Kathleen Copeland Tice taught elementary students in Houston, working in suburban and inner-city schools. She worked on her Master's degree in reading education at the University of Houston, and she received her Ph.D. in reading and in English/language arts education at The University of Texas at Austin. She worked on a part-time basis at Austin Community College, teaching developmental courses in writing and reading. She was a faculty member at St. Edward's University in Austin where she taught courses in college reading and in teacher education. During two summers, she taught migrant high school students through Rural Upward Bound, which was based at St. Edward's University. Subsequently, she joined the faculty at the University of Illinois at Urbana-Champaign and conducted research as part of the Center for the Study of Reading. There, she had the opportunity to work with prospective and current classroom teachers. As well, she was able to work with students from other fields through a graduate course she taught that was part of an interdisciplinary program.
Currently, Dr. Tice is the program coordinator for literacy studies in the Department of Curriculum & Instruction at UT-Arlington. She also works with undergraduate and graduate students through teaching courses in literacy studies. Her research has focused upon teacher knowledge development and service-learning in teacher preparation. She has served as the chair and annual conference program chair for the Service-Learning & Experiential Education-SIG (Special Interest Group) of the American Educational Research Association and the Chair of the Service-Learning & Experiential Education-SIG. She is a co-editor of the *International Journal of Research on Service-Learning in Teacher Education* which is co-sponsored by the International Center for Service-Learning in Teacher Education which is housed at Duke University and the SIG-Service-Learning & Experiential Education of the American Educational Research Association (AERA). She received four awards for her dissertation research, including the Promising Researcher Award from the National Council of Teachers of English. She has received awards for outstanding teaching from universities where she taught before teaching at UT Arlington, and she received the UT Arlington (University of Texas at Arlington) Faculty Service-Learning Award. Additionally, she received Regents’ Outstanding Teaching Award from The University of Texas System. Below is a link to a video which features a service-learning experience that is part of an undergraduate course children’s literature that Dr. Tice teaches. Through this service-learning experience, prospective teachers read aloud to English language learners from working poor families.

[http://www.youtube.com/watch?v=LrO8X5DvX1k](http://www.youtube.com/watch?v=LrO8X5DvX1k)

**Office Hours: Monday–Saturday, by appointment**

**Communication:**
- The instructor checks email daily. The instructor will reply within two days to email received. To speak with an instructor on the phone, please use the phone number provided by the instructor (which may not be the same number in the syllabus because access through the office number could create a delay).

- The instructor will provide feedback to assignments/grade assignments within 48 hours after a due date except for drafts of the case study, which could take longer.

**Time and Place of Class Meetings:** Wednesday, 5:00-7:50-Trimble Hall, 115

**Section Information:** LIST 4376–001

**Catalog Course Description**
This course examines a variety of formal and informal assessment tools of reading and language arts learning. Strategies will be taught for helping children with various reading and language arts needs. Students will apply reading and writing assessment and instructional strategies with children.

**Overall Course Objectives:**

1. Teacher candidates will be able to provide assessment and instruction to foster students’ learning in major components of literacy instruction:
   - phonological and phonemic awareness;
• phonics and morphemic/structural analysis, sight vocabulary as part of word identification abilities;
• vocabulary;
• comprehension;
• fluency;
• writing.

2. Teacher candidates will be able to understand and practice fundamentals of effective instruction to develop students' literacy development in classrooms. More specifically, teacher candidates will be able to:
• combine graphical and verbal presentations of content
• explicitly connect and integrate abstract and concrete representations of content;
• ask high-level/deep questions that demand students explain what they know
• alternate to provide demonstrating how to use a strategy or solve a type of problem and asking students to solve the same type of problem independently or in groups
• to provide multiple opportunities, spread over weeks and months, for students to practice what they have previously learned;
• design and give assessments that enhance retention of content.

3. Teacher candidates will be able to provide data-driven instruction to meet the needs of students’ of varying ability levels, including struggling readers and English learners.

4. Teacher candidates will know how to manage a literacy program.

Overall Course Schedule and Topics:

**Week One–Week Two**
Initial Planning for Data-Driven Instruction of the Case Study

**Week Three–Week Four**
Planning for Data-Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

**Week Three–Week Four**
Planning for Data-Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

**Week Five – Week Six**
Providing Data-Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

**Week Seven–Week Eight**
Documenting Data-Driven Instruction, Phonics, Classroom Assessment, Oral Language Development
**Week Nine–Ten**
Phonics Generalizations & Analyzing Miscues, Concepts about Print
Phonemic Awareness and Alphabetic Principle, Phonics and Other Decoding Skills
(Structural Analysis, Context Clues)

**Week Eleven–Week Twelve**
Comprehension–Teaching Informational Text, Vocabulary Development

**Week Thirteen–Week Fourteen–Week Fifteen**
Writing instruction

**Required Textbooks and Other Course Materials:**


  **Please make sure to purchase/rent the fifth edition.** There are differences. You can obtain the textbook through the UT Arlington bookstore by renting it or purchasing it.

- **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. This course does not require a submission to Tk20.

- You are required to purchase the Readings/Resource Packet for LIST 4374 available at Bird's Copies; 208 S. East St., Arlington TX 76010 (817) 459-1688. [http://www.birdscopies.com/](http://www.birdscopies.com/). You are required to bring these materials to class for learning experiences of the course, so there are no exceptions. You bring them in three-ring binder.


**Technology Requirements:**

What follows is a description of technology needed for this course.

- a computer with a consistent internet connection to access the course
- speakers or headphones to listen to videos
- a word processing software to complete written assignments
- an Internet browser: Mozilla Firefox and Google Chrome are the recommended and supported browsers for this course.

The course also has the following options for system requirements:

- Windows Vista, 7 or 8
- Mac OSX 10.6, 10.7, 10.8, or 10.

**UT Arlington Library:**
The UT Arlington Subject Librarian for Education is Gretchen Trkay (gtrkay@uta.edu).

Other information about resources the library offers includes the following:
Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course–specific policies on attendance. As the instructor of this section, I have established the following attendance policy.

