIONAL DEVELOPMENT HANDOUT

The Professional Development Handout **must** be posted in Tk20 in order to receive credit for it. It may take several days to gain access to Tk20 after purchasing it. Allow time for this so that your assignment is not late!!!!

NOTE: All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty. This assignment will be posted in the portal as part of your Program Portfolio. You will receive points for doing this.

Section	Expert	Acceptable	Unacceptable
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Title Page & Background Information		1) Complete title page for with academic honor / honesty statement 2) Complete background information including the following items: Current or projected teaching position (Grade level and teaching field) Certification(s) sought One to two paragraph overview of the newsletter and rationale for creating the handout. How will this handout benefit other teachers?	
Section I: Evidence-Based Newsletter 60 points	60 points 1) Handout provides the 10 required tips for teachers. (12) 2) Each tip is linked to evidence based research (with that research source cited). (12) 3) Each tip is fully elaborated with specific ideas for implementation. (12) 4) Purposeful and engaging use of multimedia and visuals are included; layout is visually appealing. (12) 5) At least five detailed examples of ways that parents can be supportive of the instructional tips are included in the newsletter. (12)	45 points 1) Newsletter provides 8-10 required tips. (9) 2) Each tip is linked to evidence based research (with that research source cited). (9) 3) Each tip is mostly elaborated upon with specific ideas for implementation. (9) 4) Purposeful and engaging use of multi-media and visuals are included; layout is visually appealing.(9) 5) At least five mostly detailed examples of ways that parents can be supportive of the instructional tips are included in the newsletter. (9)	30 points 1) Creates a limited evidence based instructional tipsheet with fewer than 7 required tips. (0-6) 2) Tips are loosely linked to evidence based research (sources may not be cited). (0-6) 3) Tips are somewhat elaborated upon with some ideas for implementation; Candidate has difficulty with ideas for implementation of the research in the classroom. (0-6) 4) Limited use of engaging use of multi-media and visuals are included; layout is not very visually appealing or streamlined. (0-6) 5) Very few or no detailed examples of ways that parents can be supportive of the instructional tips are included in the newsletter (06)

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Section II: Annotated Webliography / Bibliography 10 points (Annotated means describe each one)	10 points 1) Webliography: Shares 3 or more URLs for websites that link directly to the topic with an elaborated paragraph describing the website and what it has to offer related to the topic and to classroom instruction. (5) 2) Bibliography: Includes citations (in APA format related) with welldeveloped paragraph describing at least 3 recent (2000-present) practitioner sources that would be useful for further reading on the topic(s). (5)	7 points 1) Webliography: Shares at least 3+ URLs for websites that link directly to the topic with a paragraph describing the website and what it has to offer related to the topic and to classroom instruction. (4) 2) Bibliography: Includes citations (in APA format related) with a paragraph describing at least 3 recent (2000-present) practitioner sources that would be useful for further reading on the topic(s). (3)	0 - 6 points 1) Webliography: Shares limited number of URLs for websites or the websites do not directly relate to the topic or there is a limited description of the website. (0-3) 2) Bibliography: Includes citations (in APA format related) with a limited description at least 2 recent (2000-present) practitioner sources that would be useful for further reading on the topic(s). (0-3)
References 5 points (NOTE: The reference section is separate from the Bibliography section!_	5 points Reference section includes all citations included within the handout in good APA format. At least 3 of the references were from research articles BEYOND the required course readings.	2-4 points Reference section includes all citations included within the handout mostly in APA format. At least 1-2 of the references were from research articles BEYOND the required course readings.	0-1 points References do not follow APA format. No references BEYOND the required course readings were cited.
TOTAL	Expert 75 points	Acceptable 54 – 74 points	Unacceptable < 54 points

NOTE: All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty. This assignment will be posted in the portal as part of your Program Portfolio. You will receive points for doing this.

