LIST 5390 Selected Topics in Reading: Text-dependent Reading and Writing
Fall Semester 2015

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Class Time: Tues 5:00-8:00 pm  Room: TBD

DESCRIPTION OF COURSE CONTENT
This course is designed to deepen teachers’ knowledge of text-dependent reading and writing instruction. Topics include the goal of literacy, components of text complexity, text-dependent questions, close reading, active reading, academic vocabulary, and evidence-based writing. Time will be spent addressing the needs of ELLs and Special Education students to ensure rigorous, standards-based instruction. This course combines an introduction to the theory, research, and knowledge in the field of literacy with application through field experiences in schools and classrooms.

LEARNING OBJECTIVES
Understand the research behind balanced literacy and the components of balanced literacy.
Utilize the factors of text complexity to select rigorous texts for instruction.
Create text-dependent questions that are aligned to the TEKS and ELPS.
Implement close reading as an instructional tool to drive achievement.
Maximize classroom conversations to increase comprehension about texts.
Select and evaluate academic vocabulary used for instruction.
Use writing to inform instruction.
Connect reading and writing to address all standards of the TEKS.

COURSE MATERIALS

Additional articles: Any additional readings assigned can be downloaded from Blackboard or will be provided in class.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Chapter/Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 1</td>
<td>Balanced Literacy</td>
<td>Chapter 1, pgs. 7–33</td>
<td>Article Review #1 - Balanced Literacy</td>
<td>Sept. 8</td>
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<tr>
<td>2</td>
<td>Sept. 8</td>
<td>Using Factors of Text Complexity to Teach the TEKS</td>
<td>Chapter 2, pgs. 35–41</td>
<td>Text Complexity Analysis Paper</td>
<td>Sept. 15</td>
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<tr>
<td>3</td>
<td>Sept. 15</td>
<td>Close Reading</td>
<td>Chapter 2, pgs. 41–49</td>
<td>Practice &amp; Reflection Report #1</td>
<td>Sept. 22</td>
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<tr>
<td>4</td>
<td>Sept. 22</td>
<td>Text-dependent Questions</td>
<td>Chapter 2, pgs. 49–62</td>
<td>Practice &amp; Reflection Report #2</td>
<td>Sept. 29</td>
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<tr>
<td>5</td>
<td>Sept. 29</td>
<td>Active Reading</td>
<td>Chapter 3, pgs. 63–82</td>
<td>Practice &amp; Reflection Report #3</td>
<td>Oct. 6</td>
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<tr>
<td>6</td>
<td>Oct. 6</td>
<td>Classroom Conversations</td>
<td>Chapter 4, pgs. 93–115</td>
<td>Practice &amp; Reflection Report #4</td>
<td>Oct. 13</td>
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<tr>
<td>7</td>
<td>Oct. 13</td>
<td>Academic Vocabulary</td>
<td>Article</td>
<td>Article Review #2 - Academic Vocabulary</td>
<td>Oct. 20</td>
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<tr>
<td>8</td>
<td>Oct. 20</td>
<td>Evidence-based Writing: Prompts and Short-answer Analysis</td>
<td>Chapter 5, pgs. 116–145</td>
<td>Practice &amp; Reflection Report #5</td>
<td>Oct. 27</td>
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SYLLABUS CHANGES: The instructor reserves the right to make changes to the above syllabus as necessary; students are responsible to be attentive to changes announced in class and/or posted in the class website.

COURSE ASSIGNMENTS

Article Reviews (2)
Students will find a peer-reviewed research article pertaining to the subject for that week and write a 1 to 2 page review of that article, using the template provided. Students will summarize the article and consider how the information presented in that article pertains to their classroom instruction.

Text Complexity Analysis Paper
Students will select five texts they frequently teach in their class and analyze them using the Qualitative Measures Diagram and the Text Complexity Rubric. They should evaluate the appropriateness of each text. Students will write a 2 to 3 page paper reflecting on their findings and their plan of action for future selections. Final submissions should include the completed Qualitative Measures Diagram and Text Complexity Rubric for each text.

Practice & Reflection Report (5)
Students will practice the instructional strategy discussed in class. In a 1 to 2 page report using the template provided, they will describe how they implemented the strategy and then reflect on that process. Students should include information about student participation and learning as well as personal reflections about the process.

Final Reflection Paper
Why is balanced literacy important? Use evidence from your practice and reflection reports as well as evidence from at least three scholarly journal articles that help explain the importance of balanced literacy. This paper should be 4 to 5 pages in length and formatted in APA style. A possible outline may be: 1.) What the professional literature says, 2.) Personal experience with implementation and student learning, and 3.) Conclusion.

Unit Scope & Sequence
Students will create a scope and sequence for a unit that integrates all of the components of balanced literacy that are discussed throughout the course. The scope and sequence will include a map of TEKS to be addressed on a daily basis, corresponding texts, and at least one week of daily lesson plans focused on one text and integrating all of the instructional strategies studied throughout the course. The scope and sequence should clearly show how each component is related to the TEKS and ELPs. This project may be completed in a group of three to six students and in which case should include as many weeks of daily lessons as are members in the group.

GRADING POLICY

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation/Assignments</td>
<td>250</td>
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<tr>
<td>Article Reviews</td>
<td>50</td>
</tr>
<tr>
<td>Practice &amp; Reflection Reports</td>
<td>125</td>
</tr>
<tr>
<td>Text Complexity Analysis Paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>100</td>
</tr>
<tr>
<td>Unit Scope &amp; Sequence</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>675</strong></td>
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Grades are based on points earned during the course.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>606–675</td>
<td>A</td>
</tr>
<tr>
<td>537–605</td>
<td>B</td>
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Fall Semester 2015
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

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

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
Tuition: Tuition for this course will be paid for by Dallas ISD.

Attendance and drop policy: Students are required to read and be prepared to discuss the assigned textbook chapters and workbook exercises on the scheduled class days. Class attendance and lateness policies will be discussed during the first week of class. Those policies include by reference all provision for grade adjustment or drop policies included in the applicable Graduate or Undergraduate Catalog in effect at the start of the semester. **Students with excessive absences risk failure of the course and removal from the program.**

A student dropping a course after the Census Date, but on or before the appropriate final drop date will receive a grade of "W" only if at the time of dropping, the student is passing the course (has a grade of A, B, C, or D); otherwise the student will get an "F".

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 to not 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.

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.

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.

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. While Dallas ISD Literacy Academy students will primarily use Dallas ISD email to communicate, it is important that students also maintain their MavMail for future courses and university information. In addition, coursework and assignments will be completed via Google Drive. All assignments should be shared with the instructors via Google Drive on or before the due 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.
Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

**Demonstrates excellence**
- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

**Participates in a learner centered environment and shows respect for self and others**
- Uses appropriate and professional language and conduct.
- Supports a “high quality” learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

**Research-based pedagogy**
- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

**Participates in on-going collaboration with peers and professionals**
- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

**Exhibits stewardship of diversity**
- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

**Advocates use of technology**
- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

**Shows interest in the learner and the learning-process**
- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.