Department of Curriculum & Instruction	
College of Education PARTNERS for the FUTURE	The University of Texas ARLINGTON™
LIST 5373: Foundations of Literacy Learning in EC-6 Classrooms *Academic Partnership*	**Spring, 2013**

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Faculty Profile: http://www.uta.edu/ra/real/editprofile.php?onlyview=1&pid=2555
Course website: https://elearn.uta.edu [Blackboard; login with NetID and Password]

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.

**This class is from January 14, 2013-
February 17, 2013.**

Instructor Bio: Dr. Peggy Semingson

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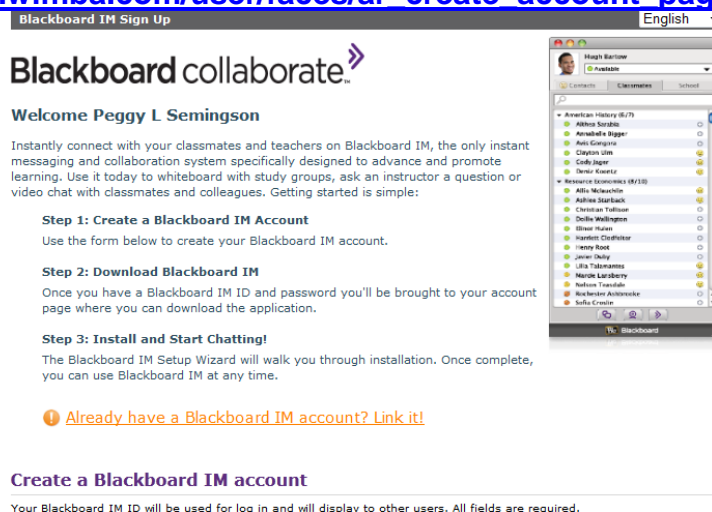
Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy assessment for Guilford Press and most recently was co-author of an article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

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

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

Click here to download BBIM (Blackboard Instant Messenger) *or click the link or the image below*
https://pronto.wimba.com/user/faces/ar_create_account_page.xhtml

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

Course Prerequisites:

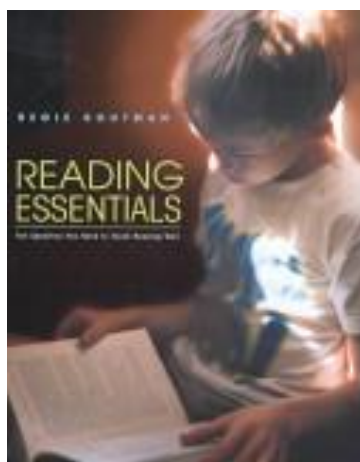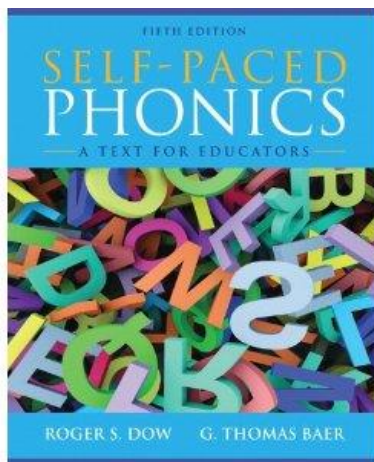There are no prerequisites listed for this course.

Instructor's Note:

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

Textbook(s) and Materials:

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

Required Textbooks & TK20 (2)

Required Textbooks (2):

1. **Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well.* Portsmouth, NH: Heinemann. [This is available on Kindle].**

2. **Dow, R. S., & Baer, G. T. (2012). *Self-paced phonics: A text for educators* (5th ed.). New York: Prentice Hall.**

3) TK20 system (one-time purchase for entire program)
http://www.uta.edu/coehp/tk20

OPTIONAL: Headset microphone for videoconferencing (1):

If you want to speak with audio during the videoconference, you can purchase a headset microphone for video-conferencing. The headset mic prevents "feedback" when speaking on the videoconference session. This can be purchased at an electronics store, online, or elsewhere at a major "supercenter" type of store. They range in price. This is optional as you can participate in the webinar/videoconference without a headset mic.

Required E-Reserve Readings (2) (links to readings will be posted on Blackboard and are below and in the syllabus)—course reserves will be made available during the first week of the course.

