



Department of Curriculum & Instruction	
	
LIST 4376 <i>Assessment in Literacy Learning</i> (20032)	Spring 2017
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Instructor(s): Dr. Kathleen Tice

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Instructor Information:

Instructor: Dr. Kathleen Tice

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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>

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: Tuesday, Thursday, 3:30-4:50-Trimble Hall, 110

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.**

- 5. Teacher candidates will know how to interact through talking and writing to describe a child's growth in literacy to parents and other professionals.**

Overall Course Schedule and Topics:

Week One–Week Two

Planning for Data–Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

**Phonics Generalizations & Analyzing Miscues, Concepts about Print
Phonemic Awareness and Alphabetic Principle, Phonics and Other Decoding Skills
(Structural Analysis, Context Clues)**

Week Three–Week Four

Planning for Data–Driven Instruction in Literary Awareness, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

Comprehension–Teaching Informational Text, Vocabulary Development

Week Three–Week Four

Writing instruction

Week Five – Week Fifteen

Service –Learning Experience

Providing Data–Driven Instruction in Literary Awareness, Oral Language Development, Comprehension, Word Identification, Spelling, Phonemic Awareness, Fluency, and Writing

Documenting Data–Driven Instruction

Reporting and Analyzing Data–Driven Instruction

Required Textbooks and Other Course Materials:

- **Textbook:** Reutzel, D. R, & Cooter, R. B.(2015). Strategies for Reading Assessment and Instruction: Helping Every Child Succeed (5th ed.). Boston: Pearson.
****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/>. 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.
- Straus, Jane. (2014) *The Blue Book of Grammar and Punctuation (11th edition)*. Josey-Bass *Please make sure to buy this edition, not an older one. Thank you.*

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:

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials	http://www.uta.edu/library/help/tutorial-s.php
Connecting from Off- Campus.....	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

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 CO-EHP. The standards referenced are those of the Texas Administrative Code.¹ 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).
 - o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
 - o Accepts decisions made by institutional authority (no means “no”).
 - o Treats others in a just and equitable manner.
- Maintains composure and self-control.
 - o Responds positively to constructive criticism.
 - o Follows appropriate channels of communication/authority.
 - o 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
 - o Attends classes, trainings, and field experiences.
 - o Arrives on time and remains for the duration.
 - o 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 standards²

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.

¹Texas Administrative Code, Ethics and Standard Practices for Texas Educators:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

²Non-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:

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 and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief 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 Model 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 assumption 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
- 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 curricula, faculty, and other professionals.

The next 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 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#National Teacher Preparation Standards-Early Childhood \(EC-6\)](http://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs#National%20Teacher%20Preparation%20Standards-Early%20Childhood%20(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.

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

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 10**; 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 10**; 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 alphabetic principle and spelling abilities through five word study-spelling sessions of the case study (State: **Standard V**; **Standard IO**; 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.**)
- 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>.

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/>).

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>.

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 Report** (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 (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 take-home final exam is mandatory for completing the course.

Case Study of Service-Learning Experience—50 points (a series of assignments to receive formative feedback)

- Through this after-school project, you will gain in-depth learning experiences in data-driven instruction.
- We will meet together during our class meeting time to provide an after-school literacy project to children, including English learners.
- You will work with a partner to provide assessment and instruction to a small group of children.
- You and other class members will document the assessment and instruction provided.
- Your documentation and reflection provides data that will inform your instruction and a report that will be written in regard to each student.
- Each time we meet, will follow the same schedule, much like you would in a language arts block in a classroom.
- Even though you will have a partner and we work together as a group, your contributions are needed so that you grow as a teacher and so you can foster the growth of children who are counting on you.
- Together we will develop materials that we share/use and provide instruction.
- Please also know that you must use the format for planning sheets provided.
- 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.
- Your journal entries that document the children's growth are the basis of a report you write to share the student's growth with school administration.
- An absence can result in a five-point deduction for your case-study contributions and learning .

Schedule: Topics, Assignments, and Due Date

Week One-Week Two

January 17 & January 19

Quiz 1: Phonics Generalizations (5 points)

****Due: Friday, January 20***

Take-Home Exam #1: (5 points)

Classroom Reading Assessment in the Classroom
Speaking and Listening (Oral Language)

****Due: Saturday January 28 (to give you time to obtain the textbook)***

Week Two

January 24 & January 26

Quiz 2: Phonics Generalizations & Analyzing Miscues (5 points)

****Due: Friday, January 27***

Take-Home Exam #2: (5 points)

Concepts about Print

Phonemic Awareness and Alphabetic Principle

Phonics and Other Decoding Skills (Structural Analysis: Context Clues)

****Due: Saturday, February 4***

Week Three

January 31 & February 2

Quiz 3: Phonics and Structural/Morphemic Analysis Generalizations
& Analyzing Miscues (5 points)

****Due: Friday, February 3***

Take-Home Exam #3: (5 points)

Comprehension-Teaching Informational Text

Vocabulary Development

****Due: Saturday, February 11***

Week Four

February 7 & February 9

Quiz 4: Review of Information (5 points)

****Due: Friday, February 17***

Take-Home Exam #4: (5 points)

Writing Development

****Due: Saturday, February 18***

Week Five-Week Fifteen/Sixteen

February 14 & February 16

February 21 & February 23

February 28 & March 2

March 7 & March 9

March 14 & March 16-Spring Break

March 21 & March 23

March 28 & March 30

April 4 & April 6

April 11 & April 13

April 18 & April 20

April 25 & April 27

May 1 & May 5

We will start and continue the after-school program. We will meet at 3:30 at Uplift Summit Preparatory, 1305 North Center Street, Arlington, TX 76011. The students will be lined up and ready for the program at 3:30, so we need to be there on time.
My cell number: 972-567-4191.

The Family Literacy Celebration will take place at the end during our last days of class.

Final Assessment/Exam: May 9/11.

We will meet as a class, and this is not optional to complete the course.