



UNIVERSITY OF TEXAS EL PASO
College of Education- Department of Teacher Education
***Syllabus subject to change**

Course Information:

**RED 4341 Teaching, Learning and
Assessment of Literacy CRN 22840**
Semester: Spring 2024
Class Day & Time Tuesdays: 9:00 am – 11:50 am
Location EDUC. RM 312

Instructor Information:

Dr. Diane Elisa Golding
Email: degolding@utep.edu
Office hours: Tuesdays
12-2 p.m. and by appointment
Office Telephone: (915)747-8459

Course Description:

This course focuses on the knowledge, strategies, and materials for nurturing specific literacy skills in elementary-aged learners. Emphasis is placed on diagnostic, formative, and summative assessments, and the use of assessment to inform literacy instruction. This course also covers the identification of reading difficulties and strategies for supporting students with dyslexia and other reading disorders. Students will analyze data from different sources to individualize instruction and to inform grouping practices.

Pre-requisites: RED 3315 and BED 4340 with a final grade of “B” or better.

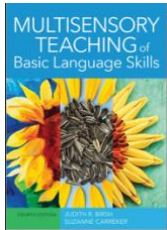
This course is delivered in the “HyFlex” format. Students may attend class in person each week or alternatively participate in online activities. *This choice may be made on a weekly basis.* (This is the *Flexibility* part of *HyFlex*.) The attendance and participation policy will be discussed during class the first week. Additional questions should be addressed to the instructor. See the [“What is HyFlex?”](#) video and/or the [Hybrid-Flexible Course Design](#) by Brian Beatty for more information.

Course objectives:

This course provides an overview of assessment of and for literacy teaching and learning, with an emphasis on identifying and correcting reading and writing delays to prevent literacy difficulties. Participants will learn the theory and practice of an integrated and recursive model of literacy and assess, plan & manage literacy tasks for students at *emergent, beginning, transitional, intermediate, and advanced* stages of literacy development. The course will provide numerous opportunities to connect literacy theories with the State Board of Education Certification (SBEC) standards, Texas Prekindergarten Guidelines and the elementary Texas Essential Knowledge and Skills for English Language Arts & Reading (ELAR TEKS). You will demonstrate knowledge and understanding of formal and informal literacy assessments and analyze students’ results on literacy assessments to plan systematic, sequential, explicit and strategic standards based (TEKS) instruction. This core course incorporates the science of teaching reading as well as the State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Understands basic concepts and principles of assessment and plans instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understands the characteristics of students at various literacy stages and designs literacy assessments & experiences that are responsive to differences among students learning to read and reading to learn (SBEC, Standard 4; PPR I, Competency 2).

- Demonstrates knowledge of the types, purpose, and characteristics of varied literacy assessments and how to use assessment data to design differentiated and effective tiered literacy instruction (PPR I, Competency 3).
- Manages group and individual literacy assessments to select texts, plan and deliver differentiated literacy instruction and flexible grouping (PPR I, Competency 4).
- Applies principles and strategies of standards-based literacy instruction and make instructional decisions to support students' literacy development, engagement, and motivation using varied instructional technologies (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement using decoding and comprehension literacy assessments; provides students with timely, high-quality intervention; and responds flexibly to address a student's identified need (PPR I, III; Technology Applications I-V, Competency 10)



Required Textbook:

Multisensory Teaching of Basic Language Skills, Activity Book, Judith Birsh and Suzanne Carreker, 4th Edition, Brookes Publishing Co., 2018.

Additional course readings are provided on our Bb course site.

Additional Website Resources:

- National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.
- TEKS ELA/R <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
- "El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- <http://www.tejaslee.org/>
- STAAR--<http://www.tea.state.tx.us/student.assessment/staar/>
- Response to Intervention (RtI)-- <http://www.rti4success.org>.
- The Science of Teaching Reading Blog (National Council on Teacher Quality) <https://www.nctq.org/blog/The-Science-of-Teaching-Reading>
- Education Week—What Teachers Should Know about the Science of Reading https://blogs.edweek.org/teachers/teaching_now/2019/03/what_te
- Reading Rockets: Shanahan on Literacy <https://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading>
- Florida Center for Reading Resources: <https://www.fcrr.org>

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. Understand literacy development as a complex process; taking diverse student populations through different paths to common grounds. (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELAR, K-5 , Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking- Beginning Reading & Writing</i>).	<ul style="list-style-type: none"> • Classroom Discussions & Activities • Quizzes • Midterm Requirements • Case Study

