



**RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms  
(CRN: 19194) Syllabus Subject to Change**

Instructor: Diane Elisa Golding, Ed.D.  
Email: degolding@utep.edu  
UTEP office: Education Building, 607  
Office Hours: Tuesdays 12:00 – 2:00 or by  
appointment

HyFlex Format  
Wednesdays, 8:30 – 11:20 am  
Location: EDUC Room 312  
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 balanced 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 balanced 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, Standard 10; PPR I, III; Technology Applications I-V, Competency 10).

## 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>

## COURSE REQUIREMENTS

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### **Clinical Field Experience**

Six hours of field experience observations of teaching. I will provide some options for your active observations.

### **Field-Based Clinical Assignment Log Sheet (15 points) and Reflection (10 points)**

A Field Experience Observation log will be provided for you to keep track of your observation hours and to be initialed by the teacher who you are observing.

**Discussion Boards (6 posts x 4 point each, 24 points total, including responses to two of your classmates).** The premise for our discussion boards is that we learn from one another. Please share your ideas on the prompts provided and respectfully and substantively respond to at least two of your colleagues' posts. Examples of a substantive response are "I agree with what you present here, Ana, and I wonder if this idea can be expanded to include . . ." or "Thanks for sharing your perspective, Marco; however, my experience has been very different and includes . . ." In other words, please do

not simply agree or disagree but include why or add something to the discourse that will push our thinking.

### **Lesson Plan for Teaching a Balanced Literacy Practice (Draft 1 = 10 points; Final Draft = 16 points)**

You will create a lesson plan for an interactive read aloud **OR** interactive writing lesson that you will teach in a classroom setting.

You should plan a lesson that would take approximately 15-20 minutes to teach. The focus is on the teaching procedures for balanced literacy practices; it is not on independent assignments, projects, crafts, etc. More information is provided on the Course Calendar and assignment link in our Blackboard site.

### **Lesson Plan Self-Reflection and Evaluation (10 points)**

Once you have taught your lesson, you will self-reflect and evaluate your lesson plan delivery. More information is provided on the Course Calendar and assignment link in our Blackboard site.

### **Assessing Students' Writing and Planning Next Instruction (15 points)**

This assignment takes the place of a final exam. You will collect a set of writings from the teacher you are observing; create a rubric based on grade-level TEKS, grade the students writing, and discuss class results, and plan what you will do next to help the whole class or a small group of the students learn one skill that you graded on your rubric. More information is provided on the Course Calendar and assignment link in our Blackboard site.

### **Grading scale**

90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; Below 60 = F

### **Late Work**

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

### **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. **Golding, Diane Intactive Read Aloud Lesson 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.

## **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.

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### 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.

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### 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>>