

**RED 2430-003 Foundations of Literacy & Learning (CRN 15063)
Fall 2019**

Instructor: Amy Bach

Email: ajbach@utep.edu

Phone: 915-747-5791

Office: EDUC 610

Office Hours: Wednesdays 8:30am-1pm; Thursdays 1:30pm-3pm and by appointment

Wednesdays, 1:30-4:20 PM

Location: Education Building, Room 312

Course description:

This course provides the historical, social, cognitive, and critical foundations of learning theory with an emphasis on literacy instruction for prospective educators and other language and literacy professionals. Students will develop the knowledge, skills, and dispositions needed to teach in schools and other educational settings. Special emphasis is placed on literacies of the U.S.-Mexico border and the literacy education of emergent bilingual students (English Language Learners). Fifteen hours of guided field experience is required.

Course objectives:

Students in RED 2340 will study learning theories, make connections between learning theories and oral and written language development, and apply language and literacy concepts during field experience hours. The course will provide numerous opportunities to connect literacy and language theories with both the State Board for Educator Certification (SBEC) standards and the Texas Essential Knowledge and Skills (TEKS). Course field experience includes 15 hours of observation and literacy tutoring in an elementary school classroom.

4.000 Credit hours: 3.000 Lecture hours and 1.000 Field experience hours

This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Know the importance and the developmental processes of oral language, and plan a variety of instructional opportunities and ongoing assessments that motivate young students to develop listening and speaking skills and are responsive to their developmental characteristics and needs (SBEC Language Arts & Reading EC-6, Standard 1; PPR 1, Competency 1);
- Design and plan effective and coherent learning experiences and assessments that are responsive to differences among students, are based on appropriate learning goals and objectives, and promote all students' learning (PPR I, Competencies 2, 3, 4);
- Identify the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop phonological awareness (SBEC Language Arts Reading EC-6, Standard 2);
- Articulate 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 (SBEC Language Arts & Reading EC-6, Standard 3);
- Compare and contrast how literacy develops over time, progressing from emergent to proficient stages and use a variety of approaches to support students' literacy success (SBEC Language Arts & Reading EC-6);
- Distinguish the importance of word analysis and decoding to reading and provide many

opportunities for students to improve word analysis and decoding abilities (SBEC Language Arts & Reading EC-6, Standard 5);

- Understand the importance of fluency to comprehension and provide many opportunities for students to improve reading fluency (SBEC Language Arts & Reading EC-6, Standard 6);
- Recognize the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension (SBEC Language Arts & Reading EC-6);
- Know that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication and writing conventions (SBEC Language Arts & Reading EC-6, Standards 8 & 9).

Student learning outcomes:

On completion of this course, students should be able to:

- (1) Understand literacy through an ecological perspective, including historical, social, cognitive, and critical aspects;
- (2) Comprehend major theories and empirical research on language and literacy teaching and learning;
- (3) Compare the functions, forms, and practices of literacy found in school, home, and community contexts
- (4) Reflect on their own beliefs about literacy teaching and assessment and develop their own emergent philosophy of language and literacy teaching and learning;
- (5) Document and describe developmental stages of language and literacy development;
- (6) Design and plan literacy lessons and assessments connecting reading, writing, and talk;
- (7) Compile a comprehensive portfolio documenting field experiences and reflecting on language and literacy instruction and learning in field sites;
- (8) Use appropriate and varied instructional approaches for culturally and linguistically diverse learners.

Fieldwork component:

This is a semester-long field experience project in which students will conduct 15 hours of field work at an elementary school in El Paso. All students will be placed at one of the four elementary schools listed below during their literacy block, which takes place in the mornings between 8:15am and 11:00am. In addition to supporting 8 hours of learning activities, students will provide 7 hours of one-on-one observations and literacy tutoring sessions in the elementary school classroom to which they have been assigned. One-on-one literacy tutoring sessions will be guided by the curriculum provided in this course.

Participating Elementary Schools

School Name	Address	District
Aoy Elementary	901 S. Campbell St.	EPISD
Douglass Elementary	101 S. Eucalyptus St.	EPISD
Hart Elementary	1110 S. Cotton St.	EPISD
Zavala Elementary	51 N. Hammett St.	EPISD

Course requirements:

Successful completion of this course will be based on the following:

Participation (10%, 10 @ 1 points each)

Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. You are expected to attend all class sessions. You are expected to be prepared to discuss the assigned readings for each class session. Your participation will be evaluated on the extent to which you display your engagement with, and understanding of, course materials. To participate you don't have to be right, you just have to demonstrate thoughtful consideration of the course materials and engage with your classmate's comments and class activities. You will receive ½ point for each class session in which you arrive on time and ½ point for each class session in which you demonstrate deep engagement with the material, your colleagues, and class activities. If you have an emergency or urgent conflict, please let me know right away.