Chall, J. S., & Popp, H. M. (1996). *Teaching and assessing phonics: Why, what, when, how.* Cambridge, MA: Educators Publishing Service. [pp. 89-103]
http://ereserves.uta.edu/2013/spring/LIST5373SEM001.pdf

[click the link or cut and paste the link, if needed. If it won't open click "refresh" after clicking the link]

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]. **http://ereserves.uta.edu/2013/spring/LIST5373SEM002.pdf**
[click the link or cut and paste the link, if needed. If it won't open click "refresh" after clicking the link]

You can "zoom" the E-reserve PDF's to make the print bigger.

An alternative way to access the Link to E-Reserves:
http://pulse.uta.edu/vwebv/enterCourseReserve.do **[Cut and paste link if needed.]**
Access Electronic Reserves (E-Reserves)
1.   Go to the UT Arlington Library Catalog
2.   Select the "Course Reserves" tab
3.   Search for materials by instructor's name and/or course. Use the drop down arrow to select your instructor's name, then cursor down to select the course number.
4.   You'll see a list of all materials on reserve for that course.
5.   Select the title of an item by clicking on the title that begins with ".Click E-Items Link." Items beginning with this entry are the E-Reserves for your course.
6.   You'll see the brief record, which will have a web link.
7.   Click on the "E-Items" web link to access your E-reserves reading.
8.   The system will prompt you for a logon and password, you must enter your UTA NetID and password to be able to view the article and or chapter.
    For more assistance with finding and access electronic reserves, try the online tutorial Using Course Reserves.
    ==3+ Research Journal Articles for Professional Development Handout:==

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 underlying elementary literacy learning. I suggest using articles from either *The Reading Teacher*, *Journal of Literacy Research*, *Reading Research Quarterly*, or *Language Arts*. Be sure the articles are research articles. Both journals are available electronically through the UTA library. Articles need to be generally from the last ten years (2001 or later).

Watch the required online tutorials from the UTA library:

Viewing of research database tutorials is required: Watch all of these video tutorials from the UTA Library prior to the course starting [cut and paste the links, if needed]. They are short tutorials and will be helpful to you across courses.

http://libraries.uta.edu/video/instruction/whatpr/peerreview.htm
What is Peer Review?

http://libraries.uta.edu/video/instruction/peer-review/database_peer_review.htm
   Finding Peer-Reviewed Journal Articles
http://libraries.uta.edu/video/instruction/peer-review/peer_review.htm
 Peer Review: How do I Know?
http://libraries.uta.edu/video/instruction/asc/asc.htm
 Academic Search Complete
http://libraries.uta.edu/video/instruction/effectsearch/db.htm
 Effective Searching
http://libraries.uta.edu/video/instruction/findingfulltext/ff.htm
 Finding Full Text Articles

Technology for Webinars—Be sure to have the latest version of Java
I will be using the Blackboard Collaborate Tool to conduct some "real time" webinars for the course. They will be recorded in case you can't view the actual webinar. In any case, you will need the latest version of Java downloaded to your computer before the course starts. Please do this before the course starts. The link to do so is here: **http://www.java.com/en/download/inc/windows_upgrade_xpi.jsp?locale=en**

TK20
Tk20: The College of Education and Health Professions is implementing Tk20, a comprehensive data management system that will provide powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:
□ Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.
□ Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media. □
Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.
On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to http://www.uta.edu/coehp/tk20.
We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!
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.

University Mission*:*

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.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service.   The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.
Core Values: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Course Learning Goals
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	Reading Response and Replies Word Study Lesson Unit. Reading Improvement Handout	IRA 1.1-1.4	TExES Reading Specialist Domain I, Competency 001-008, Domain IV, 013

strategies, and motivation) and how they are integrated in fluent reading. **TExES Reading Specialist Competency 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.			

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
	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

(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.			

Dispositions
    IRA 5.1 Display positive dispositions related to reading and the teaching of reading.
    IRA 5.2 Continue to pursue the development of professional knowledge and dispositions.
	Reading Response, Replies & Assessment Reading Improvement Handout	IRA 5.1-5.4	TExES Reading Specialist Domain IV, Competency 014

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

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.
• Synthesize information presented throughout the course.

Policies:

   Complete all assignments by the due date posted. Some assignments may be accepted (see assignment schedule) after a deadline with a penalty of 25%. All discussion areas/exams will be closed after assignment deadlines, and you will not be allowed to post in those areas.

  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:

- Reading Response Replies & Assessment and other course assignments require you to use information and cite sources from reading.
- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.

- 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 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.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9-15 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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 graduate catalog. For graduate courses, see http://www.uta.edu/gradcatalog/2012/general/regulations/#grades.