<p>2. Understand oral language foundational stages, concepts, principles & best practices for reading development, second-language acquisition and speech/language delays (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Discussion, & Thinking—Oral Language</i>).</p>	<ul style="list-style-type: none"> ● Classroom Discussions & Activities ● Quizzes ● Midterm Requirements ● Case Study
<p>3. Interpret a variety of oral language assessments and how to use assessment data to investigate and develop instructional opportunities; differentiated instruction and flexible grouping to support students’ literacy (SBEC Language Arts & Reading EC-6, Standard 1 & 4; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Discussion, & Thinking—Oral Language; Reading, Writing & Thinking – Beginning Reading & Writing</i>).</p>	<ul style="list-style-type: none"> ● Classroom Discussions & Activities ● Assessment Analysis Assignment ● Quizzes ● Midterm Requirements ● Case Study
<p>4. Select and analyze literacy assessments for each of the literacy components (phonological awareness, phonics & structural analysis, vocabulary, fluency, comprehension, and writing) to assemble research-based recommendations and TEKS based goals for individual student’s literacy development. (SBEC Language Arts & Reading EC-6, Standard 1-4, 7 & 10; Figure 19; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Phonological Awareness, Print Awareness & Spelling Knowledge, Phonetic Knowledge, Spelling Knowledge, Vocabulary & Comprehension, Fluency, Comprehension Skills, Response Skills, and Writing Process, Composition, Inquiry & Research</i>).</p>	<ul style="list-style-type: none"> ● Classroom Discussions & Activities ● Assessment Analysis Assignment ● Quizzes ● Midterm Requirements ● TextTalk ● Case Study
<p>5. Understand and apply concepts and principles related to assessment and critical thinking about literary texts & informational texts and demonstrate how to use literary picture fiction and nonfiction books aligned with the TEKS to teach literary elements and genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELAR, K-5 <i>Multiple Genres--Literary Elements; Multiple Genres-- Genres & Author’s Purpose Craft</i>).</p>	<ul style="list-style-type: none"> ● Classroom Discussions & Activities ● Quizzes ● Assessment Analysis Assignment ● Midterm Requirements ● TextTalk ● Case Study
<p>6. Demonstrate knowledge of the continuum of phonics and structural analysis decoding skills and interpret/use data from phonics, morphemic analysis & spelling assessments to plan and deliver explicit, standards-based (TEKS) phonics, word identification and structural analysis lessons (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELAR,</p>	<ul style="list-style-type: none"> ● Classroom Discussions & Activities ● Quizzes ● Assessment Analysis Assignment

<p>K-5th Developing & Sustaining Foundational Language Skills: Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing—Phonetic Knowledge, Spelling Knowledge, & Vocabulary).</p>	<ul style="list-style-type: none"> • Midterm Requirements • Final Requirement • Case Study
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Evaluation & Coursework Requirements of Students:

Attendance/Participation You are expected to attend each class meeting. Please bring the textbook and materials needed to be successful in class.

In-Class Discussions & Activities You are expected to read the required readings before class and complete the Discussion Questions for the week prior to coming to class.

Quizzes/Formative Assessments The required readings and glossary of RED 4341 terms will form the basis of quizzes/formative assessments. Quiz questions will be multiple choice. **All quizzes will be online and must be completed by 11:59 the night before our scheduled class meeting.**

The following are the Assessment Analysis Assignment by topic and in order of due dates:

Phonological Awareness Assessment Data Analysis and Recommendation This assignment provides an opportunity to practice scoring a Phonological Awareness assessment focused on blending and segmenting sounds. The assignment includes an analysis of the student’s strengths and weaknesses. Students will include an intervention for next steps in the analysis.

Phonics Screener Data Analysis and Recommendation This assignment provides an opportunity to practice scoring a Phonics assessment. The assignment includes an analysis of the student’s strengths and weaknesses along with an intervention activity to target areas of needed support.

Elementary Spelling Inventory (ESI) Data Analysis and Recommendation This assignment provides an opportunity to practice administering an ESI. The assignment includes an analysis of the student’s strengths and weaknesses. Students will include an intervention for next steps in the analysis.

Fluency Assessment Data Analysis and Recommendation This assignment provides an opportunity to practice administering and scoring a Fluency Assessment. The assignment includes an analysis of the student’s strengths and weaknesses. Students will include an intervention for next steps in the analysis.