Online Course Meetings–Class members are expected to participate fully in the online course learning experiences, including being prepared for online discussions and posting by deadlines. Points will be deducted for late initial postings, and no credit is given for late replies. If a class member cannot post by the deadline, the class member should notify the instructor.

Face–to Face Course Meetings–If a class member is absent for any reason he/she needs to arrange with a classmate to obtain notes and handouts. All cooperative classroom activities will be assigned points. Since these activities require student’s participation in specific class periods, the activities cannot be made up at any other time. Therefore, on the third absence if a course meets twice a week or two absences if a course meets once a week, during a summer semester, or during an Intersession semester (whether excused or unexcused), the student’s grade will drop one letter grade.

If a class member leaves early, he/she must indicate that when the roll sheet is passed around. If leaving early is not anticipated, he/she must leave a note with the instructor or with a class member who gives it to me. Leaving early could result in a 5–percent grade reduction for class participation.

Class Participation/”Netiquette”:

This course is part of a program preparing students to enter a profession. Therefore, professional interactions are expected. Much of the “text” of the course is created and gained by class members’ contributions as they interact with others. Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning.
Class members are expected to complete all assignments by due dates, thereby being prepared to participate. **When meeting face-to-face, class members** must not arrive late, leave early, or not participate fully and/or in a professional manner. If class members work on assignments for this course or another, send a text message during a class meeting, or engage in any task that is not part of the class activities, they receive an automatic 5 percent final grade deduction each time you do so. Talking at inappropriate times similarly results in a large deduction for class participation. Class members have a right to express ideas in a candid manner, but they need to display a professional, not negative, demeanor in doing so. Those who choose to participate in a professional manner will be more apt to learn more because they are listening fully and/or crystallizing their thinking through sharing.

When creating and replying in the discussion forum, you must follow the below guidelines.

- Review your work before you post.
- Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

When emailing your instructor or academic coach, you must follow the below guidelines:

- Always include the course name in the subject of your email.
- Use appropriate language and not slang or abbreviations.
- Emails are professional in manner, so no emotions

**Literacy Studies Late Work Policy**

Late work is accepted when the student has made prior arrangements with the instructor. All assignments turned in late could lose 10% of the possible points.

**Dispositions in the College of Education and Health Professions, The University of Texas at Arlington:**

I. **Professional Dispositions Statement** (Approved by Teacher Education Council, 2–7–2012)
The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each 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 candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

II. PROFESSIONAL DISPOSITIONS GUIDELINES
The following Professional Dispositions Guidelines are to be followed by all students in COEHP. The standards referenced are those of the Texas Administrative Code. Students are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, K–16 students).
  - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
  - Accepts decisions made by institutional authority (no means “no”).
  - Treats others in a just and equitable manner.
- Maintains composure and self-control.
  - Responds positively to constructive criticism.
  - Follows appropriate channels of communication/authority.
  - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
- Complies with class and program requirements
  - Attends classes, trainings, and field experiences.
  - Arrives on time and remains for the duration.
  - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and TEA/professional specialty program area standards.

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
- Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.
Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

Academic Integrity:
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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

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

Course Prerequisites:
College of Education Eligibility for Admission and Enrollment
Students seeking admission to the College of Education must meet specific criteria set by the College of Education and complete or satisfy the following requirements for unconditional admission:

- Satisfying the University’s credit hour requirements for admission to a degree plan.
- Petition for admission.
- Submit transcripts from each college or university the student has attended (reflecting all current/completed semesters).
- Meet College of Education requirements on the TASP: Reading–270; Writing–220; Math–230.
- Have a GPA of at least 3.0 (overall or for the last 60 hours, whichever is higher).
- Any other assessment requirements deemed necessary by the College of Education.

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 Through creative collaborations and inspiring experiences, UT Arlington College of Education faculty members will prepare tomorrow’s educators to create, explore, and innovate in a 21st Century environment.

Mission: Be a global leader of excellence in the education sciences.
College Conceptual Framework:

University of Texas at Arlington
College of Education
Conceptual Framework

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

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

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

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

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK–20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

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

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

National Standards:

NCATE (National Council for Accreditation of Teacher Education, which is now CAEP, Commission for the Accreditation of Educator Preparation) approved national guidelines for certification program areas. These guidelines were developed by professional associations/SPA (Specialized Professional Associations) that are constituent members of NCATE/CAEP. In offering ESL certification, the EC–6 certification program at UT Arlington relies upon guidelines provided by the professional association, TESOL (Teachers of English to Speakers of Other Languages). Therefore, the national standards of this course are based upon the TESOL/CAEP (as stated, formerly NCATE) P–12 Teacher Education Program standards.

These standards also are known as the TESOL Professional Teaching Standards, and these are used in determining national recognition of programs. The TESOL Professional Teaching Standards also provide the basis of preparation and licensure of PK–12 ESL educators as well as program assessment. The standards can be accessed via the following: [http://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs](http://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs)#National Teacher Preparation Standards–Early Childhood (EC–6)

STANDARDS FOR TESOL PROGRAMS IN P–12 ESL TEACHER EDUCATION

Domain 1. Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development
Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

**Domain 2. Culture**

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

**Standard 2. Culture as It Affects Student Learning**

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

**Domain 3. Planning, Implementing, and Managing Instruction**

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

**Standard 3.a. Planning for Standards-Based ESL and Content Instruction**

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction**

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

**Domain 4. Assessment**

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

**Standard 4.a. Issues of Assessment for English Language Learners**

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

**Standard 4.b. Language Proficiency Assessment**

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.
STANDARDS FOR TESOL PROGRAMS Addressed in LIST 4376:

3.a.1. Plan standards– based ESL and content instruction.

3.a.5. Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.

3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.

3.b.4. Develop students’ listening skills for a variety of academic and social purposes.

3.b.5. Develop students’ speaking skills for a variety of academic and social purposes.

3.b.6. Provide standards–based instruction that builds on students’ oral English to support learning to read and write.

3.b.7. Provide standards–based reading instruction adapted to ELLs.

3.c.1. Select, adapt, and use culturally responsive, age– appropriate, and linguistically accessible materials.

3.c.2. Select materials and other resources that are appropriate to students’ developing language and content–area abilities, including appropriate use of L1.

3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.