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

Grading Scale; Total points possible=275 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=255-275 points
B=231-254 points
C=206-230 points
D=192-205 points
F=below 192 points

GRADE CALCULATION

*NOTE: Week 1 is the week of January 14, 2013. The course runs January 14-February 17, 2013.

GRADE CALCULATION: 275 points possible

Course Calendar
*NOTE: Week 1 is the week of January 14, 2013.

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

Assignment	Points Possible
Reading Response and Replies (5 sets @ 20 points each). Parts A, B. Use required template in Blackboard for Part A and Part B. Assignment description is in syllabus. **Weeks 1, 2, 3, 4, and 5**	100
Participation in two weekly 1-hour videoconference webinars (or recordings if you can't attend the webinar) and written post-videoconference reflections (2 online webinars; 2 reflection essays (2 reflections X 15 points each*). **Webinars: Weeks 2 and 3 You must watch the webinar the week of the webinar; that is, you cannot watch the recording past the due date of the reflection. Webinar dates: 1/26 and 2/02 from 1:00-2:00 pm CST (Saturdays).** *There are a total of two Saturday webinars. If you cannot attend the webinar(s), please watch the recording of each webinar. The recording will take several hours to "process" after the actual webinar takes place. I will email everyone by UTA email when the recording becomes available to view. Email Dr. Semingson if you need help accessing the recording. Directions will also be sent via email, posted to Blackboard and are at the end of the syllabus.* ☺ Webinar 1-Overview of course; library databases); Saturday of Week 2 (1/26). Reflection due: 2/01 (11:59 pm) Webinar 2-Phonics; Word Study Plan Overview; Touch base on PD Handout; Saturday of Week 3 (2/02). Reflection due: 2/08 (11:59 pm) The webinars will be accessed through Blackboard. The link will say "Blackboard Collaborate". Directions will be sent via email, posted on Blackboard, and are in the end of the syllabus under Assignment Description. *These will be scored holistically for completeness and depth.	30 (2 post-webinar written reflections X 15 points each)
Online Phonics Quiz –**during week 3 [study from** Dow & Bauer book**]. Take the phonics quiz anytime during week 3. It can be taken again multiple times until you get the score you want. A study guide of terms and concepts will be provided! This is an open-book quiz. Online Phonics Quiz—Take during Week 3.** **Quiz opens: 1/28 (12:01 am) Quiz: closes: 2/03 (11:59 pm)**	30
Word Study Lesson Plan—**due end of week 4 (2/10) 11:59 pm**	25
Reading Improvement **Professional Development Handout** for Colleagues—*due Week 5 (2/14)* **11:59 pm**	75
Submit **Reading Improvement Handout** to **TK20 system**; points awarded for submitting by designated due date (2/14) 11:59 pm	15 points
TOTAL work copyright © 2009 by Peggy Semingson, Ph.D. and the Center for Distar 275 points on at the University of Texas at Arlington.	

Session/Seminar & Assigned Reading	Assignments	Posting Deadline (Some work submitted after this date may be accepted with a 25% late penalty. Check next column to see if there is a late posting option and date.)	Closing of Assignment Area (This is the last possible date to post work with a 25% late penalty. There may NOT be a window to submit late work for all assignments.)
Post general introduction about yourself (required but no points)	**Candidate Introduction to the general discussion board** **11:59 p.m., Wednesday of Week 1**		
Week 1 (1/14) The Literate Life & Defining Literacy			
REQUIRED READING FROM: 1. Routman, Reading Essentials, chapters 1-3 2. Dow & Baer, Chapters 1-5 and pre-test (self-score; you do not need to report the self-score). 3. Professor Authored Reading (PAR) & Videos	Reading Response, Replies	**Response:** **11:59 p.m., Friday of Week 1**	**11:59 p.m., Saturday of Week 1**
		Replies: **By or before 6:00 p.m., Saturday of Week 1; informal follow-up replies should be posted by 11:59 pm**	**N/A**

