

**The University of Texas at El Paso**  
**Teacher Education**  
**Fall 2023**  
**\*Syllabus Subject to Change\***

**RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms (CRN: 14777)**

Instructor: Diane Elisa Golding, Ed.D.

Email: degolding@utep.edu

UTEP office: Education Building, 607

Office Hours: Wednesday 12:00 – 2:00 or by  
appointment

Hybrid Format

Wednesdays, 8:30 am – 11:20 am

Location: EDUC Room 302

Contact: 915-747-8459

**COURSE DESCRIPTION**

This course examines the methods and resources for teaching literacy in the elementary grades. It focuses on the application of learning theories, methods of evaluation and consideration of individual differences, hands-on instructional practices, and knowledge of state and national standards for Language Arts. Students will design, implement assess, and critique literacy instruction, with an emphasis on effectively engaging emergent bilingual students (English Language Learners).

**This course requires 6 hours of field experience.**

Pre-Req: RED 4341; Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; TED 4355; ELED 4680

**COURSE OVERVIEW**

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Welcome to RED 4338 Literacy and Language Arts Methods. This course will provide the tools for you to build a future classroom where students are reading, writing, and learning while enjoying the world of words.

The focus of the course is on the theoretical principles and research-based literacy practices necessary for developing and maintaining a balanced, comprehensive literacy program for young learners (K-8). You will learn how to organize the language arts classroom environment, and the pedagogy, methods, strategies, and materials to meet the individual needs of students, with an emphasis on emergent bilingual students. This course requires six (6) hours of field-based observations.

**Student learning outcomes:**

- Explain lesson components, effective grouping practices, assessments, and independent learning centers in a literacy program and create a motivating, culturally responsive literacy environment using a variety of literacy tools and a range of texts.
- Recognize the importance of the alphabetic principle to fluent reading and writing and demonstrate knowledge of how to differentiate fluency, vocabulary, comprehension, and writing activities through small group literacy lessons (TEKS ELAR, K-5<sup>th</sup>: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELAR, K-5<sup>th</sup>Developing and Sustaining Foundational Language Skills: Vocabulary, Fluency, Comprehension Strategies and Skills, Author’s Purpose and Craft, Response Skills and Composition.)
- Ability to plan effective literacy teaching and assessment activities to develop students’ phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy as part of a balanced literacy curriculum (TEKS ELAR, K-5<sup>th</sup>, Knowledge and Skills for Beginning

Reading and Writing; Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Self-sustained Reading, and Composition).

- Demonstrate knowledge of research-based comprehension strategy instruction and demonstrate instructional procedures for explicit and embedded comprehension assessment and instruction (TEKS ELAR, K-5<sup>th</sup> Comprehension Skills, Response Skills, Multiple Genres/literary elements and genres, and Author's Purpose and Craft).
- Identify discussion and writing methods to interpret and comprehend a variety of text genres (TEKS ELAR, K-5<sup>th</sup>: Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose and Craft, Composition, and Inquiry and Research).
- Demonstrate knowledge of developmentally appropriate writing workshop routines and writing instruction that includes process composing strategies and formative and summative writing assessments and activities (TEKS ELAR, K-5<sup>th</sup>: Composition: Conventions, Writing Process and Multiple Texts).
- Promote deep knowledge of a content subject topic and academic language using digital and print texts and integrate literacy learning objectives with real world problems through sequenced literacy activities, questioning, and meaningful discussions (TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup> Inquiry and Research).
- Teach content and language objectives using balanced literacy components and teaching strategies that support English Learners' and struggling learners' language and inquiry skill development (TEKS ELAR, 1<sup>st</sup>-5<sup>th</sup> Inquiry and Research).
- Demonstrate professional practices and responsibilities—professional demeanor and ethics; reflect on your practice and sets goals; demonstrate initiative and seek resources; and effectively communicate with professional faculty and staff.

**State Board of Education Certification (SBEC) and Professional Responsibilities (PPR) EC-12 competencies (<https://tea.texas.gov>)**

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

- Distinguishes ongoing formative assessments to evaluate students' oral language development and plans & provides culturally responsive literacy instruction based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher-level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).
- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Provides developmentally appropriate opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).

- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, Standard10; PPR I, III; Technology Applications I-V, Competency 10).

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## COURSE READINGS

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**Course readings will be provided on our Blackboard course site. No textbook is required.**

### Download the following:

2017 Texas Essential Knowledge and Skills for English Language Arts and Reading (Elementary).

[www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)

Texas Educators' Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=Randapp=9andp\\_dir=andp\\_rloc=andp\\_tloc=andp\\_ploc=andpg=1andp\\_tac=andti=19andpt=7andch=247andrl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=Randapp=9andp_dir=andp_rloc=andp_tloc=andp_ploc=andpg=1andp_tac=andti=19andpt=7andch=247andrl=2)

Recommended: lead4ward.com (provides resources, such as activities, assessment tools, academic vocabulary, and more that are aligned with TEKS)

## ADDITIONAL RESOURCES

UTEP Children's Library <https://0-www-teachingbooks-net.lib.utep.edu>

Florida Center for Reading Research—*Educators/Student Center Activities* <http://www.fcrr.org/for-educators/>.