Part 1: Initial Plan

You will turn in an initial plan and the citations (using APA style) of the three research-based articles you will read to do this assignment. A template for completing this initial plan will be provided through Blackboard and via email. You will submit an overview of your professional development handout. You will be provided with a **required template**. The required template will be posted on Blackboard. This will include things like: 1) Stating your general topic and audience of educators 2) stating a detailed rationale for your topic (why it matters) 3) listing 5 or more objectives for the educators who will read your handout and what impact you hope it will have and 4) a plan for completing the project. Examples will be on Blackboard! The rubric for this assignment is here:

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In selecting your three articles you will be reading as you work on your Professional Development handout, here is the link to the E-journals through UTA library. Use your NetID and password to logon if you are on campus. You can also talk to one of the reference librarians on campus if you need more assistance. <http://utalink.uta.edu:9003/UTALink/az>

Grading Rubric for Part 1—Initial Plan (15 points). A template will be provided on Blackboard for this Initial Plan. It is due per the syllabus due date to Blackboard Assignments.

Section	Expert (15 points)	Acceptable (10 points)	Unacceptable (0-6 points)
Initial Plan for Professional Development Handout	<ul style="list-style-type: none">Plan is fully complete and template was used correctly.A good level of detail is given to the plan.Initial plan is error free from grammatical and punctuation errors.	<ul style="list-style-type: none">Plan is mostly complete and template is used correctly.A moderate amount of detail is given to the plan.Initial plan is mostly error free from grammatical and punctuation error.	<ul style="list-style-type: none">Plan is not fully complete and template is not used correctly.The plan is not detailed and is skeletal.Initial plan contains many grammatical and punctuation errors.

Part 2 of the Professional Development Handout is the final complete version. A final version of the rubric for the final professional development handout is in this syllabus and will be provided on Blackboard. Submit this final version of the handout to both Blackboard and TK20.

WORD STUDY LESSON PLAN. RUBRICS AND GUIDELINES ARE BELOW & ON BLACKBOARD. USE THE REQUIRED TEMPLATE ON BLACKBOARD.

Create a phonics lesson for a beginning reader or small group of beginning readers. Implementing the lesson with an actual student(s) is not required. Use the provided template to guide you. The template to be used is on Blackboard.

Reading the Smith and Read chapter (e-reserve) very carefully will be crucial to completing this assignment!

PLEASE READ THE FOLLOWING E-RESERVE CHAPTER BEFORE BEGINNING THIS ASSIGNMENT!
Boston:

Smith, J.A. & Read, S. (2009). Early literacy instruction: Teaching reading and writing in today's primary grades. Pearson. [chapter 5: pp. 101-132]. Link to e-reserve reading will be posted on Blackboard and sent via UTA email.

You can assume your beginning reader is in first grade, or is a reader in 2nd-6th grade who needs a reading "boost" or some reading intervention. Use resources from the phonics *book* and other resources from within the course, including

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the E-Reserve reading (Smith & Read). Your plan should also include a brief pre and post assessment component. Aim for hands-on components to your lesson. Example plans are on Blackboard!

To access the e-reserve chapter, you will need to login with your NetID and password. This is the same NetID and password you use when you log in to Blackboard, MyMav, the UTA library, etc. If you are having issues with your UTA NetID, please see: <https://webapps.uta.edu/oit/selfservice/> You can also contact the help desk about your NetID at: helpdesk@uta.edu · [Work Order](#) · 817-272-2208

First, pick a single word study focus. You can pull an idea from the phonics textbook, or one of the skills below. Be sure the skill aligns with the state standards (e.g., in Texas it is the English Language Arts TEKS) or with your own state's standards for phonics/word study, e.g. Common Core State Standards or other state standard. This plan would be for students in grades 1-6, but I suggest aiming for grades 1-3.

Examples of possible word study focus (pick one):

- short vowel sounds (e.g., CVC words)
- consonant digraphs (select a specific patterns to focus on across the lesson)
- vowel digraphs (select a specific pattern to focus on)
- consonant blend (select a specific pattern to focus on) □ syllabication (select a rule to focus on)
- structural analysis (using morphemes to decode reading with prefixes and suffixes; also using morphemes to unlock word meaning)
- other possible topic from the phonics text, the Smith and Read reading, or from the course readings.

The **plan** should include the following components. Use the required template.