Week 2 (1/21) **Emergent Literacy, Forms & Functions of Print and Breaking the Code (Phonics)** Routman, Reading Essentials, chapters 4, 9, & 10 Dow & Baer, Chapters 6-9 and post-test Professor Authored Reading (PAR) & Videos • **E-Reserve Reading 1** (Smith and Read, chapter 5). Click here. • **E-Reserve reading 2**: from Chall and Popp (pp. 89-103). Click here. • **E-reserves are located through the UTA library website (need UTA netid and password to login).**	Reading Response, Replies	**Response** **11:59 p.m., Friday of Week 2**	**11:59 p.m., Saturday of Week 2** **11:59 p.m., Saturday of Week 2**
		Replies **By or before 6:00 p.m., Saturday of Week 2; informal follow-up replies should be posted by 11:59 pm**	**N/A**
	Webinar 1— **Will take place on Blackboard Saturday of Week 2 (1/26) 1:00 pm-2:00 pm CST** **Attend the webinar or watch the recording.**	**Saturday of Week 2 (1/26) 1:00 pm-2:00 pm CST on Blackboard (Collaborate)** *Watch the webinar recording if you are unable to attend the webinar in real-time.	N/A

		*Note you have about 5-6 days from the actual webinar to watch it and write your reflection.	
Week 3 (1/28) **Vocabulary, Comprehension, & Strategic reading** **REQUIRED READING FROM:** 1. Routman, Reading Essentials, chapter 8, 11, 12 & Appendices Professor-Authored Reading & Videos **Optional:** Online Phonics Tutorial: Click here.	Reading Response, Replies	**Response** **11:59 p.m., Friday of Week 3**	11:59 p.m., Saturday of Week 3
		Replies **By or before 6:00 p.m., Saturday of Week 3; informal follow-up replies should be posted by 11:59 pm**	**N/A**
*Also, revisit the Dow and Baer phonics text as you will be completing the online phonics quiz this week. You do not need to mention the phonics text in your reader response.	**Webinar 1 *Written Reflection*** Due to Blackboard (from participation in webinar 1 or viewing of recording of webinar). (2/01)	**11:59 p.m., Friday of Week 3 (2/01)**	**11:59 p.m., Saturday of Week 3 (2/02)**
	Webinar 2— **Will take place on Blackboard Saturday of Week**	**Saturday of Week 3 (2/03) 1:00 pm-2:00 pm CST on**	N/A

	3 (2/02) 1:00 pm-2:00 pm CST. **Attend the webinar or watch the recording.**	**Blackboard (Collaborate)** *Watch the webinar *recording* if you are unable to attend the webinar in real-time.	
	Online Phonics Quiz—Take <u>during Week 3.</u> Quiz opens: <u>1/28 (12:01 am)</u> Quiz: closes: <u>2/03 </u>(11:59 pm) **Open note and timed on Blackboard. Quiz can be retaken multiple times.**	Quiz window: Monday, 1/28 (12:01 am) through Sunday, 2/03 (11:59 pm)	N/A
Week 4 (2/04) **Structuring a Balanced Literacy Program & Differentiating Instruction** **REQUIRED READING FROM:** 1. Routman, Reading Essentials, chapters 5-6 2. Professor Authored Reading & Videos	Reader Response, Replies	**Response** **11:59 p.m., Friday of Week 4**	**11:59 p.m., Saturday**
	Reader Response, Replies	**Replies** **By or before 6:00 p.m. Saturday of Week 4; informal follow-up replies should be posted by 11:59 pm**	N/A

	Word Study Lesson Plan (Use required template)	**11:59 pm, Sunday of Week 4 (2/10)**	**11:59 pm Monday of Week 4 (2/11)**
	Webinar 2 Written Reflection Due to Blackboard (from participation in webinar 1 or viewing of recording of webinar). Due 2/08	**11:59 p.m., Friday of Week 4 (2/08)**	**11:59 p.m., Saturday of Week 4 (2/09)**
Week 5 (2/11) **Writing & Assessment** **REQUIRED READING FROM:** **1)** Routman, Reading Essentials, chapter 7 + 2) Professor-Authored Reading & Videos	**Reading Improvement Professional Development Handout—upload to Assignments on Blackboard AND to TK20.** **Submit Reading Improvement Professional Development Handout to TK20** ***Please double-check that your work follows the assignment description and rubric!** **Upload the Prof. Development Handout to the TK20 site by Thursday of Week 5 (2/14)!**	**Thursday, 11:59 pm of Week 5 (2/14) (to both Assignments and TK20)**	**Friday, 11:59 pm of Week 5 (2/15)**

	Reader Response, Replies [post as early in the week as possible!]	**Response** **11:59 p.m., Friday of Week 5**	**11:59 p.m., Saturday**
	Reader Response, Replies	**Replies** **By or before 6:00 p.m. Saturday of Week 5; informal follow-up replies should be posted by 11:59 pm**	**N/A**

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.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

<u>Academic Honesty:</u>

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

The following statement should be part of the required heading on all major assignments posted in the course.

