



UNIVERSITY OF TEXAS EL PASO

College of Education- Department of Teacher Education

*Syllabus subject to change

Title of Course:

Teaching, Learning, & Assessment of Literacy

SEC RED 4341 CRN: 24564

Spring 2022

Class hours: 3

HyFlex Format

Instructor Information:

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Office hours: Virtual via Blackboard

Collaborate Mondays 12 pm – 2 pm
and by appointment

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-reqs: 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:

Understanding, Assessing, and Teaching Reading, A Diagnostic Approach, 8th Edition, by Erekson, J., Opitz, M., and Schendel, R. [This book can be purchased at the university bookstore, from the publisher (Pearson), or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Additional course readings are provided on our Bb course site.

Additional Resources: Websites

- 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"> • Discussion Board • Classroom Discussions • Quizzes • Midterm Exam • Final Exam
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>).	<ul style="list-style-type: none"> • Discussion Boards • Classroom Discussions • Quizzes • Midterm Exam • Final Exam
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>).	<ul style="list-style-type: none"> • Discussion Board • Classroom Discussions • Assessment Analysis Assignment • Quizzes • Case Study Assignment • Midterm Exam • Final Exam
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>).	<ul style="list-style-type: none"> • Discussion Board • Classroom Discussions • Assessment Analysis Assignment • Quizzes • Case Study Assignment • Midterm Exam • Final Exam

<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"> • Discussion Board • Classroom Discussions • Quizzes • 4th Grade Data analysis and recommendations for the Word Study, Fluency & Comprehension Assessment • Midterm Exam • Final Exam
<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, 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"> • Elementary Spelling Inventory (ESI) Data Analysis and Reflection • Discussion Boards • Classroom Discussions • Score and analyze a Phonological Awareness and Phonics Assessment • Create an intervention based on data analyzed (PA, Phonics Screener, Fluency Assessment) • Quizzes • Final Exam

Evaluation & Coursework Requirements:

Attendance/Participation You are expected to attend and participate each week whether in person, virtually or online.

Discussion Boards 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.

Quizzes/Formative Assessments Before each class, you are expected to read the required readings and I recommend that you maintain a digital glossary of RED 4341 Terms, this glossary will prove to be useful well beyond this course. After reading the material, write the vocabulary word and definition which you will find in the course readings. Quiz questions will be multiple choice and short answer, True/False, you can use your glossary of terms

when taking the quizzes and final exam. **All quizzes will be online and must be completed by Sunday at midnight.**

4th Grade Data analysis and recommendations for the Word Study, Fluency & Comprehension Assessment results. This is a two-part assignment that requires you to interpret and analyze a 4th grade class composite of students' word accuracy, fluency, morphemic analysis and comprehension test results. **I will provide the class composite data for you to analyze for this assignment.** Part two is a differentiated small group (5-6 students) word study, fluency & comprehension recommendations response based on the results of the assessment data.

Fluency Assessment Data Analysis and Reflection This assignment provides an opportunity to practice scoring a Fluency Assessment. The assignment includes an analysis of the student's strengths and weaknesses. An intervention of next steps will be included in the analysis.

Elementary Spelling Inventory (ESI) Data Analysis and Reflection This assignment provides an opportunity to practice administering an ESI. The assignment includes an analysis of the student's strengths and weaknesses. An intervention of next steps will be included in the analysis.

Phonological Awareness Assessment Data Analysis and Reflection 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. An intervention of next steps will be included in the analysis.

Phonics Screener Data Analysis and Reflection 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 Writing Assessment Analysis and Recommendation This assignment provides an opportunity to assess a student's writing and use a rubric to grade the assessment. More information regards this assignment is provided in our Blackboard course site Assignments Link.

Case Study – Informal Reading Inventory This assignment provides an opportunity to administer an IRI one-on-one to a child. You will administer both the WRI and Oral and Silent Reading Passages to a child in elementary school (2nd grade and up) (Appendix A) Include the following: background information of the child you assessed, results of assessments administered, assessment interpretation highlighting the students strengths and areas of needed support. Create 3-5 reading goals for the student, align your learning goals 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.

Midterm/ Final Exam There will be a midterm and final exam in this course. One key purpose of this exam is to help prepare you for the TExES Core Subjects and PPR certification exams that you are required to take before student teaching. The exam will be comprehensive covering all required readings, class notes & assignments. Questions will be multiple choice and short answer and will be like those found on the TExES/PPR exams.

Grading:

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

Assignment*	Due Date	Points
10 Quizzes/Formative Assessments	Ongoing	2 points each 20 points total
Phonological Awareness Assessment Data Analysis, Recommendation, and Reflection	2/27	5 points
Phonics Screener Data Analysis, Recommendation, and Reflection	3/6	5 points
Fluency Assessment, Data Analysis, Recommendation, and Reflection	3/27	5 points
4 th grade Data analysis and Recommendations for the Word Study, Fluency & Comprehension Assessment results	4/3	5 points
Elementary Spelling Inventory (ESI) Data Analysis, Recommendation, and Reflection	4/17	5 points
Elementary Writing Assessment Analysis, Recommendation, and Reflection	4/24	5 points
Discussion Board (5)	1/23, 2/13, 3/27, 4/10, 5/1	15 points
Case Study – Informal Reading Inventory	5/8	15 points
Midterm Exam	3/13	10 points
Final Exam	5/10	10 points
TOTAL		100 points

***Assignment Rubrics in Appendix**

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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attributable in whole or 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 from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

EQUAL EDUCATION OPPORTUNITY

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, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>

APPENDIX

BlackBoard Discussion Forums (5 posts x 3 points for each post & peer response; 15 points total)

Criteria	Possible points	Earned points
Clear, coherent, and well-organized posting (at least 200 words) that responds to prompt and shows evidence of having read the materials.	2	
Makes thoughtful posting in response to at least 2 peers' postings with connections across readings and adheres to a minimum of 100 words in length. Maintains a respectful and kind tone in all postings.	3	
Total	5 points	

Assessment Data Analysis, Recommendation(s) and Reflection (5 points)

Criteria	Possible Points	Points Earned
Assessment Data Analysis: <ul style="list-style-type: none"> • Clear and correct analysis of student's skills based on assessment results. • Clear and correct interpretation of student's area of need. 	1.5	
Post Data Analysis Recommendation <ul style="list-style-type: none"> • Clear TEKS-based activity to build student's skill in area of need. (Must list the TEKS) 	1.5	
Reflection <ul style="list-style-type: none"> • Clear and well written (sans errors) quality response to assessment experience • Includes Artifact 	2	
TOTAL	5 points	

Informal Reading Inventory Case Study (15 points)

Criteria	Possible Points	Points Earned
Assessment Data Analysis: <ul style="list-style-type: none"> • Clear and correct analysis of student's skills based on assessment results. • Clear and correct interpretation of student's area of need. 	5	
Post Data Analysis Recommendation <ul style="list-style-type: none"> • Clear TEKS-based activity to build student's skill in area of need. (Must list the TEKS) 	5	
Artifacts <ul style="list-style-type: none"> • Teacher complete recording documents 	5	
TOTAL	15 points	