State Standards:

ENGLISH LANGUAGE ARTS AND READING GENERALIST ESL, EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

State STANDARDS Addressed in LIST 4376:

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
**Student Learning Outcomes:** (followed by national and state standards met)
In regard to measurable learning outcomes, students/candidates will be able to:

- Demonstrate knowledge of how to provide instruction that develops speaking and listening abilities through five reading aloud and discussion sessions of the case study (State: Standard I, TESOL: 3.a.1. 3.b.3. 3.b.4. 3.b.5. 3.c.1 3.c.3.)

- Demonstrate knowledge of how to assess students' oral and listening comprehension analyzing transcripts of five discussions about books read aloud during sessions of the case study (State: Standard I, Standard I0; TESOL: 3.a.1. 3.b.3. 3.b.4. 3.b.5. 3.c.3.)

- Demonstrate knowledge of how to assess students' oral and listening comprehension analyzing transcripts of five discussions about books read aloud during sessions of the case study (State: Standard I, Standard I0; TESOL: 3.a.1. 3.b.3. 3.b.4. 3.b.5. 3.c.3.)

- Demonstrate knowledge of how to assess and provide data-driven instruction that develops alphabetic principle and word identification abilities through five word study-reading sessions of the case study (State: Standard V; TESOL: 3.a.1. 3.b.7)

- Demonstrate knowledge of how to assess and provide data-driven that develops develops alphabetic principle and spelling abilities through five word study-spelling sessions of the case study (State: Standard V; Standard I0; TESOL: 3.a.1. 3.a.5. 3.b.7.)

- Demonstrate knowledge of how to assess and provide data-driven that develops phonemic awareness, word identification, and fluency through five shared reading of poetry sessions of the case study (State: Standard II, Standard III, Standard V, Standard VI; TESOL: 3.a.1. 3.a.5. 3.b.7. 3.c.3)

- Demonstrate knowledge of how to provide writing instruction and assess students’ abilities in establishing content and using writing conventions through five writing sessions of the case study (State: Standard VIII, Standard IX, Standard X TESOL: 3.b.6.)

- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students’ phonemic awareness by writing for the take-home exam based upon reading the textbook (State: Standard II; TESOL: 3.b.6. 3.b.7.)

- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students’ alphabetic principle by writing for the take-home exam based upon reading the textbook (State: Standard III; TESOL: 3.b.6. 3.b.7.)

- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students’ phonics by writing for the quizzes and take-home exam based upon reading the textbook (State: Standard V; TESOL: 3.b.7.)

- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students’ vocabulary and comprehension by writing for the take-home exam based upon reading the textbook (State: Standard VI; TESOL: 3.a.1. 3.b.7.)

**Standard XII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.
• Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students’ fluency by writing for the take-home exam based upon reading the textbook. (State: Standard VI; TESOL: 3.b.7.)

• Write to document and reflect upon your oral and written language assessment and instruction by developing journal entries of five sessions and drafts of the case study report. (State: Standard X TESOL: 3.b.5. 3.b.6.)

• Participate in a writing conference with colleagues in the course to provide feedback to a colleague and exchange insights gained through a case study report draft that documents oral and written language assessment and instruction. (State: Standard VII, Standard X; TESOL: 3.b.5.)

Disability Accommodations:
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671.

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.

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

UT Arlington faculty members 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.

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](http://www.uta.edu/oit/cs/email/mavmail.php).

**Drop Policy:**

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

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback 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](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.

**Grade Calculation (Assignments, Points Earned, Minimal Completion):**

- **Case Study** (50 points)
- **Quizzes** (4 @ 5 points each, 20 points)
- **In-Class Assessments and Final Exam** (10 points)
- **Take-Home Exams** (4 @ 5 points each, 20 points)

TOTAL= 100 points

**Grading:**

The final grading scale for total points is as follows:
93–100 points = A
84–92 points = B
76–83 points = C

**Descriptions of Major Assignments:**

Due dates for Assignments are presented in the Weekly sections of the course.

**Take-Home Exams (4 @ 5 points, 20 points total)**
The take-home exams will provide review and application of information you read in the textbook or in course materials.

**Quiz 1-4 (@ 5 points each, 20 points total)**
Each quiz will assess your knowing content and how to apply content that you would be applied readily as you work with students. The Blue Book learning experiences relate to the credit awarded.

**In-Class Assessments and Final Exam (10 points)**
During class meetings, you will engage in a series of experiences that provide learning and assessment of major concepts. The learning takes place through your participation, so class attendance is mandatory for earning the points. The learning experiences work in tandem, so the points earned are based upon attendance at all class meetings. Missing a class meeting will result in a 5-10 point reduction. Completing the final exam is mandatory for completing the course.

**Case Study-50 points (developed a series of assignments to receive formative feedback)**
- Through this project, you will gain in-depth learning experiences in data-driven instruction.
- You will work with a child who is in or recently completed a grade between kindergarten through sixth grade if you are seeking EC-6 certification.
- You will meet with the student for no less than **five sessions**, spending 60-90 minutes-with the student, depending upon how much time is spent during each session and how many sessions are needed.
- Each time you meet, you follow the same schedule, much like you would in a language arts block in a classroom.
- You need to find a time where you can work with the child so that what you accomplish in a session is not forgotten by the next session.
- You will find a student to work with, and if this is not possible, the instructor will work with you to find a student.
- It is not appropriate or fair to the student to combine sessions to meet requirements of the course.
- At the same time, it would not benefit you to not be able to complete the case study or not follow the guidelines of the assignment.
- Finding a place to meet with the student for each session should include finding a place free of noise and distractions. Your sessions with the student should be rewarding for both of you.
- You should be providing authentic, meaningful literacy experiences for the student, which, in turn, will be meaningful learning experiences for you.
- Each time you meet with the student, you will prepare in advance by developing planning sheets.
- Please also know that you must use the format for planning sheets provided in the syllabus.
You also will maintain journal entries to record your observations, and these will be completed right after each session has ended.

Please know you must follow guidelines for assessments that are discussed in your textbooks and in class.

As you will see, your grade for this project depends upon your following the schedule.

This schedule allows for flexibility because of differences in school and work schedules among class members.