Academic Honesty Statement

I have read and understand the UTA Academic Honesty clause as follows. "Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22)."

Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

"Signature" (Typed name):
Date:

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Detailed Description of Course Requirements
*NOTE: Week 1 is the week of January 14, 2013.

Reading Response and Replies (5 sets; one per week) 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 three parts: a) candidate's original response to readings, b) candidate's replies to peers.
Format & Content: Arrange assignment in the sequence that follows with the required sections / subheadings and the content points noted.

Part A: Response: 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. Candidates should make ONLY ONE posting for the lessons (usually 2-3 lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and online lessons read. Mark the posting with the following label: Response #1, etc.
- **Six Key Points I Learned/I Found Interesting:** Candidates will cite at least 6 specific pieces of research, findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting.

Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.

- **Two Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least 2 specific pieces of information from the textbook <u>and</u> online reading noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **One Point I Would Like More Information About:** Candidates cite at least one piece of information from the textbook and online reading that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

Part B: Replies: Following response posting, candidates will return to the discussion board to read and reply to at least two peer's responses. Label replies as Reply 1A & Reply 1B, etc. 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

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* ☐	Expert 10	Acceptable 6	Unacceptable 0-1
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)
Six key points	Notes more than the six key points drawn from both online and text reading with excellent elaboration, in depth insights, application to classroom, and specific examples (4)	Notes six points drawn from both online and text reading with insights, application to classroom, and examples (3)	Does not note the minimum number of points and/or points are limited or superficial (2)
Two Key Points I Have Questions About/Found Confusing/ Disagreed With	Notes more two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings (3)	Notes two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings (2)	Does not note the minimum number of questions or observations have limited connection to reading (1)
One Point I Would Like More Information About	Notes more than one key point for more information that reflects insightful reading of the material (2)	Notes one key point for more information that reflects insightful reading of the material. (1)	Does not note a request for more information (0)
Tasks for Part B: Replies	Expert 10 points	Acceptable 7 points	Unacceptable 3 points
Format	Posts more than the two 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) Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extendsions of the dialogue (3)	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3) Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2) Engages in limited discussion with peers or limited extension of the the dialogue (1)
Extension of Dialogue			

Template for reading response (Part A).

*A version of this template will also be sent via UTA email and also posted on Blackboard. When posting to Blackboard, cut and paste your response into the body of your discussion thread. You can also attach it as a word document, but you should be sure the content of your response is cut and pasted into the thread you post. **Do not post at the last minute! Post on time or before the deadlines!**

Instructions:
Complete, then copy/paste this portion of the document to the Discussion Board for sharing your Reading Responses with your online colleagues. Note the highlighted sections below to receive full credit!

Six Key Points (Six points are a minimum; **MORE POINTS ARE REQUIRED FOR FULL CREDIT)**:
Cite specific research findings, suggestions from your Readings (textbook and Professor-Authored Reading), noting the source/page/author and what you learned that was new and/or interesting. State these points in your own words and note how these points relate to your specific teaching situation with personal reactions/responses/analysis.

For each point, provide information (and label) for each of the following components:
a. What I learned or found interesting (Include page number)

b. How does this relate to you in your specific situation? (*Be specific*)

1a.
1b.

2a.
2b.

3a.
3b.

4a.
4b.

5a.
5b.

6a.
6b.

7a.
7b.

Two Key Points I Have Questions About/Found Confusing/Disagree With (MORE POINTS REQUIRED FOR FULL CREDIT)*:*

Cite at least two specific pieces of information from the textbook and online reading noting the chapter/page/author and what remaining questions you still have, why you are confused, why you disagree. Cite how these points relate to your specific teaching situation with personal reactions/responses/analysis.

For each point, provide information (and label) for each of the following components:
a. Key points that generated questions, confusion, or disagreement (include page number)
b. Why are you confused or disagree? How do these points relate to your teaching situation? *(Be specific)*
1a.
1b.

2a.
2b.

3a.
3b.

One Point I Would Like More Information About (MORE POINTS REQUIRED FOR FULL CREDIT)*:*

Cite at least one specific piece of information from the textbook and online reading that you would like to explore further, noting the chapter/page/author. Cite how this issue relates to your specific teaching situation with personal reactions/responses/analysis.

For each point, provide information (and label) for each of the following components:
a. Specific information you would like to explore further (include page number)
b. How does this issue relate to your teaching situation? (*Be specific***)**

1a.

