

RED 2430 Foundations of Literacy & Learning (CRN 16698)
Fall 2016

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Thursdays, 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 with a child enrolled in El Paso's Parks & Recreation After-School Programs.

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) Identify recent trends and issues in language and literacy instruction;
- (2) Comprehend major theories and empirical research regarding language and literacy teaching and learning;
- (3) Understand the theories and research that support the importance of social interactions/relationships in children’s literacy development and learning;
- (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) Understand differences in students’ development of language and literacy and adjust instruction to meet the needs of individual students, including English-language learners;
- (6) Understand motivational instruction that addresses individual students’ needs, strengths, and interests in reading/writing;
- (7) Use a literacy curriculum that positively impacts children’s knowledge, belief, and engagement;
- (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 work at an El Paso Parks & Recreation After-School Program. In order to begin a field experience, students must complete a background check with the school district in order to be cleared for tutoring sessions (See Appendix for more information). Students will not be allowed to start their field experience without a background clearance letter. El Paso Parks & Recreation will pair students with a child attending one of their after-school programs. In addition to supporting 8 hours of learning activities, students will provide 7 hours of one-on-one observations and Book Buddy tutoring sessions. One-on-one sessions will follow the curriculum provided in this course. Students will be placed in one of the 17 After School Programs listed below. These programs are held Monday-Friday from 3:30-6:00pm.

After School Programs

School Name	Address	District
Ascarate Elementary	7090 Alameda Ave	YISD
Burleson Elementary	4400 Blanco Ave	EPISD
Coldwell Elementary	4101 Altura Ave	EPISD

Cooley Elementary	107 N. Collingsworth St.	EPISD
Crosby Elementary	5411 Wren Ave.	EPISD
Del Norte Heights Elementary	1800 Winslow Rd.	YISD
Del Valle Elementary	9251 Escobar Dr.	YISD
Douglass Elementary	101 S. Eucalyptus St.	EPISD
Dowell Elementary	5249 Bastille Ave.	EPISD
Logan Elementary	3200 Ellerthorpe Ave.	EPISD
Paul Moreno Elementary	2300 San Diego Ave.	EPISD
Roberts Elementary	341 Thorn Ave	EPISD
Rusk Elementary	3601 N. Copia St.	EPISD
Stanton Elementary	5414 Hondo Pass Dr.	EPISD
Thomas Manor Elementary	7900 Jersey St	YISD
Travis Elementary	5000 N. Stevens St.	EPISD
Ysleta Elementary	8624 Dorbandt Cir	YISD

Course requirements:

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

Participation (5 points)

The degree to which students actively participate in classroom discussions and activities comprises a significant part of the final course grade. Students are expected to come to class having read the week’s readings and prepared to contribute course discussions and activities. Critical readings of texts, cogent writings, articulate oral presentations, and full participation in classroom dialogue and activities are an important part of this course. Students are expected to have read and thoughtfully considered every reading before each class meeting and to integrate concepts from the readings into classroom discussions, assignments, and in-class activities. The ability to engage seriously with the assigned materials will be reflected in students’ final grade for the course. A rubric for the class participation grade can be found in the appendix.

Quizzes (10 points)

Course readings will form the basis of class quizzes, class discussions, and activities. There will be a quiz at the beginning of each class and each quiz will be worth 1 point. Quizzes will be given **as soon as class starts, and will relate to the topics of the day**. Because quizzes will be given ONLY to those students who are present when the quizzes are passed out as soon as class begins, students are strongly encourage to come to class before the class starts. There will be NO make-up quizzes – not even later during the same class period. The weekly schedule outlined on our Blackboard course page provides a list of questions to consider while reading. Students should use these questions to guide their reading and prepare written answers to them. These written responses will not be collected and graded, however they can be used as notes during class discussions, group work, and other course activities and they will help students to prepare for the weekly quizzes, as well as the mid-term and final exams.

Group presentation of literacy learning theory (10 points)

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.

Philosophy of literacy teaching and learning (10 points)

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 development and effective literacy teaching. The philosophy of literacy teaching and learning paper should be 3-5 pages, double-spaced in length, and follow APA format. A rubric for this assignment can be found in the appendix.

Book Buddy field notes & lesson plans (15 points)

For the first Book Buddy tutoring sessions, students will keep a field note journal throughout the semester that includes information about the after-school activities, tutoring sessions, texts read and produced by students' Book Buddies during tutoring sessions, and observation notes on reading and writing activities. The first field note journal entry (1 point) will contain information about students' tutoring days/times, the school program, and program activities and will be submitted on Blackboard. During the 7 hours of Book Buddy tutoring, students will plan and implement at least seven 50 minute reading and writing lessons (2 points each) with reflections on their learner's language and literacy development. A rubric for this field note and these lesson plans can be found in the appendix.