However, it also build into this experience time for reflecting, writing, and revising that makes the experience a richer opportunity to learn.

Therefore, points are awarded for planning and working in view of the schedule.

Series of Case Study Assignments:

Please Note: Each assignment is described in detail in the course schedule that follows in the syllabus and in the Blackboard.

Case Study Planning Assignment-Part A (5 points)
Description of Student for Case Study & Schedule (1 point)
List of Literature for Sessions 1-5 and Title of Poetry Book (4 points)

Scoring Guide:
- The first paragraph presents 1) first name and age of the student, 2) how you know the student, and 3) what you know about the student, including background information about the student's experiences in school. (2 points)
- The tentative schedule adheres to guidelines of the case study implementation. (2 points)
- The list of literature for sessions 1-5 and title of poetry book for shared reading are based upon selections presented in course materials. (4 points)

Case Study Planning Assignment-Part B (5 points)
(Developing the Planning Sheet for Session 1)

Scoring Guide:
- The planning sheet demonstrates reading the guidelines for each part of the planning sheet to provide sound assessment and instruction.
- The planning sheet provides details that clearly indicate what to do for each part.
- A point is deducted for not following guidelines or not providing details that clearly indicate what to do for each part.
- Late work could receive a one-point deduction.

Planning Sheet and Journal-Session 1 (5 points)

Scoring Guide:
- The journal entry provides detailed documentation of what took place. (0-2 points)
- The entire conversation after reading aloud was transcribed and presented in a script format. (0-3 points)
- Planning Sheet and Journal-Session 1 must be submitted for instructor formative feedback before session 2 to receive credit. An email must be sent to the instructor to let the instructor know the assignment is submitted.

Submit Planning Sheet and Journal-Session 2 (5 points)
Scoring Guide:
• The journal entry provides detailed documentation of what took place. (0-4 points)
• The entire conversation after reading aloud was transcribed and presented in a script format. (0-6 points)
• Planning Sheet and Journal-Sessions 2 must be submitted for the instructor to provide formative feedback before session 3 to receive credit. An email must be sent to the instructor to let the instructor know the assignment is submitted.

Planning Sheet and Journal-Sessions 3-5 (15 points)
• The journal entry provides detailed documentation of what took place. (0-6 points)
• The entire conversation after reading aloud was transcribed and presented in a script format. (0-9 points)
• Planning Sheet and Journal-Sessions 3-5 must not be completed until feedback is provided for session 2.
• Two sessions cannot be completed in the same day to receive credit for the work.

Case Study-Draft 1 and Writing Conference (5 points) (template in Blackboard)
Using the template for the case study report, submit a detailed draft of these sections of your case study: Introduction, Reading Aloud and Responses to Literature/Conversation, Retelling, Shared Reading, Word Study-Reading, Word Study-Writing, Writing.

Scoring Guide:
• For this draft, you focus mainly on providing a detailed account for each of the five assessment and instruction areas. (0-5 points)
• You delineated clearly how you assessed, what you learned from the assessment, what you did as a teacher to foster growth, and changes you observed.
• Rather, than using general words of description, you provided details that illustrate clearly what the students did and/or said.
• Similarly, you provided detailed wording of what you did as a teacher.
• If the draft was not submitted by the due date in the syllabus, 1 point could be deducted.
• This draft must be submitted also to your partner by the due date so your partner can read the draft and prepare for the writing conference.
This draft must be submitted before draft 2 or the final draft, and 4 points could be deducted for not submitting these sections before the other drafts.

Case Study-Draft 2 (5 points)

Scoring Guide:
• Using the template for the case study report, submit a detailed draft of these sections of your case study: Introduction, Reading Aloud and Responses to Literature/Conversation, Retelling, Shared Reading, Word Study-Reading, Word Study-Writing, Writing. (0-3 points)
• You delineated clearly how you assessed, what you learned from the assessment, what you did as a teacher to foster growth, and changes you observed.
• Rather, than using general words of description, you provided details that illustrate clearly what the students did and/or said.
• Similarly, you provided detailed wording of what you did as a teacher.
• For this draft, you included reflections for each area of assessment and instruction. Reflections considered what you did, what the child did/achieved, and how what you did played a role. (0-4 points)
• If the draft was not submitted by the due date in the syllabus, 2 or more points could be deducted, and 8 points could be deducted for not submitting this draft in time to receive feedback before submitting the final draft.

Case Study-Final Draft (5 points)
Scoring Guide:
• The draft is based upon formative feedback. You made any revisions needed in view of comments from previous drafts. (0-2 points)
• This draft included a conclusion, where you reflected upon the entire case-study experience to describe in detail includes detailed description of what the student gained and how this took place and what you gained as a prospective teacher. (0-3 points)
• This draft was submitted by the due.
• If the draft was not submitted by the due date in the syllabus, 2 or more points could be deducted.

Case Study-Description of Sessions
Structure of Sessions with a Student-(Parts 1-4)
Please note: Time allotments for each part of a session are not provided. You will determine how much time is needed based upon the responses of a student. You will need to revise what you do if a student is becoming tired, restless, or frustrated. For example, you could plan to provide an assessment at another time, or you could choose a different book to read aloud. If a student asks you to reread a story or poem, you should do so, even if it means adjusting the schedule. At the same time, adhering to this schedule can ensure that various types of assessment and learning experiences take place. In other words, do follow this schedule. All of the parts of each session can make an important contribution. At the same time, remain flexible, keeping in mind the interests and needs of the student.

Schedule to Follow in Planning:
You use the Planning Sheet and Journal template that is provided.
Each time you will provide each of the oral and written language experiences of 1-4 that follow. Documents are provided also to provide guidelines for what to do for each of these experiences. These documents are presented in the week of the course where you need to read them to be prepared.