1b.

2a.
2b.

Reading Improvement Professional Development Handout (Share with colleagues)—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, 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**).**

**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.
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.   **Conferring 1-on-1 with students during reading workshop**
16.   **Conferring 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 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

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 Four+-page-handout:

Section 1: Evidence-Based Handout (4+ pages single-spaced; include graphics and visuals). This 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). At least 15 tips should be presented 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.

Guidelines for the length of the handout are that it should be at least 4 pages, single spaced, with use of 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.

**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 tips should be presented in a separate box within the newsletter._

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

- **Section II: Webliography/Bibliography:**

1) Webliography: This is your chance to share web resources with your peers and with parents. Share at least 5 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 should include a link to the resource so peers can just click on it and go to the site to check it out.

2) Bibiliography/List of recommended readings: 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. 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.

Before you submit your final handout, use this self-checklist (for your own purposes) before you turn it in and as you work on it:

PD HANDOUT CHECKLIST--USE THIS FOR YOURSELF

Checklist: Use this to informally self-check your handout before doing the final submission of the PD Handout. Be sure your APA citations are 100% correct throughout and in your end references.

☐ Are your articles research-based and report on the results of an actual empirical research study?

☐ Have you include *an annotated bibliography* ("recommended readings" that aren't included in the handout—see rubric below) and *also listed references* (the research citations included within the article). The annotated bibliography and the references are two separate things at the end of the handout.

☐ The title page and background information page should be turned in with the handout. When you share your handout with other colleagues, you don't need to include the title page, but it needs to be included for your submission for this class. Be sure you have included: One to two paragraph overview of the newsletter and rationale for creating the handout. How will this handout benefit other teachers?

☐ **Did you include the parent tips?**

☐ **Is your handout totally error-free?** Have you used copy-right free images and given a source link for the images you have used? No copyrighted images should be used.

☐ Are your articles from prominent peer-reviewed journals? Again, these articles must be-research-based. Do not cite our textbooks.

Tips: ********Be sure your PDH has the following:*****

1) **References [at the end of the document]**
In References, at the end of your document, cite your 3 [or more] research articles and *other sources* you cited within the document in *APA format*. Be sure your main research articles are based on the report findings of an actual *research study. Again, this is where you cite the research articles and other sources you used in addition to the three research articles.*

2) **The (annotated) Bibliography** is *extra* "recommended reading" related to your topic, cited in *APA format. Include a rich descriptive paragraph for each item in the bibliography.*

3) **The Webliography** is an annotated list (with description of each site) of 5+ related websites that would be helpful to the reader of your handout (such as a peer colleague). Include a rich description of each website. Be sure your handout is error-free and **adheres to the course rubric**. Consult the example handouts in Resources on Blackboard.

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. Clip art is better.

GRADING RUBRIC FOR FINAL PROFESSIONAL DEVELOPMENT HANDOUT

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
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 more than the 15 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 multi-media 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	**45 points** 1) Newsletter provides at least 10-15 required tips. 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 the 15 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

	newsletter. (12)		examples of ways that parents can be supportive of the instructional tips are included in the newsletter (0-6)
Section II: Annotated Webliography / Bibliography 10 points **(Annotated means *describe* each one)**	**10 points** 1)Webliography: Shares more than 5 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) Bibiliography: Includes citations (in APA format related) with well developed paragraph describing at least 5 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 5 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) Bibiliography: 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) Bibiliography: 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**

Word Study Lesson Plan. Rubrics and guidelines are below. Use required template on Blackboard. Word Study Lesson Plan (Use required template). Due 11:59 pm, Sunday of Week 4 (2/10)

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.
*One of the webinars will provide guidance on this assignment.

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 *Self-Paced Phonics* book and other resources from within the course, including the E-Reserve readings (Smith & Read, and Chall and Popp). Your plan should also include a brief pre and post assessment component.

First, pick a single word study focus. You can pull an idea from the Dow and Baer text (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). This plan would be for a student who is in 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 Bow and Daer book or from the course readings.

The **plan** should include the following components. Use the required template for the *Word Study Unit Plan*. The template will be posted on Blackboard.

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 more on writing objectives.