Book Buddy field note journal, Book Buddy case study paper, & UTEP observation log-in sheet (15 points)

Students will maintain a log of site visits documenting their 15 hours of field experience tutoring. It is critical that students maintain these field note journals throughout the semester to document their learning about teaching reading & writing as well as children's language and literacy development because they will be used to write the Book Buddy case study paper. Using information from field note journal entries and comments on lesson plans, the Book Buddy case study paper will be a final report of approximately 6-8 pages (not including references and appendices) and should contain at least 4-6 references to course readings. Use APA style to cite references. Case study papers should include information about tutoring sessions and students' language and literacy development. A rubric for the case study paper can be found in the appendix.

To successfully complete this course, students must turn in a completed UTEP observation log-in sheet documenting 15 hours of field experience. Submit this completed copy of the UTEP Observation Log-in Sheet at the end of the course. A copy of this UTEP Observation Log-in Sheet will be placed in students' files in the Field Placement Office (see UTEP Observation Log-in Sheet in appendix).

Midterm Exam (15 points)

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.

Final Exam (20 points)

The final exam will be comprehensive, covering all readings and class content from the entire Fall semester. Questions will be multiple choice and short answer and will be similar in format

to those found on the TExES and PPR exams. The final exam will be given on Blackboard on the date indicated in the course schedule below.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Points	Assessment of Learning Outcomes
Quizzes	Ongoing	10 points	Learning Outcomes # 1-8
Participation	Ongoing	5 points	
Group presentation of literacy learning theories	9/29	10 points	Learning Outcomes # 1, 2, 3, 5 & 8
Philosophy of literacy teaching & learning	11/17	10 points	Learning Outcomes # 1,3, 4, 5, & 8
Book Buddy field notes & lesson plans	FN #1: 10/6 LP#1: 10/13 LP#2: 10/20 LP#3: 10/27 LP#4: 11/3 LP#5: 11/3 LP#6: 11/10 LP#7: 11/17	15 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8
Book Buddy case study paper	12/5	15 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8
Midterm exam	10/20	15 points	Learning Outcomes # 1-8
Final exam	12/8	20 points	Learning Outcomes #1-8

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. The student may be dropped for lack of attendance. If you miss one day of class, contact me immediately.

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 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 & websites (in addition to textbook chapters):

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., & Hornsberger, N. (Eds.) (2008). Volume 9: Ecology of language. In *Encyclopedia of language and education, 2nd edition* (pp. i-vi). New York: Springer Publishing.

Week 4

Graves, M., Juel, C., Graves, B., & Dewitz, 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

Lewis, 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, NY: 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 25	Review syllabus	*Reminder: For our next class, bring documents (driver's license) to complete your background check
Week 2: An ecological perspective on literacy		
September 1	Creese et al., Ecology of language Barton & Hamilton, Literacy practices	Submit field experience volunteer forms and information for background checks in class Bring documents (driver's license) to class to complete your background check 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 I)		
September 8	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 15	Graves et al., Reading and learning to read Espinosa, Challenging common myths about dual language learners	Literacy learning theories (form your group; choose your theory) Reading questions: (1) What is the relationship between automatic word recognition, fluency, and comprehension?

		<p>(2) How does prior knowledge and text information support each reader's distinct understanding of texts?</p> <p>(3) How does metacognition and the use of 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 22	<p>Johnson et al., Book Buddies tutoring</p> <p>Carger, Early literacy development for linguistically diverse learners</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		
September 29		<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 6	<p>Lindfors, Ch. 2</p> <p>Davis et al., Experiencing diversity through children's multicultural literature</p> <p>Rettig, Play and cultural diversity</p>	<p>Book Buddy field experience log #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 13	Lewison et al., Taking on critical literacy Lindfors, Ch. 3	Book Buddy lesson plan #1 due by midnight on Blackboard Reading questions: (1) Why is the alphabetic principle important to reading English? (2) What does meaning-orientation mean and how is it different from code-orientation? (3) Why does reading aloud strengthen the connection between oral and written language development? (4) What is critical literacy? How and why should it be implemented in elementary classrooms?
Week 9: Midterm exam on Blackboard		
October 20		Midterm exam on Blackboard Book Buddy lesson plan #2 due
Week 10: Vygotsky and teaching in the Zone of Proximal Development		
October 27	Lui, Teaching in the zone Lindfors, Ch. 4	Book Buddy lesson plan #3 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 3	Lindfors, Ch. 5 Brown, Story nights Farokhi & Hashemi, The impact/s of using art in English language learning classes	Book Buddy lesson plans #4 and #5 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 10	Tracey & Morrow, Putting it all together	<p>Book Buddy lesson plan #6 due</p> <p>Reading questions:</p> <ol style="list-style-type: none"> (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, instructor at a conference)		
November 17	Lindfors, Ch. 6	<p>Online peer revision of your Philosophy of teaching and learning paper</p> <p>Book Buddy lesson plan #7 due</p> <p>Philosophy of literacy teaching and learning paper due on Blackboard by midnight on 11/17/16</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 24	Thanksgiving holiday - No class	
Week 15: Reflections on Book Buddy experience, working with linguistically diverse learners, & final exam review		
December 1	Reyes, Building relationships with diverse students and families	<p>Signed UTEP observation log sheet due in class</p> <p>In-class peer revision of your Book Buddy case study paper</p> <p>Book Buddy case study paper due on Blackboard by midnight on 12/5/16</p> <p>In-class review for final exam</p>