1. **Read aloud a story/book to the student.** In selecting literature to share, use the lists of literature provided by the course. Your instructor will help you make good selections. Please do not look for books prior to having approved choices. Many books that may seem good or are good may not lend themselves to discussion and/or be appropriate for the student you are working with. Also, choose literature that you like. The book(s) you read aloud must be approved by the instructor in advance. Share your responses to the book, telling the thoughts and feelings that come to mind to “invite” the student’s responses. In planning your response, it can be helpful to consider how you feel about something that took place or what a character said or did. What also is helpful is to consider big ideas that emerge from a book/chapter. The student spontaneously may share responses during and after you read. The student may respond to your comments. **Please do not ask comprehension questions.** These interactions should be authentic talking/conversations and not a test-like way to assess comprehension. If
you share your responses in a genuine manner (akin to the way you talk about a book or movie with someone), students are apt to share, too. Some students are more reticent, and some become more comfortable sharing over time. If the student does not say anything after ample wait time, then you could ask the student how/he/she feels about the story/book/poem or what is his/her favorite part. However, usually students will over time share freely if you share your responses freely from the outset. If the student does not respond, you could ask the following: “Of all that took place in the story, what did you like?” Of all that happened, what did you not like?” These questions let the student focus upon aspects of the story salient to the student. Even older students gain from hearing literature read aloud, so to earn full credit, you must not let students read at this point even if they ask to read. You can let them read after the session is complete. Plus, they will read during shared reading.

Assessment—Conversation/Responses to Literature/
- For assessment, you will observe and remember what the student says, aiming to be able to recall precisely what you said and what the student said.
- Record the conversation (not the reading aloud) to be able to listen to it later. Initially, children can be fascinated by the voice recording or be self-conscious. Usually, they do not think about it after that.
- Right after the session, write down everything you can remember about the conversation to create an anecdotal account and anything you noticed about the student’s responses during and after reading (e.g. “Read that again.”).
- Analyze the conversation, considering your comments and the student’s responses during and after reading.
- You are providing development in speaking, listening, and literary awareness as you read aloud and have a conversation.
- Ideas to consider can include your comments and the student’s responses to what you said, the amount of talking and sharing that took place, ways the student responded other than talking (e.g., smiling, laughing), the nature of ideas shared, changes over time as you meet with the student.

2. Provide assessment and/or instruction related to word study/skills in reading and spelling. Over the five-six meetings, you will provide assessments and instruction based upon the assessments in 1) word study that entails reading and 2) word study that entails spelling. What you do will depend upon the age and ability of the student along with how much time you have, given how much time is needed for assessment and instruction for an aspect of word study. You must receive approval from the instructor in advance to providing assessment/instruction.

a. Letter-Name/Identification (for students in kindergarten or child who is learning English) and/or Ability to Read High Frequency Words (if a student is in grades 1-3). Ability to Read Commonly Misspelled Words (if a student is in fourth- sixth grade and can read and spell all of the sight words on the list) If you are working with a struggling reader or English learner in grades 1-6, start with high-frequency words.

b. Ability to Write Letters, Spell High-Frequency Words and/or
Ability to Spell Commonly Misspelled Words if a student knows how to spell all of the sight words on the list.

3. **Provide shared reading and/or independent reading.** Using a poem, begin by sharing the literature with the student when you meet. That is, read aloud the selection to make sure the student enjoys it. No matter how old the child is, you read aloud first. Reread it, inviting the child to join in. In subsequent rereading, ask the student to point to each word as you read it or as you read it together, ensuring that the child makes a voice-print match. If the student can, let him/her read parts or all of it on his/her own. If you know that a student can read a short story or book, you can devote this time to independent reading. Even if the student can read the poem, let the student have opportunities to gain in fluency through multiple readings if the student enjoys the poem. Students enjoy poetry if it is poetry that meets their interests and needs, and the same holds true for literature. In selecting literature to share, use the lists of poetry and other literature provided by the course. Your instructor and librarians also can help you make good selections. Also, choose literature that you like. If you notice that a student does not like a selection, choose another to share. Therefore, be sure to bring more than one possibility when you meet with the student. Your selections or poetry books to choose from must be approved in advance.

**Assessment- Shared Reading/Oral Reading**

- For assessment, you will observe the student’s oral responses and progress and record your observations to document.

4. **Provide a writing experience.** You will demonstrate writing by writing in advance a letter to the student, and the note will include each time a personal narrative. For each session, the student also writes a note to you. You will have a writing conference with the student before the student writes to help the student select a topic formulate thoughts. You will have a writing conference after to support the student’s writing development.

**Assessment-Analyzing Children’s Writing**

- First, what do you notice about the student’s ability to share meaning or establish content?
- What can the student do? If the child draws, what does the child say about the drawing?
- If the student does write, what do you observe about the student’s mastery of the mechanics of writing, such as spelling, punctuation, and usage?
- What changes do you notice over time?
- Do you notice ways your demonstrations/letters seem to make a difference?
- Do you notice ways your writing conferences before and after support the student’s writing development?
- For each session and sample of writing, develop an anecdotal record to record your observations/analysis.

**Case Study-Planning**

To be successful in assessing and teaching, you need to plan carefully. Before you meet with the student, you will complete case study planning assignments so you are prepared for session 1. You also receive feedback after session 1 to prepare for session 2.

**Case Study-Journal**
Immediately after each session, write a journal entry where you record what took place and your reflections. Please be specific and include important details, such as what the child said and the name of a book read aloud (as opposed to saying the child liked the book and I read a picture book). This will be an invaluable resource when writing your case study report. Plus, it can be rewarding to look back at what took place once your sessions are completed. You can start writing your report as you finish sessions, using the journal entries for content. The journal will be checked.

**Case Study-Report**
In typing your report, you use a template provided in Blackboard and at the end of the syllabus.

**Schedule: Topics, Assignments, and Due Date**

**Week One-Week Two**
Planning for Data-Driven Instruction

January 20-January 27

**Case Study**: Case Study Planning Assignment-Part A-
Description of Student for Case Study & Schedule (1 points)
List of Literature for Sessions 1-5 and Title of Poetry Book (4 points)

*Due: Saturday, January 30

**Case Study Planning Assignment-Part A** (also in Blackboard)

Select Child for Case Study

Select a student you can work with for five sessions Week Three-Week Four of the course.

You can explain to the parent that you are providing oral and written language experiences that students enjoy. The students do not have homework. This project helps you learn to be a teacher, so you need to be able to work with the child without gaps longer than three days, and it is best if the gaps are 1-2 days because teachers work with students on a daily basis in classrooms.