Group presentation of literacy learning theory (10%)

Students will work in small groups (3-4 people) to prepare and present an in-class presentation on the specific sociocultural learning theory discussed in the research article their group has chosen. These articles will be provided by the professor. Groups will read, analyze, and present information on how selected sociocultural learning theory frames and addresses language and learning and how this understanding shapes instructional decision-making. The presentation should be 10-15 minutes in length. Students are strongly encouraged to use visual aids to organize and present their discussion of this article. A rubric for this assignment can be found in the appendix.

Field experience journal (10%)

For the first 8 hours of school visits, students will only be observers in the classrooms to which they have been assigned (though students will continue to observe in their classrooms throughout their field experience). Students will keep a field note journal throughout the semester that includes information about the class activities, literacy tutoring sessions, texts read and produced by elementary school students during the literacy tutoring sessions, and observation notes on class reading and writing activities. Students will write journal entries for each visit to their school site. The first field experience journal entry (2 points) will be typed as a Word document and submitted to Blackboard. The entire field experience journal can be submitted in journal form (it does not need to be typed up as a Word document). It is due at the end of the course and it will be graded (8 points). A rubric for this assignment can be found in the appendix. It is critical that students complete entries in these field experience journals after each school visit over the course of the semester because they will be used to develop students' final case study paper. Late assignments will receive a grade deduction for each day late.

Literacy tutoring lesson plans (25%, 5@ 5 points)

During the 7 hours of literacy tutoring, students will plan and implement five 50-minute reading and writing lessons (5 points each) that include reflections on the language and literacy development of the elementary students they work with. A rubric for these lesson plans can be found in the appendix. Late assignments will receive a grade deduction for each day late.

Midterm Exam (15%)

There will be one midterm exam in this course. The midterm exam will cover all readings and class content from the first eight weeks of the course. Questions will be multiple choice and will be similar in format to those found on the TExES and PPR exams. The midterm exam will be given on Blackboard on the date indicated in the course schedule below. Midterm exams are not group projects – they should

be completed individually without assistance from your classmates.

Philosophy of language and literacy teaching and learning paper (15%)

This assignment will give students the opportunity to reflect on their own beliefs about literacy assessment and teaching. Students should use course readings and class content to reflect on their understanding of language and literacy development and effective language and literacy teaching. The philosophy of language and literacy teaching and learning paper should be 3-5 pages, double-spaced, and follow APA format. A rubric for this assignment can be found in the appendix. Late assignments will receive a grade deduction for each day late.

Final case study paper & UTEP observation log-in sheet (15%)

Using information from field experience journal entries and students’ reflections on their literacy lesson plans, the final case study paper will be a report of approximately 6-8 pages (not including references and appendices) and should contain at least 3-5 references to course readings and at least 3 non-course scholarly texts, and use APA style. The specific foci for case study papers will be developed over the course of the semester in collaboration classmates and the instructor. A rubric for the case study paper can be found in the appendix. Additionally, students will maintain a log of site visits documenting their 15 hours of field experience tutoring using the Documentation of Field Experience Hours log found in the appendix. **To successfully complete this course, on the last day of class students must turn in a completed Documentation of Field Experience Hours log documenting 15 hours of field experience.** A copy of this UTEP Observation Log-in Sheet will be placed in students’ files in the Field Placement Office. Late assignments will receive a grade deduction for each day late.

Assessment of Student Learning Outcomes:

Assignment	Course Percentage	Assessment of Learning Outcomes
Participation	10%	Learning Outcomes #1-8
Group presentation of literacy learning theories	10%	Learning Outcomes #1, 2, 3, 5 & 8
Field experience journal (first journal entry and entire journal)	10%	Learning Outcomes #1, 3, 5, 6, 7, & 8
Literacy tutoring lesson plans	25%	Learning Outcomes #1-8
Midterm exam	15%	Learning Outcomes #1-8
Philosophy of language and literacy teaching & learning paper	15%	Learning Outcomes #1,3, 4, 5, & 8
Final case study paper	15%	Learning Outcomes #1, 3, 5, 6, 7, & 8

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F 59 points or fewer

Attendance Policy:

Students' attendance and active participation are vital to this course. The Teacher Education Department considers missing more than one day of classes as excessive and grounds for being dropped from the course.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)--<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of Academic Integrity:

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for or with another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Course readings:*Required texts:*

Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. Teachers College, Columbia University: Teachers College Press, ISBN: 978-0-8077-4885-5. [This book can be purchased at the UTEP bookstore or online through sites such as www.bookfinder.com.]