Literacy Resources Online—<http://www.mcrel.org>

NCTE sponsored website with classroom resources— <http://www.readwritethink.org>

Phonological Awareness Literacy Screening (PALS)— <https://pals.virginia.edu/tools-activities.html>

ReadersWorkshop.org – <http://www.readersworkshop.org/>

National Reading Panel Report--[www.nationalreadingpanel.org/publications/summary.htm](http://www.nationalreadingpanel.org/publications/summary.htm).

TEKS ELAR <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

RTI Action Network--<http://www.rtinetwork.org/learn/what/whatisrti>

Response to Intervention (RTI)-- <http://www.rti4success.org/>

International Literacy Association – [www.reading.org](http://www.reading.org).

National Council of Teachers of English –<http://www2.ncte.org/>

LA librería: Books for kids en español –<http://www.la-libreria.net>

Children's trade books for social studies— <https://www.socialstudies.org/publications/notables>

Children's trade books for science— <http://www.nsta.org/publications/ostb/>

Children's trade books for math— <https://www.the-best-childrens-books.org/math-for-kids.html>

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## COURSE REQUIREMENTS

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**Investigating Contemporary Literacy Issues (200 points)** This assignment is designed to provide students with an understanding of current literacy topics of discussion surrounding 21<sup>st</sup> century students. You will collaborate in groups of 3-4 and choose a contemporary literacy issue to research and discuss in a fishbowl type activity. More information for this assignment can be found in our Blackboard course site.

**Interactive Read Aloud or Interactive Writing Miniesson and Demonstration (200 points)** You will choose between planning an interactive read aloud or an interactive writing minilessson and demonstrate your minilessson to your colleagues. A minilessson template and more information are provided in our Blackboard course site.

**Supporting Emergent Bilingual Student Writing Development: Review of the literature, analyzing a writing artifact, and address the student's areas of need in future instruction (200 points)** You will analyze a student's writing assignment sample preferably from the class you are observing, and with you cooperating teacher's approval; your analysis will be couched in a literature review and the TEKS used for the writing assignment. You will also include your instructional plan to support the student's writing skill needs. Further information is provided in the assignment link in our Blackboard site.

**Providing Collegial Feedback for the Supporting Emergent Bilingual Student Writing Development Assignment (100 points)** Reflection and critical feedback are pedagogical cornerstones in the professional life of an educator, and this will be an exercise in providing this for one of your colleagues Assessing Students' Writing and Planning Next Instruction assignment. More information is provided on the Course Calendar and assignment link in our Blackboard site.

**Field-based Experience Log (100 points)** Six hours of field experience observations of teaching is required for all students. If you are not in the residency program, I will help you with placement in a classroom.

**Field-Based Clinical Reflection (200 points)** Students will complete a one-page reflection based on literacy practices observed in the field. More information for this assignment can be found in our Blackboard course site.

### **Grading scale**

900-1000 = A; 899-800 = B; 799-700 = C; 699-600 = D; Below 600 = F

### **Submitting Assignments**

All assignments should be turned in through Bb at 11:59 pm on the due date posted on the schedule (generally the Sunday evening before class). Please save all electronic files with your last name, first name and the assignment title (i.e., Your Last Name, Your First Name Interactive Read Aloud Miniesson Plan). All assignments must be typed in 12-point Times New Roman, Ariel, or Calibri and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

### **Late Work**

Work turned in late without permission of the instructor will be penalized 10%.

### **Attendance and Participation**

Our class meetings are in-person at the College of Education, Room 302, every Wednesday from 9:30 am to 11:20 pm, beginning August 30 through December 6, except for the days noted on our calendar for observations.

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

### **Guidance on Using Artificial Intelligence**

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into an assignment.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

### **Other Resources:**

UTEP provides a variety of student services and support:

#### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

## Individual Resources

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transportation resources may submit a ticket request assistance to [studentsuccess@utep.edu](mailto:studentsuccess@utep.edu)
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

## UNIVERSITY AND CLASSROOM POLICY

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### DIVERSITY AND INCLUSION

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Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to our class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Dean of Students Office at <https://www.utep.edu/student-affairs/dean-of-students-office/index.html> or via email: [DOS@utep.edu](mailto:DOS@utep.edu) or by calling 915-747-5648.

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### STANDARDS OF ACADEMIC INTEGRITY

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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 [making plans to cheat with another], 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.

## TECHNOLOGY REQUIREMENTS

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Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner. You will need to download or update the following software: Microsoft Office. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

## NETIQUETTE

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As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## DISABILITY POLICY

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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).

## EQUAL EDUCATION OPPORTUNITY

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To create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso based on race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3<sup>rd</sup> Floor, 915.747.5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu)<<mailto:eoaa@utep.edu>>