Phonemic Awareness or Phonics Teaching Demonstration

This assignment is part of the midterm requirement. You will choose a phonemic awareness activity or a phonics activity from the Florida Center for Reading Research (fcr.org) and modify the activity utilizing the Gradual Release of Responsibility model (I do, We do, You do) to include a strategy to accommodate for Emergent Bilingual students.

TextTalk Project

In this project includes four components: vocabulary instruction, comprehension strategies, writing connection and the final interactive read aloud presentation. The purpose of the

assignment is to practice teaching vocabulary, creating higher order thinking questioning, learning ways to connect a read aloud with writing, and using the comprehension strategy of an interactive read aloud.

You will begin by selecting a text from a list of children's books provided on Blackboard. The following list summarizes the steps of the project:

1. Select a text
2. Read text carefully and list all words that are likely to be unfamiliar
3. Analyze the word list:
 - Which words can be identified as Tier Two words?
 - Which of the Tier Two words are most important for comprehension?
4. List these words and then write a "kid friendly" definition of each.
5. Demonstrate how you would teach these words.

(Adapted from Beck, McKeown & Kucan's *Bringing Words to Life: Robust Vocabulary Instruction* (2002))

Using Bloom's Taxonomy, you will create higher order thinking questions, mark these in the appropriate place in your chosen read aloud book. Additionally, you will include a writing activity that is suitable for your chosen read aloud. Finally, you will demonstrate your interactive read aloud, sharing your tier 2 vocabulary words, modeling a think aloud for two of your comprehension questions and describing your writing connection.

You will record each component (vocabulary, comprehension, writing connection) assignment and upload to the appropriate link in our Bb course site.

Case Study Project

This assignment provides an opportunity to practice evaluating student data. I will provide a student profile with data in all literacy areas covered this semester. You will create a plan of instruction to support a student's literacy skills that includes the following:

- Background information for your student profile (you will create this);
- Results of assessments administered;
- Evaluation of the student's data;
- Discussion of the student's strengths and areas of needed support;
- Identify the objectives for each area (measurable goals);
- 3-5 reading goals for the student aligned to the TEKS for the grade level;
- Plan for small group instruction by including 2 activities to further support the needs of the student. The activity must include a learning objective and a measurable learning goal;
- Assessment to measure student outcome; i.e, student will be able identify phonemes 8 out 10 times.

Midterm Expectation: In the first 8 weeks of class, you will complete the [Reading 101 Modules on the Reading Rockets](#) website. This will be an ongoing weekly homework assignment and as you complete each module, please upload the certificate of completions. Each module requires hours each week. Your midterm grade depends on completing the modules. Additionally, part of your midterm grade includes a demonstration of teaching a strategy in one of the two literacy components covered thus far in the course: Phonemic Awareness, or Phonics.

Final Expectation: In the second 8 weeks of class, you will complete the [Tutoring 240](#) modules for the Science of Reading (STR 293). You will upload a screen shot of your progress in Weeks 12 and 16 in the appropriate link on our Bb course site.

Grading:

- A 900-1000 points
- B 800-899 points
- C 700-799 points
- D 600-690 points
- F Below 599 points

Assignment	Points
Attendance/Participation: in-class discussion and activities	10 points 100 points total
Quizzes/Formative Assessments	10 points x 10 100 points total
Assessment Analysis Assignments <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Spelling Inventory • Fluency 	50 points x 4 200 points total
Midterm Requirements Teaching Demos: Phonemic Awareness or Phonics fcrr.org activity modified using the gradual release responsibility teaching model including accommodation for Emergent Bilingual students (100 points). Reading 101 Certificates of Completion (100 points)	200 points
TextTalk Project Vocabulary Component Comprehension Component Writing Connection Read Aloud Demonstration	150 points
Case Study	150 points
Final Requirement: Tutoring 240 Science of Teaching Reading (STR 293) modules completion	100 points
TOTAL	1000 points

Guidance on Using Artificial Intelligence

The use of generative AI tools such as Chat GPT can be an effective tool to check your writing grammar and style. However, the use of generative AI tools is not permitted to create any of the course assignments. Assignments are designed to help you think critically about how to help your future students. It is important that you share your own understandings of the course

assignments to ensure that any misconceptions (including those Chat GPT may provide you as fact) can be identified and clarified.

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
- [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.

DIVERSITY AND INCLUSION

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 or by calling 915-747-5648.

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 [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

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, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. 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

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

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).

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EQUAL EDUCATION OPPORTUNITY

In order 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 on the basis of 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, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>