Texas Essential Knowledge & Skills for English Language Arts & Reading (Elementary), which can be downloaded at: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf>.

Required readings available on our Blackboard page (BB):

Week 2

Barton, D. & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanič (Eds.), *Situated literacies: Reading and writing in context* (pp. 7-15). London: Routledge.

Creese, A., Martin, P., & Hornberger, N. (Eds.) (2008). Volumen 9: Ecology of language. *Encyclopedia of language and education, 2nd edition* (pp. i-vi). New York: Springer Publishing.

Week 4

- Graves, M., Juel, C., Graves, B., & Dewit, P. (2011). Reading and learning to read. In *Teaching reading in the 21st century: Motivating all learners* (pp. 1-23). New York: Pearson.
- Espinosa, L.M. (2013). *Challenging common myths about dual language learners*. Foundation for Child Development.

Week 5

- Carger (2012) Early literacy development for linguistically diverse learners. *Illinois Reading Council Journal*, 40(4), 12-18.
- Johnston, F., Invernizzi, M., Juel, C. & Lewis-Wagner, D. (2009). *The book buddies tutoring framework*. In *Book buddies: A tutoring framework for struggling readers, 2nd edition* (pp. 1-11). New York: The Guilford Press.

Week 7

- Davis, K.L., Brown, B.G., Leidel-Rice, A., & Soeder, P. (2005). Experiencing diversity through children's multicultural literature. *Kappa Delta Phi Record*, 176-179.
- Rettig, M. (1995). Play and cultural diversity. *The Journal of Educational Issue of Language Minority Students*, 15.

Week 8

- Lewisow, M., Flint, A.S., Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382-392.

Week 10

- Lui, A. (2012). Teaching in the zone: An introduction to working within the Zone of Proximal Development to drive effective early childhood instruction. White paper: Children's Progress.

Week 11

- Brown, S. (2016). Story nights: an apprenticeship into literacy through bilingual story reading. *Teaching Education*, 1470-1286.
- Farokhi, M. & Hashemi, M. (2012). The impact/s of using art in English language learning classes. *Social and Behavioral Sciences*, 31, 923-926.

Week 12

- Tracey, D. & Mandel Morrow, L. (2012). Putting it all together. In *Lenses on Reading: An Introduction to Theories and Models, 2nd edition* (pp. 192-212). New York: The Guilford Press.

Week 15

- Reyes, I. (2006). Building relationships with diverse students and families: funds of knowledge perspective. *Journal of Early Childhood Literacy*, 16(1) 8–33.

Recommended Journals:

Language Arts
Bilingual Research Journal
Journal of Early Childhood Literacy
Reading Research Quarterly

Useful Websites:

APA formatting information: <http://owl.english.purdue.edu/owl/resource/560/01/>
Texas Prekindergarten guidelines: <http://tea.texas.gov/pkg.aspx>
Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary (TEKS): <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
State of Texas Assessments of Academic Readiness (STAAR):
<http://www.tea.state.tx.us/student.assessment/staar/>
Texas Educator Certification: <http://cms.texas-ets.org>

TEXES Core Subjects EC-6 Preparation Manual: http://cms.texas-ets.org/files/6614/1027/0774/core_subjects_ec_6_291.pdf

National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/academy/>

****Please note that this syllabus is subject to change****

Course schedule:

Date	Readings	Assignments
Week 1: Introduction to the course		
August 28	Introductions, introduction to the course	Complete field experience volunteer forms
Week 2: An ecological perspective on literacy		
September 4	Creese et al. (BB) Barton & Hamilton (BB)	Reading questions: (1) How is language ecology defined? (2) Describe the historical, social, cognitive, and critical aspects concerned with the ecology of language, literacy, and learning. (3) Explain what the concept of literacy as a social practice implies. (4) What are literacy events?
Week 3: Language and literacy (Part 1)		
September 11	Lindfors, Preface & Ch. 1	Library workshop on searching for children’s literature in the UTEP library and beyond with Lisa Weber Reading questions: (1) Why is oral language important and how is it connected to written language? (2) How does oral language develop? (3) What are the continuities between written and oral language? (4) How does the process of observing, performing, and watching patterns support language acquisition? (5) How can teachers plan for connections between reading, talk, and writing?
Week 4: Language and literacy (Part 2)		
September 18	Graves et al. (BB) Espinosa (BB)	Literacy learning theories (form your group, choose your theory) Reading questions: (1) What is the relationship between automatic word recognition, fluency, and comprehension? (2) How does prior knowledge and text information support each reader’s distinct understanding of texts? (3) How does metacognition and the use of