		<p>Reading questions:</p> <p>(1) What are “funds of knowledge”?</p> <p>(2) How does the notion of knowledge apply to your Book Buddy experience in the specific context of the U.S.-Mexico border region?</p>
Week 16: Final exam on Blackboard		
December 8		Final exam on Blackboard

APPENDIX

Grading Rubrics for Course Assignments

Class participation

	Satisfactory (5 points)	Needs development (3 points)	Unsatisfactory (1 point)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in others comments or class activities	Projects lack of interest or disrespect for others, for class activities
Preparation	Arrives fully prepared with all assignments completed and notes on readings and questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights of assigned material	Comments sometimes irrelevant, indicate lack of preparation or lack of attention to previous remarks of other students	Comments reflect little understanding of the assignment or previous remarks in the class
Impact on class	Comments frequently help move the class conversation forward	Comments sometimes advance the class conversation but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is tuned out	Seldom participates and is generally not engaged

Group presentation of literacy learning theory rubric

Criteria	Possible	Points
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	

Philosophy of teaching and learning paper

Criteria	Possible Points	Points Earned
Clear description of literacy philosophy that characterizes your beliefs about successful teaching and learning.	2	
Clear examination of how your philosophy of literacy teaching and learning is aligned with learning theories. In-text citations are used.	2	
Clear description of your beliefs about language development and effective oral and written language teaching components, materials, and assessments.	2	
Clear description of your beliefs about successful reading and writing teaching practice and assessment.	2	
Writing (3-5 pages) is clear, professional, free of significant errors, and follows APA guidelines.	2	
Total	10 points	

Book Buddy field notes & lesson plans

Criteria	Possible Points	Points Earned
Field notes includes information about: you & your site, activities you have observed, children at the site (age, grade levels, languages spoken), students you have worked with thus far (age, grade, family, home language, interests, likes & dislikes, and favorite genre of books, estimated literacy level.	1	
7 Book Buddy lesson plans with a clear description of planned activities, as well as documented observations of the child's response to these activities.	14	
	15	

Book Buddy case study paper and UTEP observation log

Criteria	Possible points	Points earned
Case study paper includes an introduction with background information about your Book Buddy, yourself, and the tutoring lessons.	3	
Case study paper documents your observations on your Book Buddy's language and literacy development, using your reflections on each lesson plan and your journal as a guide. Your observations on your Book Buddy's language and literacy development should be supported by references to literacy research using our course texts.	5	
Case study paper writing should be coherent and the paper well-organized.	2	
Case study report (6-8 pages) is clear, free of significant errors, cites 4-6 references from class readings and follows APA guidelines.	2	
Peer revision (in class) of Book Buddy Case Study Paper	2	
Submission of the <i>UTEP Observation Log-in Sheet</i> in class to document your 15 hours of Book Buddy tutoring.	1	
Total	15	

UTEP OBSERVATION LOG-IN SHEET
RED 2430: DOCUMENTATION OF FIELD EXPERIENCE HOURS
[OBSERVATION & LITERACY TUTORING]
REQUIREMENT OF 15 HOURS

Name of Student: _____ 80# _____

Date	Time-In	Time-Out	Assigned Supervisor Signature	Activities/Comments (Please specify)	Location

The following student _____ has completed _____ hours of field experience/observation/tutoring a literacy lesson. If you have any questions, you may contact me at ajbach@utep.edu.

Amy J. Bach, Assistant Professor of Literacy

APPENDIX

Background Checks

A background check is required with the school district in order to be cleared for tutoring sessions. You will not be allowed to start your field experience tutoring without a background clearance letter. Specific district requirements are as follows:

El Paso ISD

- (1) District will take care of background checks. Submit *completed EPISD Letter of Understanding for Student Intern/Observer/Visitor* to me and I will submit the letter to EPISD.
- (2) You must obtain a district background check clearance letter that must be presented at the campuses prior to beginning your field experience.

Ysleta ISD

- (1) Log on to <https://bisweb.yisd.net/BackgroundConsentForm/>;
- (2) Fill out form; make copy for your records;
- (3) Submit Form online;
- (4) For questions call 434-0410, Lulu Petrosky, Criminal Records Clerk, Ysleta ISD Administrative Offices.