2) **A simple phonics pre-assessment tool (e.g., phonics screener).** I will provide examples of this. Examples include: a running record, spelling test, or phonics screener. Include the actual assessment tool, if possible, or a link to it. See the E-Reserve reading by Chall & Popp for more examples of specific ways to assess. You can use one of the recommended assessment tools from this reading for your assignment. Quick phonics screeners are overall good tools. Here is an example:
http://www.wovsed.white.k12.il.us/RtI%20Forms/Other%20RtI%20Forms/QuickPhonicsScreener.pdf
Here is another one from California: Click here.

2) **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. Lesson should follow the required template. **Samples will be provided and information in *the Smith and Read* (2009) E-Reserve reading will be especially helpful.**

Scaffolding should suggest review from the previous lesson 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's a lot of free apps out there! I strongly encourage technology integration within your lesson.

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. The post-assessment can be the same measurement tool as the pre-assessment. Consult the Chall and Popp readings and the webinar for ways to do this.

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)**

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.

Rubric for the Word Study Lesson Plan— (25 points); Use required template on Blackboard.

Tasks for *Word Study Lesson Plans*	Target	Acceptable	Unacceptable
Introduction to the plan and overarching goals	Clearly-articulated, specific background and foundation for lesson (3 points)	Some details of background and foundation for lesson (2 points)	Inadequate background and foundation for lesson (0-1 point)
Follows format: rationale, goal, objectives, activities, assessment, and extensions.	The lesson includes all required elements as specified in the assignment description. (5 points)	The lesson includes at least 4-5 required elements. (4 points)	Substantial required elements are missing or incomprehensible. (0-3 point)

Incorporates the elements of best practices word study/phonics integrated into explicit, systematic instruction	Presented in an understandable way which reflects the current research in reading theory. (3 points)	Presented in a way which reflects some research in reading theory. (2 points)	Does not reflect current beginning reading theory. (0 points)
Quality of selection of activities (engaging lesson)	All of the activities engage students in a specific reading focus that develops phonics skills. (2 points)	Most of the activities engage students in a specific reading focus that develops phonics skills. (1 point)	Few of the activities engage students in a specific reading focus that develops phonics skills. (0 points)
	The lesson involves students in more than one of the following: listening, speaking, reading, and writing. (2 points)	The lesson involves students in the following: listening, speaking, reading, and writing. (1 point)	Students are involved in little or no listening, speaking, reading, and writing. (0 points)
	The lesson has more than one "hands-on" component. (2 points)	There is only one "hands-on" component. (1 point)	The lesson includes no "hands-on" components. (0 points)
Purposeful use of explicit instruction: instruction is direct, systematic, and explicit and provides supports to beginning readers	The language and materials used in the plan (e.g., prompts, scaffolds, tools) support beginning readers in a direct and explicit way. (3 points)	The language and materials used in the plan (e.g., prompts, scaffolds, tools) somewhat support beginning readers in a direct and explicit way. (2 points)	The language and materials used in the plan (e.g., prompts, scaffolds, tools) are missing, very incomplete, or do not support beginning readers in a direct and explicit way. (0 points)
Assessment Components and resources (pre and post assessment)	Pre-and Post-assessment are appropriate and aligned with instruction; it is described in detail and an actual copy of the assessment (if	Pre-and Post-assessment are somewhat appropriate and aligned with instruction; it is described in some detail and an actual	Pre-and Post-assessment are not appropriate for the instruction (too easy or too hard or not aligned with content) or the pre-assessment is missing or

	available or if teacher designed) is included. (3 points)	copy of the assessment (if available or if teacher designed) is included. (2 points)	described in minimal detail. (0 points)
	Resources are included that share websites and/or mobile apps that connect with the teaching focus. The minimum number of sites are included (at least 3 sites/apps with a brief description for each). (2 points)	Resources are included that share websites and children's book that connect with the teaching focus. Less than the minimum number of sites (3) are included. (1 points)	Resources are not included that share websites and children's book that connect with the teaching focus or extremely few resources (0-1) are shared. (0 points)

Webinar Video-conference and brief reflection after each session (2 reflections X 15 points each)

The purpose of video-conferencing/the webinars are to allow you to have a a more interactive "real-time" learning opportunity with the professor . The webinar is designed to instruct using an innovative tool as well as clarify assignments and course content! ☺ Bring questions to the webinar! You can type them in the chat window or ask them if you have a microphone capacity!