		<p>comprehension strategies affect the process of meaning construction while reading?</p> <p>(4) How are phonological awareness, phonemic awareness, and oral language connected to emergent literacy?</p> <p>(5) What is the alphabetic principle and how is it related to oral and written language development?</p> <p>(6) What are some of the pervasive myths about language learning and dual language learners?</p>
Week 5: Book Buddies framework		
September 25	<p>Johnson et al. (BB)</p> <p>Carger (BB)</p> <p>Read your literacy learning theory article and bring it to class</p>	<p>Reading questions:</p> <p>(1) What is Response to Intervention (RTI)?</p> <p>(2) Describe the basic framework of the Book Buddy tutoring lessons.</p> <p>(3) What are the benefits of literacy tutoring?</p> <p>(4) What are strategies teachers can use to help linguistically diverse learners develop literacy?</p>
Week 6: Group presentations of literacy learning theories		
October 2		<p>In-class group presentations of literacy learning theories (social constructivism, universal design for learning, transactional/reader response, bilingual/bicultural pedagogy, new literacies)</p>
Week 7: Reading, writing, talk, & play with authentic multicultural texts		
October 9	<p>Lindfors, Ch. 2</p> <p>Davis et al. (BB)</p> <p>Rettig (BB)</p>	<p>Field experience journal entry #1 due</p> <p>Reading questions:</p> <p>(1) How is an efferent reading orientation different from an aesthetic one?</p> <p>(2) What strategies can teachers use to craft reading lessons to improve comprehension?</p> <p>(3) What are the characteristics of emergent writing?</p> <p>(4) Why is multicultural literature important?</p> <p>(5) How can teachers plan for purposeful and authentic writing experiences?</p> <p>(6) What do children learn through play?</p>
Week 8: Learning from texts: Critical literacy and meaning-orientation		
October 16	<p>Lewis et al. (BB)</p> <p>Lindfors, Ch. 3</p>	<p>Literacy tutoring lesson plan #1</p> <p>Reading questions:</p> <p>(1) Why is the alphabetic principle important to reading English?</p> <p>(2) What does meaning-orientation mean and how is it different from code-orientation?</p> <p>(3) Why does reading aloud strengthen the connection between oral and written language development?</p>

		(4) What is critical literacy? How and why should it be implemented in elementary classrooms?
Week 9: Midterm exam on Blackboard		
October 23		Midterm exam on Blackboard
Week 10: Vygotsky and teaching in the Zone of Proximal Development		
October 30	Lui (BB) Lindfors, Ch. 4	Literacy tutoring lesson plan #2 due Reading questions: (1) Explain your understanding of the Zone of Proximal Development (ZPD). (2) How does written dictation help children to develop writing competence? (3) What are predictable texts and how do they support students' reading comprehension?
Week 11: Literacy apprenticeships & arts integration		
November 6	Lindfors, Ch. 5 Brown (BB) Farokhi & Hashemi (BB)	Literacy tutoring lesson plan #3 due Reading questions: (1) How does active observation of expert readers and writers strengthen a child's reading and writing competence? (2) How can literacy demonstrations and writing invitations validate purposeful reading and writing? (3) How does reading to and with children support their reading comprehension? (4) How can teachers use informational texts to support reading and writing competence? (5) What benefits does the inclusion of art in language classes offer?
Week 12: Philosophies of literacy learning		
November 13	Tracey & Morrow (BB)	Literacy tutoring lesson plan #4 due Reading questions: (1) How have Behaviorist theories influenced reading instruction? (2) What is constructivism and how has it influenced literacy instruction? (3) What is schema theory and what does it have to do with reading? (4) What are the different social learning theories and how do they differ from Behaviorist theories?