- 1) **Lesson objectives and state standards** (TEKS if you are in Texas), list of materials used, and overall rationale for the lesson. Use the C-ABC format for writing lesson plans. See *the Lesson Plan Tutorial* for a review and tips on writing objectives.
- 2) **A simple phonics pre-assessment tool (e.g., phonics screener).** Examples include: a running record, spelling test, or phonics screener. Include the actual assessment tool, if possible, or a link to it. A simple spelling test is an overall good tool.

Lesson Sequence

One phonics mini-lesson. This lesson should be hands-on and include *modeling, guided practice, and independent practice*. The independent practice might be heavily supported, e.g., partner work or a continuation of guided practice.

Samples will be provided and information in the Smith and Read (2009) E-Reserve reading will be especially helpful.

Scaffolding should suggest review while introducing another set of words from within that focus. The lesson should have a *hands-on focus* (E.g., pick one or more for each lesson: word sorts, dictation on white boards, making words with magnetic letters, etc.). I will provide links to websites that have supporting materials for finding word cards, word sort ideas and cards, etc. Also, be on the lookout for good interactive phonics websites (e.g., Starfall.com) and also new mobile apps that can used with mobile technology tools to enable phonics and literacy learning on the go! There are a lot of free apps out there!

- 4) **A simple phonics post-assessment tool to show growth.** This can be somewhat informal **and can also be the same assessment tool as the pre-assessment.** Examples include: a running record with text that contains the phonics pattern (if you are familiar with this tool), fluency check, spelling test, or phonics screener.

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5) **Digital Resources:** A list of at least three websites and/or mobile apps (e.g., for a tablet or iPod/iPad/other mobile device). Include 1-2 sentences *describing* the benefit of the mobile app and how it might be used to enhance this phonics skill. Aim for “Free” apps, if possible. Resources for this part of the assignment will be on Blackboard.

6) **List of references (APA style)**

The template and the rubric for this assignment will be posted on Blackboard and sent via UTA email.

Final Word Study Unit Plan— (25 points); Use required template on Blackboard.

- Read the rubric carefully for the final unit.
- Create a Title Page with the name of the unit, the course name, and your name and date.
- Include the academic honesty statement in the title page.
- Be sure your final lesson plan has all the required components.
- Be sure to include your pre and post assessment and the link to it, if it is located online.

Final Reflection for the Course (5 points)

The final course reflection will be reflecting on major learnings from the course and readings/materials. A template will be provided and the assignment will be scored holistically. This will be 1-2 pages single spaced.

APPENDICES:

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 Blackboard 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

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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>

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 Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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 University Catalog. For graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/complaints/index.php>.

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://www.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)

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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>.

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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.

RESOURCES FOR STUDENTS

Research or General Library Help

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Librarians by Subject library.uta.edu/subject-librarians

Research Coaches <http://libguides.uta.edu/researchcoach>

Resources

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

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.

**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.

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

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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/ Course Objectives

The student will:

- Consider the meanings of living a literate life and the roles literacy plays in his/her own life.
- Define the terms literacy, illiteracy, and aliteracy, and become familiar with the consequences of illiteracy as well as the benefits of literacy.
- Gain knowledge of ways to incorporate his/her own reading lives into his/her instruction.
- Become familiar with the IRA position statement on Excellent Reading Teachers.
- Gain knowledge of ways to learn about students' reading lives and incorporate these into instruction.
- Consider issues of power related to literacy.
- Reflect upon his/her experiences with and beliefs about learning to read and his/her implicit theories of reading.
- Investigate theories of learning and their implications for reading instruction.
- Investigate theories of literacy learning.
- Define reading.
- Begin to develop an explicit theory of literacy learning.
- Gain familiarity with the concept of reading as a strategic process.
- Identify cueing systems and cross-checking strategies proficient readers use.
- Investigate decoding and comprehension strategies used by proficient readers.
- Articulate his/her goals for reading instruction.
- Develop an understanding of environmental print by participating in activities to enhance his/her own awareness of the forms and functions of print and to use as models for instruction in the elementary classroom.
- Increase understanding of the relationship between symbolic play and learning to read.
- Consider practical, research-based suggestions for creating a print-rich classroom environment. • Demonstrate knowledge of concepts about print in the English language.
- Gain awareness of how a variety of forms and functions of print enhance children's learning of the reading and writing processes.
- Develop an understanding of the alphabetic system of the English language and define key terms related to this system.
- Explore the roles of phonemic awareness, phonics, and fluency in the reading and writing processes.
- Learn instructional strategies for increasing students' abilities in phonemic awareness, phonics, and fluency.
- Understand the relationship between spoken language, reading, and writing.
- Explore the relationship between vocabulary and comprehension.
- Develop an awareness of metacognitive strategies that enhance reading comprehension.
- Learn metacognitive strategies for increasing students' comprehension of reading.
- Explore various definitions of balanced literacy.
- Develop an awareness of instructional components that make up a balanced program of reading and writing.
- Consider possible ways to design and schedule a balanced literacy program.
- Understand the characteristics of effective literacy assessment.
- Become familiar with a variety of methods for assessing reading and writing.
- Understand how assessment fits into a balanced literacy program.
- Become familiar with trends and issues in current literacy instruction.