The two Saturday webinar sessions will be about 60 minutes in length and will take place on Blackboard using **Blackboard Collaborate**. The purpose of video conferencing is to allow you to ask questions, seek guidance, share ideas, and otherwise dialogue with the professor in a real-time format. **We will focus primarily on the two main course assignments during these video sessions: 1) <u>Word Study Unit</u> Plan and 2) the <u>Professional Development Handout</u>.**

<mark>*If you cannot attend the webinar(s), you can watch the recording(s) on Blackboard.*</mark>

The tentative plan for the video-sessions is as follows. This table outlines the weeks, topics, and suggested activities for each session. I hope this time is flexible and we aim to be student-centered in these sessions, so if you have a topic for discussion that relates to your academic learning, feel free to bring it up during the session.

The name of the webinar videoconference tool we will use is **Blackboard Captivate** and it is located **within Blackboard**.
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Directions for Entering the Webinar Videoconference Session:

<u>**To enter a session:**</u>

Go to Blackboard and go the class. Go to the Course Menu (column on the left side once you are inside the course).

k on **Collaborate Webinar Sessions** on the course menu. It will be available at the beginning of the class if you want to practice entering the session prior to the actual webinar!

ect your session name. It will say "Webinar 1".

le will download to your computer: get.session.link. Click on this file to open. (You may be asked if you want to keep the file or "trust" it, select Yes.)

e session will launch after opening the session file.

24/7 Support: 1-(877)-382-2293

Chat Support and Online Documentation:

http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1

Inside the session: Click on the Help tab to view available online documentation, such as Essentials for Participants.

Tentative timeline for Webinar sessions and discussion topics

Videoconference Session	General assignment to discuss	Open-Ended Guiding Questions to Discuss (Be prepared to discuss at webinar or think about during viewing of recording).
1 DATE OF LIVE WEBINAR: 1/26 1 pm (CST), Saturday of Week 2 REFLECTION DUE TO BLACKBOARD:	Initial Professional Development Plan; be ready to discuss your tentative ideas with Dr. Semingson Q/A about course topics, readings and assignments.	What are your initial thoughts for your PD handout plan? What resources and assistance would be helpful to you in working on your PD Handout? How is your understanding of the readings going for the recent weeks? What applications are you thinking of for your current and future teaching?

2/01 DATE OF LIVE WEBINAR: 2/02 1 pm (CST), Saturday of Week 3 REFLECTION DUE TO BLACKBOARD: 2/08	Word Study Lesson Plan Progress on Professional Development Handout Q/A about course topics, readings and assignments.	What are your initial thoughts for your Word Study plan? What resources and assistance would be helpful to you in working on your Word Study plan? How is your understanding of the readings going for these recent weeks? What applications are you thinking of for your current and future teaching? What are your initial thoughts for your PD handout plan? What resources and assistance would be helpful to you in working on your PD Handout? How is your understanding of the readings going for the recent weeks? What applications are you thinking of for your current and future teaching?

Post-Webinar Reflection (2 reflections x 15 points each=30 points). The reflections will be scored holistically according to the following rubric. Make sure your reflection is thorough and detailed!

Following each webinar video session, you will do a brief reflection to submit to Blackboard. These reflections will be scored holistically, and evaluated for length, timeliness of submission, and depth of reflection. The template is posted on Blackboard and will be sent via UTA email, as well.

Post Video-Conference Reflection Form

Your Name:
Webinar Session and Date:
Topic of Session: (e.g. Professional Development Handout):

After each video-conference session, write a 1-2 page (**single-spaced**; 12 font, standard margins) reflection here. Your videoconference reflection must be at least a page (single-spaced)! Use the required format.

1. What did you learn during the webinar (recap and summarize)?

2. What resources did you learn about that will be beneficial and how can you use them?

3. How can the videoconference session help you with you this course in future sessions?

Rubric for Post-Videoconference Webinar

Section	Expert (15 points)	Acceptable (10 points)	Unacceptable (0-6 points)
Post-Webinar Reflection (1-2 pages,	Reflection is fully complete and template and questions were	Reflection is mostly complete and template and questions were answered	Reflection is fully complete and template and questions were answered correctly.

single-spaced, 12 font, standard margins)	answered with a reflection over 1 page (single spaced, 12 font). A good level of detail is given to the reflection. The reflection refers back to specific ideas and concepts from the webinar Reflection is error free from grammatical and punctuation errors.	correctly but s less than 1 page (single-spaced, 12 font). A moderate level of detail is given to the reflection. The reflection refers back to some specific ideas and concepts from the webinar Reflection is mostly error free from grammatical and punctuation error.	A weak and skeletal level of detail is given to the reflection. The reflection refers back to few specific ideas and concepts from the webinar Reflection contains many grammatical and punctuation errors.