Week 13: Language development in children (*Online class)		
November 20	Lindfors, Ch. 6	<p>First draft of your Philosophy of language and literacy teaching and learning paper due by midnight on 11/19/19</p> <p>Online peer revision of your Philosophy of language and literacy teaching and learning paper</p> <p>Literacy tutoring lesson plan #5 due</p> <p>Revised Philosophy of language and literacy teaching and learning paper due on Blackboard by midnight on 11/24/16</p> <p>Reading questions:</p> <ol style="list-style-type: none"> (1) How do early writing experiences and response journals and book choice validate children’s voice and literacy competence? (2) Describe how different reading strategies improve a child’s understanding of texts. (3) How do extended inquiry investigations and writing logs support students’ interpretation of texts? (4) How does book browsing and choice support lifelong learning?
Week 14: Thanksgiving		
November 27	Thanksgiving holiday – No class	
Week 15: Working with linguistically diverse learners & reflections on literacy tutoring experience and peer review final case study paper		
December 4	<p>Reyes (BB)</p> <p>Bring a hard copy of a complete draft of your final case study paper to class</p>	<p>Signed UTEP observation log sheet due in class</p> <p>Final field experience journal due to my office (EDUC 610) by 5pm on 12/11/16</p> <p>Revised final case study paper due on Blackboard by midnight on 12/11/16</p> <p>Reading questions:</p> <ol style="list-style-type: none"> (1) What are “funds of knowledge”? (2) How does the notion of knowledge apply to your literacy tutoring experience in the specific context of the U.S.-Mexico border region?

APPENDIX

Grading Rubrics for Course Assignments

Group presentation of literacy learning theory rubric

Criteria	Possible Points	Points Earned
Clear and coherent summary of the research article's main points and the authors' purpose. Clear and coherent explanation of the influence of the theory on instructional decision-making	3	
Clear and coherent explanation of the literacy learning theory and how the learning theory applies to the instructional strategies presented	3	
Provides relevant and thorough examples or demonstrations of the materials and strategies used or proposed by the authors	2	
Coherent and engaging presentation with all group members presenting	2	
Total	10	

Field experience journal

Criteria	Possible Points	Points Earned
First field experience journal entry provides information about: your tutoring days, times, assigned school; the neighborhood in which this school is located (who lives here?); the school and classroom to which you have been assigned; the kinds of lessons and activities you have observed or participated in thus far; the children at the site (approximate ages & grade levels, languages spoken); any students you may have worked with thus far (their ages, grades, home language(s), family, interests, likes and dislikes, favorite genre of books); Estimated literacy levels of the student(s) you worked with (emergent, beginning, transitional, intermediate, advanced)	2	
Final field experience journal submitted on time	1	
Final field experience journal contains entries for each site visit	1	
Each entry of final field experience journal presents thoughtful observations of the classroom lessons observed and the literacy tutoring students conducted with their elementary school students	3	
Final field experience journal presents thoughtful observations on language instruction and elementary students' language use in the classroom and development over the semester	3	
Total	10	

Literacy tutoring lesson plan rubric (5 lesson plans @ 5 points each)

Criteria	Possible Points	Points Earned
Literacy tutoring lesson plan contains thoughtful and appropriate before, during, after reading questions (at least 3 each)	.5	
The activity developed for the literacy tutoring lesson plan offers a creative and developmentally-appropriate way for students to engage in literacy learning and is described in detail (both the description of the activity and the teaching procedure)	2	
The activity name, goal, and materials are identified	.5	
Literacy tutoring lesson plan presents thoughtful observations of the student's response to the literacy activities	2	
Total	5	

Philosophy of language and literacy teaching and learning paper rubric

Criteria	Possible Points	Points Earned
Clear description of literacy philosophy that characterizes your beliefs about successful teaching and learning	3	
Clear description of your beliefs about language development and effective oral and written language teaching components, materials, and assessments	3	
Clear examination of how your philosophy of language and literacy teaching and learning is aligned with learning theories. In-text citations are used	3	
Clear description of your beliefs about successful language and literacy teaching practice and assessment	3	
Writing (3-5 pages) is clear, professional, free of significant errors, and follows APA guidelines	3	
Total	15	

Final case study paper and UTEP observation log

Criteria	Possible points	Points earned
Case study paper includes an introduction with background information about your field experience, the school and classroom to which you were assigned, the students you worked with, and the literacy tutoring you conducted	2	
Case study paper identifies a language/literacy issue, a question, a topic that surfaced from your experience observing and tutoring	2	
This issue/question/topic is explored in depth in this case study paper and is supported with between 3-5 references to course texts	5	
At least 3 outside scholarly texts are also used to further develop the discussion of this paper	3	
Case study paper writing is coherent and the paper well-organized	1	
Case study paper (6-8 pages) is clear, free of significant errors, and follows APA guidelines	1	
<i>UTEP Observation Log-in Sheet</i> documenting 15 hours of literacy observation and tutoring submitted in class	1	
Total	15	

