

**RED 2430 Foundations of Literacy & Learning (CRN:15443)
FALL 2018**

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Wednesdays, 9:00-11:50 AM

Location: Education Building, Room 312

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Office Hours: M & W 8:00-9:00 AM and 12:00-2:00

PM; T 4:00-5:30 PM—Online; TH 12:00-1:30 PM

Online or Mesita ES and by appointment.

Course description:

RED 2430 provides the historical, social, cognitive, and critical foundations of learning theory with an emphasis on literacy instruction for prospective educators and other language and literacy professionals. Students will develop the knowledge, skills, and dispositions needed to teach in schools and other educational settings. Special emphasis is placed on literacies of the U.S.-Mexico border and the literacy education of emergent bilingual students (English Language Learners). Fifteen hours of guided field experience is required. Restricted to Majors of IDST.

4.000 Credit hours---3.000 Lecture hours and1.000 Field experience hours

Course objectives:

RED 2430: This course provides the historical, social, cognitive, and critical foundations of literacy needed for undergraduate-level study of literacy education for pre-service teachers and other prospective educators. Participants will study learning theories, make connections between learning theories and oral and written language development, and apply language and literacy concepts during field experience hours. The course will provide numerous opportunities to connect literacy and language theories with both the State Board for Educator Certification (SBEC) standards and the Texas Essential Knowledge and Skills (TEKS). Course field experience includes 15 hours of observation and literacy tutoring with a child enrolled in El Paso's Parks & Recreation After-School Programs. This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Know the importance and the developmental processes of oral language, and plan a variety of instructional opportunities and ongoing assessments that motivate young students to develop listening and speaking skills and are responsive to their developmental characteristics and needs (SBEC Language Arts & Reading EC-6, Standard 1; PPR 1, Competency 1).
- Design and plan effective and coherent learning experiences and assessments that are responsive to differences among students, are based on appropriate learning goals and objectives, and promote all students' learning (PPR I, Competencies 2, 3, 4).
- Identify the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop phonological awareness (SBEC Language Arts &

Reading EC-6, Standard 2).

- Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways (SBEC Language Arts & Reading EC-6, Standard 3).
- Compare and contrast how literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support students' literacy success (SBEC Language Arts & Reading EC-6).
- Distinguish the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities (SBEC Language Arts & Reading EC-6, Standard 5).
- Understand the importance of fluency to comprehension and provide many opportunities for students to improve reading fluency (SBEC Language Arts & Reading EC-6, Standard 6).
- Recognize the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension (SBEC Language Arts & Reading EC-6).
- Know that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication and writing conventions (SBEC Language Arts & Reading EC-6, Standards 8 & 9).

Student learning outcomes:

Through participation in this course, students will be able to

- (1) Identify recent trends and issues in language and literacy instruction, including digital and multimodal literacies;
- (2) Understand major theories and empirical research regarding language and literacy teaching and learning, including the role of social interaction in fostering literacy development;
- (3) Think about professional dispositions that you believe skillful teachers should possess and critically analyze the teaching dispositions that you will uphold as an effective teacher.
- (4) Reflect on your own beliefs about literacy teaching and assessment and examine theories of learning to develop your own emergent philosophy of language and literacy teaching and learning;
- (5) Understand differences in students' development of language and literacy and adjust instruction to meet the needs of individual students, including English Language Learners;
- (6) Design and plan developmentally-appropriate literacy lessons and assessments for a book buddy that connect reading, writing, and talk (field experience);
- (7) Develop and use a literacy curriculum that draws on varied instructional approaches for culturally and linguistically diverse learners and that positively impacts children's knowledge, beliefs, and engagement
- (8) Compile a comprehensive portfolio that documents developmentally-appropriate practice and presents one learner's (book buddy) language, reading, and writing development;

- (9) Explore and describe the different forms of literacy found in bilingual communities on the U.S.-Mexico border and other linguistically and culturally diverse settings.

