

**LIST 4373      Literacy Learning for EC-6 Students: Reading and Writing**

**Spring 2013**

**Wednesdays 5 – 7:50**

**SH 332**

Instructor

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Catalog  
Description

**LIST 4373 - 001** Balanced literacy approach to teaching with an emphasis on reading and writing. Theoretical models, principles of teaching reading and writing using a variety of instructional strategies, the role of phonemic awareness, effective program organization, assessment, and classroom management.

Objectives

Students enrolled in **LIST 4373** will be presented with an opportunity to:

1. Increase their knowledge of the research and theory pertaining to language development, as well as the relationships between oral and written language development;
2. Know how to assess children’s interests, attitudes, and needs, in order to inform teaching and provide engaging instruction;
3. Understand instructional issues and approaches surrounding phonological awareness, phonemic awareness, and the alphabetic principle;
4. Know how to help all children learn literacy using multiple strategies – including graphophonics, structural analysis, sight words, and context cues;
5. Be able to help all children read fluently and comprehend text at various levels of development;
6. Be able to evaluate and select appropriate materials for literacy instruction in order to meet the needs of their students;
7. Be able to select and locate literature that meets the needs and interests of children;
8. Know how to share literature with children in ways that are authentic;
9. Know how to develop and enhance children’s vocabulary;
10. Understand the writing process, and be able to implement a writing program that helps children grow as writers;
11. Be able to develop literacy lesson plans, including how to make modifications for students who face challenges in literacy learning such as dyslexia;
12. Know how to help children use reading and writing strategies across the curriculum;
13. Develop an understanding of ways to organize and implement a comprehensive literacy program; and
14. Know ways to continue professional development in learning about children’s literacy development.

These objectives are consistent with the [Standards for the English Language Arts](#) that are sponsored by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), two major professional organizations for teachers of English language arts. As well, the theoretical underpinnings and recommended practices in this course are consistent with the Association for Childhood International (ACED) standards.

**Required Texts**      Tompkins, Gail (2010). *Literacy for the 21<sup>st</sup> century: A balanced approach*. Boston: Pearson.

1 children’s book – to be determined

Other materials will be posted or linked on Blackboard. These may be PDF files you can download, emails, or comments in a discussion board.

**Other Required Materials**      **TK20**, a comprehensive data management system adopted by the College of Education and Health Professions. Some assignments **MUST** be put into TK20. On-line tutorials and training materials have been organized to orient you to the TK20 system and its use. The direct link to the COEHP TK20 informational website is <http://www.uta.edu/coehp/tk20>.

**Assignments and Grades**      Final Grades for this course will be determined based on:

4 quizzes		20 points each/80 points
Book Club and Presentation		30 points
In-class activities and exit tickets		5 points per day/70 points
Notebooks/vocabulary list		20 points
Balanced Literacy Lesson Plan		80 points
Guided Reading Lesson Plan*		20 points
(a section from the Balanced Literacy Lesson Plan) for TK20		<b>Total 300 points</b>

Grade Scale:

A – 279 – 300 points (93 – 100%)	B – 255 - 279 points (85 – 92%)
C – 225 - 254 points (75 – 84%)	D – 210 - 224 points (70 – 74%)

**Dates**

- Feb. 13      Quiz 1 (Theories, Reading & Writing process)
- March 6      Quiz 2 (Emergent Literacy & Phonics, Phonemic Awareness, Fluency – Chpts 4, 5, 6)
- March 20      Quiz 3 (Vocabulary, Comprehension – Chpts 7, 8, 9)
- April 17      Quiz 4 (Differentiating, Literacy Across the Curriculum, Organizing for Instruction)  
Quizzes may be a mixture of multiple choice and short answer. Each will have about 20 questions.
  
- March 27      Book Club Presentations
  
- April 24      Balanced Literacy Lesson (with in class presentations)
  
- May 1      Notebooks
  
- May 1      Guided Reading Lesson posted to TK20

## Course Calendar

Date	Topic	Due (always due – vocabulary list and reading journal)
Jan 16	Introductions	
Jan 23	Theories for Literacy; Effective Literacy Teachers	Read Chapter 1
Jan 30	Reading and Writing Processes <b>Competency 004 Literacy Development</b> <b>Competency 007 Reading Comprehension and Applications</b> <b>Competency 009 Writing Conventions</b> <b>Competency 010 Written Communication</b>	Read Chapter 2
Feb 6	<b>Quiz 1</b> Assessing Literacy; Dyslexia and Other Challenges <b>Competency 004 Literacy Development</b>	Read Chapter 3
Feb 13	Emergent and Early Literacy <b>Competency 001 Oral Language</b> <b>Competency 004 Literacy Development</b>	Chapter 4 Bring photos, copies, or realia (cereal boxes, etc.) demonstrating environmental print
Feb 20	Cracking the Code – Phonics, Phonemic Awareness <b>Competency 003 Alphabetic Principle</b> <b>Competency 002 Phonological and Phonemic Awareness</b> <b>Competency 004 Literacy Development</b> <b>Competency 005 Word Analysis and Identification Skills</b>	Chapter 5 Making Words and Word Sort activities Writing samples
Feb 27	Developing Fluency Readers Theater, Writing <b>Competency 004 Literacy Development</b> <b>Competency 005 Word Analysis and Identification Skills</b> <b>Competency 006 Reading Fluency</b> <b>Competency 009 Writing Conventions</b>	Chapter 6
March 6	<b>Quiz 2</b> Vocabulary <b>Competency 004 Literacy Development</b> <b>Competency 005 Word Analysis and Identification Skills</b>	Chapter 7 Word Study activities – in groups