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- Synthesize information presented throughout the course.

LIST 5373 Alignment of Outcomes, Assignments, Standards

LEARNING OUTCOMES The learner:	Assignments / Assessments	National Standards	TEXES Domains / Competencies
Content Knowledge IRA Standard 1: Foundational Knowledge: 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading. TEXES Reading Specialist Competency	Reading Response and Replies Word Study Lesson Lesson Plan. Reading Improvement Handout	IRA 1.1-1.4	TEXES Reading Specialist Domain I, Competency 001-008, Domain IV, 013

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<p>001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12. TExES Reading Specialist Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12. TExES Reading Specialist Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12. TExES Reading Specialist Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12. TExES Reading Specialist Competency 006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote student levels of early childhood through grade 12. IRA Standard 4: Creating a Literate Environment 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. TExES Reading Specialist Competency 009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision-making at the levels of early childhood through grade 12.</p>			
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Pedagogical Knowledge & Skills—Instruction IRA 2.1 Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes. IRA 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. IRA 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. IRA 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. IRA 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties. IRA 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. IRA 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). IRA 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. IRA 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds. IRA 4.3 Model reading and writing enthusiastically as valued lifelong learners. IRA 4.4 Motivate learners to be lifelong learners.	Reading Response and Replies Reading Improvement Handout Word Study Lesson Unit	IRA 2.1-4.4	TEXES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014
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Dispositions IRA 5.1 Display positive dispositions related to reading and the teaching of reading.	Reading Response, Replies & Assessment Reading Improvement Handout	IRA 5.1-5.4	TEXES Reading Specialist Domain IV, Competency 014
IRA 5.2 Continue to pursue the development of professional knowledge and dispositions.			

National Standards:

International Reading Association, Reading Specialist Standards

- **Standard 1: Foundational Knowledge:** Candidates have knowledge of the foundations of reading and writing processes and instruction.
- **Standard 2: Instructional Strategies & Curriculum Materials:** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- **Standard 3: Assessment, Diagnosis, & Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- **Standard 4: Creating a Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- **Standard 5: Professional Development:** Candidates view professional development as a career-long effort and responsibility.

State Domains and Competencies:

TEXES Reading Specialist Domains & Competencies

Domain I: Instruction and Assessment: Components of Literacy (approximately 57% of the test) including

- Competency 001 Oral Language
- Competency 002 Phonological and Phonemic Awareness
- Competency 003 Concepts of Print and the Alphabetic Principle
- Competency 004 Word Identification
- Competency 005 Fluency
- Competency 006 Comprehension
- Competency 007 Vocabulary Development
- Competency 008 Written Language

Domain II Instruction and Assessment: Resources and Procedures (approximately 14% of the test) including

- Competency 009 Assessment
- Competency 010 Instructional Methods and Resources

Domain III Meeting the Needs of Individual Students (approximately 14% of the test) including

- Competency 012 Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities

- Domain IV Professional Knowledge and Leadership (approximately 14% of the test) including □ Competency 013 Theoretical Foundations and Research-Based Curriculum

Competency 014 Collaboration, Communication, and Professional Development