Course readings:

Required textbook:

Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. Teachers College, Columbia University: Teachers College Press, ISBN: 978-0-8077-4885-5. [This book can be purchased at the UTEP bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

- ✓ **The textbook is required for successful completion of this course. There will be a textbook check during the second week of class.**

Texas Essential Knowledge & Skills for English Language Arts & Reading (Elementary) which can be downloaded at <http://www.tea.state.tx.us/tek>

Required readings & websites (in addition to textbook chapters):

Week #2

Creese, A., Martin, P., & Hornsberger, N. (eds) (2008). Volume 9: Ecology of language. In *Encyclopedia of language and education, 2nd edition* (pp. i-vi). New York: Springer Publishing.

International Literacy Association (2018). *Transforming Literacy Teacher Preparation: Practice Makes Possible*.

Texas Educators' Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Week #3

Graves, M., Juel, C., Graves, B., & Dewitz, P. (2011). Reading and learning to read. In *Teaching reading in the 21st century: Motivating all learners* (pp. 1-23). Pearson

Week #5

Johnston, F., Invernizzi, M., Juel, C. & Lewis-Wagner, D. (2009). The book buddies tutoring framework. In *Book buddies: A tutoring framework for struggling readers, 2nd edition* (pp. 1-11). New York: The Guilford Press.

Week #10

Lui, A. (2012). Teaching in the zone: An introduction to working within the Zone of Proximal Development (ZPD) to drive effective early childhood instruction. White paper: Children's Progress.

Week #11

Tracey, D. & Mandel Morrow, L. (2012). Putting it all together. In *Lenses on Reading: An Introduction to Theories and Models, 2nd edition* (pp. 192-212). New York, NY: The Guilford Press.

Course requirements:

Successful completion of this course will be based on several key elements:

Quizzes (10 points)

All assigned readings must be completed before class session. The readings will form the basis of quizzes, class discussions, and activities. There will be a quiz at the beginning of each class and each quiz (1 point each). For homework readings, you are given a list of questions to think about during reading. Use these questions to guide your reading and prepare written answers to the questions. I will not collect the written responses; however, you can refer to your written answers for the weekly quiz as well as during discussions, group work, and tasks.

Group presentation of literacy learning theory (10 points)

Based on research articles about sociocultural learning theories, you will work in small groups (3-4 people) to prepare and present the language and literacy learning components presented in the article. Groups will read, analyze, and present information on the influence of the learning theory on instructional decision making. The presentation should be 10-15 minutes in length and all members must present information from the article. The readings will be selected from leading literacy journals (Journal of Adolescent and Adult Literacy, The Reading Teacher, Language Arts, Research in the Teaching of English, etc.).

The class presentation should address the following points:

1. a summary of the main points and author(s)' purpose;
2. examples or demonstrations of the materials and learning strategies used or proposed by the authors;
3. what the authors' say about how this teaching works/doesn't work;
4. critical analysis of the learning strategies and how they worked;
5. a brief description of how the ideas presented in the article connect to the questions being explored in the book buddies project (below).

I encourage you to use visual aids in your presentation, either through Power Point, iMovie or Windows Moviemaker. A rubric for the group presentation of literacy learning theory can be found in the appendix.

Reflective Essay on Teaching Dispositions (10 points)

The National Council for Accreditation of Teacher Education (NCATE) outlines teacher dispositions as the professional ethics, values, & commitments that teachers possess and how these dispositions shape teachers' actions when they are interacting with students, families,

colleagues, and communities. According to the National Board for Professional Standards (NBPTS), effective teachers have the following 5 core beliefs: 1) *teachers are committed to students and their learning*; 2) *teachers know the subjects they teach & how to teach those subjects to students*; 3) *teachers are responsible for managing & monitoring student learning*; 4) *teachers think systematically about their practice & learn from experience*; and 5) *teacher are members of learning communities*.

To preplan your paper, reread the ILA brief, *Transforming Literacy Teacher Preparation* and the *Texas Code of Texas Educators' Code of Ethics*. Write about the professional dispositions that you will advance in your future classroom and explain how you will build your content knowledge, devote yourself to advancing student learning, implement a culturally responsive classroom learning environment, uphold reflective teaching practices, and participate in professional learning communities. The teaching disposition paper should be 2-3 pages, double-spaced in length, and free of significant grammatical errors. **Points will be deducted for late submission of your Teaching Dispositions Essay.** A rubric for the teaching dispositions essay can be found in the appendix.

Philosophy of literacy teaching and learning (15 points).