Plan the dates you will work with the student during Week Three-Week Four of the course.

You can meet only one time on a given day.

**Selecting the Book(s) to Read Aloud for Sessions 1-5**

Go to the [Literature List for Case Study](#) and select a literature list to view, based upon the age and ability level of your student. You will find a listing of books that can be read aloud:

- **Books to Read Aloud to Young Children** (for kindergarten-second grade)
- **Books to Read Aloud to Children** (for third-sixth grade)
- **Picture Books for Older Readers and Collection of Short Stories** (also for fifth-sixth grade)
Chapter Book (that can be read during the five sessions): *The Hundred Dresses* by Eleanor Estes

Select the list of the book(s) for reading aloud at each of five sessions based upon your student and books you have found and like.

Go to **Poetry Collections for Case Study** and select the list of poetry books for youth. Select a book that is one that is appropriate for you to use with your student.

Select the title of the poetry book to use for shared reading based upon the age of the student.

Your Instructor will give you feedback about books to select for reading aloud and having a conversation. Once the list is approved, you plan for those books for each session.

Your instructor will give you feedback about the poetry book to use for shared reading. Once the book is approved, you select a poem you like for Session 1.

Your instructor also will give you feedback about what which area of word study-reading and word study-spelling to focus upon (either letter identification, high-frequency words, commonly misspelled words).

**Template-Case Study Planning Assignment-Part A:**

Your name

**Description of Student for Case Study & Schedule**

Write a paragraph and tell the 1) first name and age of the student, 2) how you know the student, and 3) what you know about the student, including background information about the student’s experiences in school.

Write a second paragraph and present the days and times you will meet with the child (based upon what you have discussed with the parent in view of your schedule and the students’ schedule).

- You will plan to work with the student for **five sessions** during **Week Three-Week Four** of the course. You can meet only one time on a given day.

- You should try to meet with the child so that there are not gaps of more than three days between sessions.

- Present the tentative schedule you have discussed with the parent in view of your schedule and the students’ schedule.

**List of Literature for Sessions 1-5**
(Five books or short stories unless *The Hundred Dresses* is selected, and it can be read in the five sessions by spreading the chapters among five sessions.)

**Title of Poetry Book**

**Case Study Planning Assignment-Part A (5 points)**

**Description of Student for Case Study & Schedule (1 point)**

**List of Literature for Sessions 1-5 and Title of Poetry Book (4 points)**

**Scoring Guide:**

- The first paragraph presents 1) first name and age of the student, 2) how you know the student, and 3) what you know about the student, including background information about the student’s experiences in school. (2 points)
- The tentative schedule adheres to guidelines of the case study implementation. (2 points)
- The list of literature for sessions 1-5 and title of poetry book for shared reading are based upon selections presented in course materials. (4 points)

**Template-Case Study Planning Assignment-Part A: (also in Blackboard)**

Your name

**Description of Student for Case Study & Schedule**

Write a paragraph and tell the 1) first name and age of the student, 2) how you know the student, and 3) what you know about the student, including background information about the student’s experiences in school.

Write a second paragraph and present the days and times you will meet with the child (based upon what you have discussed with the parent in view of your schedule and the students’ schedule).

- You will plan to work with the student for **five sessions** after **Week-Four** of the course. You can meet only one time on a given day.
- You should try to meet with the child so that there are not gaps of more than three days between sessions.
- Present the tentative schedule you have discussed with the parent in view of your schedule and the students’ schedule.

**List of Literature for Sessions 1-5 and Title of Poetry Book**
(Five books or short stories unless *The Hundred Dresses* is selected, and it can be read in the five sessions by spreading the chapters among five sessions.)

**Title of Poetry Book**

**Week Three-Week Four**
Planning for Data-Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

February 3-February 10

**Case Study: Case Study Planning Assignment-Part B (5 points)**

*Due: Saturday, February 13*

**Case Study Planning Assignment-Part B** (also in Blackboard)

• Through following the guidelines, you will prepare for work with the student for each part of Session 1.

• Access the **Planning Sheet** template so you can develop your planning sheet for **Session 1**.
  (link-planning sheet template)
  You also can find this template in **Course Materials** in Blackboard.
  (The **Journal Entry** is completed after each session.)

1. Complete the **Reading Aloud** section of the planning sheet for Session 1:

Read the tutorial, **Guidelines for Reading Aloud and Having a Conversation**.

*This shows you how to plan and what will take place during the Reading Aloud part of the case study.*

You also can find a Sample Planning Sheet for Session 1, which is in **Course Materials** in Blackboard.
  (Sample Planning Sheet for Session 1)

2. Complete the **Word Study-Reading** part of the planning sheet for Session 1:

Go to Course Materials.

Find the materials for **Word Study-Reading and Spelling**.

Examine each of set of materials to learn about the word study reading and spelling instruction: **letter identification, high-frequency words, commonly misspelled words**.

Read again the guidelines for the area of word study you will focus upon in session 1. **Your instructor needs to approve this.**

**For Session 1, you will assess to find out what the students knows and does not know.**
Once you have assessed and found at least two words to teach, you will begin teaching in Session 2.

Write what you will do to assess for that area of word study reading and make a copy/prepare of the materials you will need.

You also can find a Sample Planning Sheet for Session 1, which is in Course Materials in Blackboard. This features high-frequency words, but the guidelines show what to do for all areas of word study.

Complete the Word Study-Spelling part of the planning sheet for Session 1:

Go to Course Materials. Find the area of word study you have been approved to assess for session 1: either letter identification, high-frequency words, commonly misspelled words

Read the guidelines for how to assess for that area of word study for spelling.

For Session 1, you will assess to find out what the students knows and does not know.

Once you have assessed and found at least two words to teach, you will begin teaching in Session 2.

Write what you will do to assess for that area of word study reading and make a copy/prepare of the materials you will need.

Write what you will do to assess for spelling and make a copy/prepare of the materials you will need.

You also can find a Sample Planning Sheet for Session 1, which is in Course Materials in Blackboard. This sample lesson features high-frequency words, but the guidelines show what to do for all areas of word study.