March 13

## Spring Break

March 20	Comprehension – Reader Factors <b>Competency 007 Reading Comprehension and Applications</b>	Chapter 8
March 27	Comprehension – Text Factors Book Club Presentations <b>Competency 007 Reading Comprehension and Applications</b> <b>Competency 011 Viewing and Representing</b>	Chapter 9
April 3	<b>Quiz 3</b> Organizing Instruction – Managing it All	Chapter 10
April 10	Differentiating Instruction Language Variations <b>Competency 001 Oral Language</b> <b>Competency 004 Literacy Development</b>	Chapter 11
April 17	<b>Quiz 4</b> Literacy in the Content Areas <b>Competency 005 Word Analysis and Identification Skills</b> <b>Competency 011 Viewing and Representing</b>	Chapter 12
April 24	TBD	Balanced Literacy Lesson Plans
May 1	Tentative: Balanced Literacy Presentations	Guided Reading Lessons posted to TK20 Notebooks

The following English Language Arts Competencies are addressed in this course:

**Competency 001 (Oral Language):** The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

**Competency 002 (Phonological and Phonemic Awareness):** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

**Competency 004 (Literacy Development):** The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

**Competency 005 (Word Analysis and Identification Skills):** The teacher understands the importance of word identification skills (including decoding, blending, **structural analysis, sight word vocabulary, and contextual analysis**) and provided many opportunities for students to practice and improve word identification.

**Competency 006 (Reading Fluency):** The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

**Competency 007 (Reading Comprehension and Applications):** The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

**Competency 008 (Reading, Inquiry, and Research):** The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

**Competency 009 (Writing Conventions):** The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

**Competency 010 (Written Communication):** The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

**Competency 011 (Viewing and Representing):** The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

## POLICIES

### INSTRUCTOR/COURSE POLICIES

**Excellence:** Your work is expected to be excellent! Read all readings carefully and thoroughly – no skimming. Write detailed notes in your reading journals, and keep track of new and important vocabulary. You are on the path toward becoming excellent teachers – don't shortchange your future students by taking shortcuts in your own education. Proofread your final work. There should be no spelling or grammatical errors in anything you turn in. Be prepared for class discussions by doing the assigned reading and journaling. If you feel stuck, ask a classmate or me for help. There is a Japanese word – Kaisen – that means "continuously working toward excellence." Live Kaisen!

**Due Dates:** Complete all assignments by the due date posted. Any other arrangements will need to be agreed upon before the due date. All late work is subject to the LIST Program 25% per day deduction.

**Back-Up Your Work:** Maintain copies of all work submitted. Be sure to make back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. *There are no provisions for handling problems that having a backup copy of your work would have prevented.*

**Technology:** I love technology when it is used as a helpful tool. You may use computers, tablets, phones, etc. in class as long as they are helping you be more productive (taking notes, refreshing your memory on readings, looking up relevant information, etc.). We won't waste class time playing games, checking email, texting, checking Facebook, or similar things. Please put headphones away when you come into the classroom.

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

**Late Work:** All assignments turned in late will lose at least (if not more) 25% of the possible points for each day the assignment is late. *There are no exceptions.*

**Quizzes:** I will post study guides for the quizzes in Blackboard. You should use the study guides to help you prepare for quizzes. There will be no make-up quizzes for any reason.

**Journals:** Your journals are your written responses to the required assigned readings. As you read, select sections, quotes, and ideas that stand out to you. Each journal entry should be the equivalent of 1 – 2 pages typed (single spaced, 12 point font). Select sections of the text to respond to – include the page number. Write about each section you chose by summarizing, discussing how it connects to other knowledge (things you’ve learned in other classes, classroom observations, etc.) You can include other information, children’s books, or other resources. We will share these resources in class. Bring your journal with you to class. If you journal on your computer, you can bring either your computer/tablet, or a printed copy. These journals will be graded as a complete set at the end of the semester, but weekly participation grades will be based on your ability to discuss ideas that should be noted in your journals, so please don’t fall behind.

## COLLEGE OF EDUCATION AND HEALTH PROFESSIONS POLICIES

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

These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

**TK20 Requirement:** The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about \$100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

## UNIVERSITY POLICIES

**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.

**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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Adds and Drops:** 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>).

**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.

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

**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.