RED 4341: *Assessment & Teaching of Literacy (Online)*
CRN: 33924 & 36287
Credits: 3

Instructor Information:
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Office hours: Wednesdays 1:00 – 4:00 pm or by appointment on Bb Collaborate Ultra

Course Description:
Assessment in the Teaching of Literacy (3-0-2) Standardized and informal materials and techniques for diagnosing strengths and weaknesses of individuals and groups, techniques and materials for building foundational concepts, principles, and best practices related to teaching the interconnected nature of listening, speaking, reading, writing and thinking. Identification and understanding of decoding related reading difficulties (dyslexia & dysgraphia) and reading strategies for dealing with identified decoding & spelling delays and other reading disorders. Restricted to minor: ALTC. Prerequisites: ECED 3335, or BED 3345, or RED 3335, or RED 3340, each with a grade of "C" or better, admission to Teacher Education and department approval. Field experience required.

Course objectives:
At the end of this course students will be able to:
- Understand and apply the theory and practice of an integrated and recursive model of literacy and assess.
- Identifying and correcting reading and writing delays in order to prevent literacy difficulties.
- Plan & manage literacy tasks for students at *emergent, beginning, transitional, intermediate, and advanced* stages of literacy development.
- 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).
- Demonstrate knowledge and understanding of formal and informal literacy assessments.
- 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 in order 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 Textbooks (both textbooks are required for successful completion of this course):

Cockrum, W.A., and Shanker, J.L. (2012). *Locating and correcting reading difficulties,*
Tenth edition. Boston, MA: Pearson Education, Inc., ISBN: 10:0-13-292910-4. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]
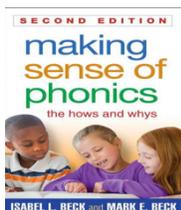
Beck, I. L., and Beck, M.E. (2013). *Making sense of phonics, second edition: The hows and whys.* New York, NY: The Guilford Press, ISBN-13 978-1462511990. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Regular access to a computer, Blackboard, and your UTEP email account.

Additional course readings are provided on our Bb course site.

Course Assignments and Grading

Grade Distribution:

1000-900 = A   899-800 = B   799-700 = C   699-600 = D   599 and Below = F

Assignment	Point value
Alphabet Principle Analysis & Differentiated Lesson Plan	100 points
The Science of Teaching Reading Reflection	100 points
Informational Text Read Aloud Analysis	100 points
Literacy Assessment Reports (4 x 125)	400 points
8 Quizzes/Formative Assessments	200 points
Final	100 points
Total	1,000 points

*Alphabet Principle Analysis & Differentiated Lesson Plan: This assignment will ask you to analyze a data for a first-grade class (data will be provided) and group students based on their need. The second section of this assignment will help you too explore differentiated instruction.

*Science of Teaching Reading Reflection: You will have the opportunity to reflect on the pedagogy, foundational skills, comprehension development and assessment analysis & instructional response to the science of teaching reading.

Informational Text Read Aloud Analysis: This assignment provides the opportunity analyze a modeled informational text presentation, learn and practice identifying informational text elements, and practice with the connecting the TEKS.

*Literacy Assessment Report: As part of this course, you will have the opportunity to compile a case study report that interprets & summarizes a variety of literacy assessments. Phonics, Fluency, Elementary Spelling Inventory, Writing.

Final Exam: Comprehensive, covering all readings and class content from the entire semester.

Attendance Policy

Because this is a hybrid course, attendance is determined by class participation online. Students must be prepared, participate in online individual/group discussions, and complete the course modules in order to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 10 percent of the final grade.

- To preserve a student's GPA, he/she WILL be dropped from the course for failure to turn in two or more major writing assignments.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a computer/laptop, printer, scanner, a webcam, and a microphone. You will need to purchase a USB (flash drive). You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, 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 encounter technical difficulties of any kind, contact the [Help Desk](#).**

Netiquette

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.

- Respect and courtesy must be provided to classmates and to instructor at all times. 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 F2F 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. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Late Work Policy
Major Writing Assignments

- Major writing assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted.

Quiz and Blog/Discussion Assignments
- All quiz, blog, and discussion board assignments will be due on Saturdays at midnight (11:59 PM). No late work will be accepted.

Drop Policy
To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F " for the course.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more HOOP: Student Conduct and Discipline.

Student Resources
UTEP provides a variety of student services and support:
- 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.
- 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.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- Military Student Success Center: UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff

(many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.