3. Complete the Shared Reading part of the planning sheet for Session 1:

Read the tutorial, Procedures for Shared Reading.
You also can find this document in Course Materials in Blackboard.

Write the procedure steps you will follow on the planning sheet for Session 1. You will use the information from items/steps 1, 2, 3, and 4 of the document. Procedures for Shared Reading.

You also can find a sample of Shared Reading planning, which is in Course Materials in Blackboard.
(Sample of Reading Aloud planning)

4. Complete the Writing part of the planning sheet for Session 1:

Read the tutorial, Guidelines for Providing Writing in the Case Study.

This shows you how to plan and what will take place during the Writing part of the case study.
You will find a sample planning sheet for Session 1 in Blackboard.

**Case Study Planning Assignment-Part B (5 points)**

**Scoring Guide:**

- The planning sheet demonstrates reading the guidelines for each part of the planning sheet to provide sound assessment and instruction.
- The planning sheet provides details that clearly indicate what to do for each part.
- A point is deducted for not following guidelines or not providing details that clearly indicate what to do for each part.
- Late work could receive a one-point deduction.

**Week Five - Week Six**

Providing Data-Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

February 17 - February 24

**Case Study:** Submit Planning Sheet and Journal-Session 1 (5 points)

*(and notify instructor by email to receive formative feedback before session 2)*

*Due: not later than Monday, March 15, and starting session 1 cannot be done until you receive feedback for your Case Study Planning Assignment-Part B.*

**Scoring Guide:**

- The journal entry provides detailed documentation of what took place. (0-2 points)
- The entire conversation after reading aloud was transcribed and presented in a script format. (0-3 points)
- Planning Sheet and Journal-Session 1 **must** be submitted for instructor formative feedback before session 2 to receive credit. An email must be sent to the instructor to let the instructor know the assignment is submitted.

**Case Study:** Submit Planning Sheet and Journal-Session 2 (5 points)

*(and notify instructor by email to receive formative feedback before session 3)*

*Due: not later than Tuesday, March 16*

**Scoring Guide:**

- The journal entry provides detailed documentation of what took place. (0-4 points)
- The entire conversation after reading aloud was transcribed and presented in a script format. (0-6 points)
- Planning Sheet and Journal-Session 2 **must** be submitted for the instructor to provide formative feedback before session 3 to receive credit. An email must be sent to the instructor to let the instructor know the assignment is submitted.

**Case Study:** Submit Planning Sheet and Journal-Sessions 3-5 (15 points)

*Due: not later than Monday, March 21*
Scoring Guide:
• The journal entry provides detailed documentation of what took place. (0-6 points)
• The entire conversation after reading aloud was transcribed and presented in a script format. (0-9 points)
• Planning Sheet and Journal-Sessions 3-5 must not be completed until feedback is provided for session 2.
• Two sessions cannot be completed in the same day to receive credit for the work.

Week Seven-Week Eight
Documenting Data-Driven Instruction, Phonics, Classroom Assessment, Oral Language Development

March 2-March 8

Quiz 1: Phonics Generalizations (5 points)
*Due: Wednesday, March 2

Take-Home Exam #1: (5 points)
Classroom Reading Assessment in the Classroom Speaking and Listening (Oral Language)
*Due: Thursday, March 9

Week Nine-Ten
Phonics Generalizations & Analyzing Miscues, Concepts about Print Phonemic Awareness and Alphabetic Principle, Phonics and Other Decoding Skills (Structural Analysis: Context Clues)

March 9-March 16

Spring Break is during the week of March 16.

Quiz 2: Phonics Generalizations & Analyzing Miscues (5 points)
*Due: Wednesday, March 9

Take-Home Exam #2: (5 points)
Concepts about Print Phonemic Awareness and Alphabetic Principle Phonics and Other Decoding Skills (Structural Analysis: Context Clues)
*Due: Thursday, March 10

Week Eleven-Week Twelve
Comprehension-Teaching Informational Text, Vocabulary Development

March 23-March 30

Quiz 3: Phonics and Structural/Morphemic Analysis Generalizations
& Analyzing Miscues (5 points)
*Due: Wednesday, March 23

Case Study: Submit Draft 1-Case Study Report (5 points)
*Due: Wednesday March 30

Case Study-Draft 1 (5 points) (template in Blackboard)
Using the template for the case study report, submit a detailed draft of these sections of your case study: Introduction, Reading Aloud and Responses to Literature/Conversation, Retelling, Shared Reading, Word Study-Reading, Word Study-Writing, Writing. The template is at the end of the syllabus to view, and you can access the template in Blackboard.

Scoring Guide:
• For this draft, you focus mainly on providing a detailed account for each of the five assessment and instruction areas. (0-5 points)
• You delineated clearly how you assessed, what you learned from the assessment, what you did as a teacher to foster growth, and changes you observed.
• Rather, than using general words of description, you provided details that illustrate clearly what the students did and/or said.
• Similarly, you provided detailed wording of what you did as a teacher.
• If the draft was not submitted by the due date in the syllabus, 1 point could be deducted.
• This draft must be submitted also to your partner by the due date so your partner can read the draft and prepare for the writing conference.
• This draft must be submitted before draft 2 or the final draft, and 4 points could be deducted for not submitting these sections before the other drafts or not participating in the writing conference.

Week Thirteen-Seventeen
Writing instruction

April 6-May 4

We will not meet on April 6. You work on revising write Draft 1.

Case Study: Writing Conference with Partner-Draft 1-Your Comments
Using the template provided, you provided detailed, complete comments and feedback.
*Due: Thursday April 7 (as part of Draft 1 writing)

Case Study: Revise Draft 1 and Submit Draft 2 (5 points)
*Due: Friday, April 13

Case Study-Draft 2 (5 points)
Scoring Guide:
• Using the template for the case study report, submit a detailed draft of these sections of your case study: Introduction, Reading Aloud and Responses to Literature/Conversation, Retelling, Shared Reading, Word Study-Reading, Word Study-Writing, Writing. (0-3 points)
• You delineated clearly how you assessed, what you learned from the assessment, what you did as a teacher to foster growth, and changes you observed.
• Rather, than using general words of description, you provided details that illustrate clearly what the students did and/or said.
• Similarly, you provided detailed wording of what you did as a teacher.
• For this draft, you included reflections for each area of assessment and instruction. Reflections considered what you did, what the child did/achieved, and how what you did played a role. (0-4 points)
• If the draft was not submitted by the due date in the syllabus, 2 or more points could be deducted, and 5 points could be deducted for not submitting this draft in time to receive feedback before submitting the final draft.

**Take-Home Exam #3: (5 points)**
Comprehension-Teaching Informational Text
Vocabulary Development
*Due: Thursday, April 14*

**Quiz 4: Review of Information (5 points)**
*Due: Wednesday, April 20*

**Take-Home Exam #4: (5 points)**
Writing Development
*Due: Thursday, April 28*

**Case Study:** Revise Draft 2 and Submit Final Draft (5 points)
*Due: Saturday, April 30*

**Case Study-Final Draft (5 points)**

**Scoring Guide:**
• The draft is based upon formative feedback. You made any revisions needed in view of comments from previous drafts. (0-2 points)
• This draft included a conclusion, where you reflected upon the entire case-study experience to describe in detail includes detailed description of what the student gained and how this took place and what you gained as a prospective teacher. (0-3 points)
• This draft was submitted by the due.
• If the draft was not submitted by the due date in the syllabus, 2 or more points could be deducted.

**Final Assessment/Exam: Wednesday, May 4**

**Case Study-Written Report Template**
• In typing the report, please use this template.
• The headings and subheadings below are the ones you use for sections of your case study. As you will see, these correspond to the assessments and instruction that are the basis of the sessions with the student.
• Please note that the overall structure of the report is organized according to assessments. Within the headings, information is provided according to sessions, or chronological order.
• By presenting information according to assessment and instruction, you can present a clearer presentation of what you accomplished in regard to teaching and learning.
• For each section, provide a description of an assessment, the student’s responses, and your analysis.
• **You can get this for your first draft by copying/pasting from your planning sheets and journal entry for a session. All you made need to do is make sure you change to past tense. (I read aloud..., not I will read aloud)**
• Your reflection under each heading/assessment shares your thinking about what took place as you consider all of the sessions.

**Introduction**

Provide information about the child that you wrote for your **Case Study Planning Assignment-Part A**. If you know more now, you add that.

Provide information about the number of sessions, where you met, and an overview of what took place so you share the types of literacy experiences you provided. The structure of each session provided above can be drawn upon in presenting the content for the overview.

**Responses to Literature/Conversation**

**Session 1** (Provide the title and author of the book you read aloud (e.g., I read aloud ....Provide information about what you said exactly and what the child said exactly in talking about the book. This is done for each session/subheading.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**

Reflection:

**Session 5**

Reflection:

**Overall Reflection:** (Consider all of the sessions and share your reflections about what took place. These can be done for each session, but you also need to look back at all of the sessions. How did you feel? Look at what you said. Did you share fully to build trust and provide a good model of sharing? What could the child gain from the content of what you said? What did the child say? What does this reveal about the child’s engagement with the book? Do you see changes over time in what you say and what
the child says? What have you learned from working with this child? What will you do in future reading aloud situations?)

**Word Study-Letter-Identification-Reading**

**Session 1** (Describe the assessment and the child’s responses. Provide information about what took place during each session in regard to your instruction if instruction was needed. You will first assess the child’s ability to identify letters, using the tool in your textbook. Then assess ability to write the letters. Instruction can include learning how to write the letters, which also will foster identification.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**

Reflection:

**Session 5**

Reflection:

**Overall Reflection:** (Consider all of the sessions and share your reflections about what took place.)

**Word Study-Letter-Identification-Spelling/Writing**

**Session 1** (Describe the assessment and the child’s responses. Provide information about what took place during each session in regard to your instruction if instruction was needed. You will first assess the child’s ability to identify letters, using the tool in your textbook. Then assess ability to write the letters. Instruction can include learning how to write the letters, which also will foster identification.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**
Reflection:

Session 5

Reflection:

**Overall Reflection:** (Consider all of the sessions and share your reflections about what took place.)

**Word Study-Ability to Read Sight Vocabulary/High Frequency Words**
If a student knows how to spell all of the sight words on the list, you can provide assessment and instruction regarding commonly confused words so a heading would be created to present this (Word Study-Ability to Read Commonly Misspelled Words).

**Session 1** (Describe the assessment and the child’s responses. Provide information about what took place during each session in regard to your instruction if instruction was needed.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**

Reflection:

**Session 5**

Reflection:

**Overall Reflection:** (Consider all of the sessions and share your reflections about what took place.)

**Word Study-Ability to Write/Spell Sight Words/High-Frequency Words**
If a student knows how to spell all of the sight words on the list, you can provide assessment and instruction regarding commonly misspelled words so a heading would be created to present this (Word Study-Ability to Spell Commonly Misspelled Words).
**Session 1** (Describe the assessment and the child’s responses. Provide information about what took place during each session in regard to your instruction if instruction was needed.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**

Reflection:

**Session 5**

Reflection:

**Overall Reflection:** (Consider what you observe about the child’s responses and your instruction.)

**Shared Reading/Oral Reading**

**Session 1** (Provide the title and poet of the poem you provided for shared reading. Provide information about what took place during each session. Describe exactly what took place.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**

Reflection:

**Session 5**

Reflection:
**Overall Reflection:** (Consider all of the sessions and share your reflections about what took place. Did you follow the correct procedures for shared reading? How did your scaffolding help this child? What have you seen the child gain from this experience? What have you learned?)

**Writing**

**Session 1** (Provide information about what took place during each session, and present exactly what you wrote in a note to the student and what the student wrote.)

Reflection:

**Session 2**

Reflection:

**Session 3**

Reflection:

**Session 4**

Reflection:

**Session 5**

Reflection:

**Overall Reflection:** (Consider what you observe about the student's writing/drawing. Consider the student’s ability to establish content and knowledge of spelling, punctuation, and usage. Also present anything else you observe about the writing experiences.)

**Conclusion** (Provide information about what the child learned/gained and what you learned/gained from the experiences. Address each facet of the case-study learning experiences, starting with reading aloud and conversation.)