As part of this course, you will have the opportunity to reflect on your own beliefs about literacy assessment and teaching. Think about literacy learning theories and how students learn, then explain how the learning theories will influence your teaching (**professional disposition**). To develop your philosophy, consider how you as an educator will improve your literacy knowledge and implement a respectful and inclusive learning environment (**reflective practice**). Describe your future classroom and depict how you will organize engaging literacy learning experiences, materials, and assessments (**instructional decision making**). Identify how you will foster professional relationships with colleagues & families (**participation in PLCs**). The philosophy of literacy teaching and learning paper should be 3-5 pages, double-spaced in length, and follow APA format. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. **Points will be deducted for late submission of your Philosophy of Literacy Teaching & Learning paper.** A rubric for your philosophy of literacy teaching and learning can be found in the appendix.

Book Buddy Field Experience:

This is a semester-long field experience project in which you will conduct 15 hours work at either an El Paso Parks & Recreation After-School Program (M-F 3:30-5:000. In order to start your field experience, you must complete a **background check** with the school district in order to be cleared for tutoring sessions. You will not be allowed to start your field experience without a background clearance letter. The Parks & Recreation will pair you with a student attending one of their Parks & Recreation After-School Programs which operate from 3:30-5:00 PM on Mondays through Fridays. In addition to supporting learning activities at the Center (8 hours), you will provide seven (7) hours of one-on-one observation and book buddy tutoring sessions. **Please take your UTEP Sign-in Log to each tutoring session to be signed by the supervisor that**

day; supervisors will only initial the hours performed on that day. Do not ask for signatures for multiple days. Each site supervisor will give you a **sticker** at the last session to verify their initials/signatures on your UTEP Sign-in Log.

You are expected to maintain a professional demeanor & ethical conduct for attendance, timeliness, professional appearance, communication, El Paso Parks & Rec After-School Program policies & procedures.

Assignments connected with the book buddy field experience are:

1. *Book buddy field notes & lesson plans (15 points).*

- For the first book buddy tutoring sessions, you will start a field note journal that will be kept throughout the semester and include information about the after-school activities, tutoring sessions, texts read and produced by your book buddies during tutoring sessions, and observation notes on reading and writing activities. The first field note journal entry (1 point) with information about yourself (tutoring days/time), the school, and program activities will be submitted on Blackboard.
- During the 7 hours of book buddy tutoring, you will plan and implement at least seven (7) 50-minute book buddy lessons using authentic texts at 2 points each on Blackboard on assigned dates. On Blackboard, submit the book buddy lesson plan with comments using the appropriate book buddy lesson plan template. **Points will be deducted for late submission of the field notes and/or the book buddy lesson plans.** Review the grading rubric in the appendix for details on field notes #1 and the specific focus of each book buddy lesson plan.

2. *Book buddy case study paper & UTEP Observation Log-in Sheet (15 points)*

- For your final book buddy case study paper, it is critical that you maintain your field note journal throughout the semester documenting your learning about teaching reading & writing as well as the children's language development, phonological awareness & vocabulary development, and reading & writing development.
- Using information from your field note journal entries and comments on lesson plans, write the book buddy case study paper as a final report of approximately 6-8 pages (not including references and appendices) and containing at least 4-6 references to course readings.
- Your case study paper should include information about the after-school site, yourself and tutoring sessions as well as students' oral language development, phonological awareness and vocabulary development, and reading & writing progress.
- Cite 4-6 references from the required course readings and use APA style when citing your references. **Points will be deducted for late submission of your book buddy case study paper.**
- You will maintain a log of site visits documenting your 15 hours of field experience tutoring. For each site visit, write the date; time-in/out; obtain a supervisor's signature; activities/

comments; and location of field experience. **To successfully complete this course, you must turn in a completed UTEP Observation log-in sheet documenting 15 hours of field experience.** Submit a completed copy of your UTEP Observation Log-in Sheet at the end of the course. A copy of your UTEP Observation Log-in Sheet will be placed in your file in the Field Placement Office (see UTEP Observation Log-in Sheet in appendix). A rubric for the book buddy case study paper can be found in the appendix.

Midterm Exam (10 points)

There will be one midterm exam in this course. One key purpose of the exam is to help prepare you for the TExES certification exam that you will be required to take before student teaching. The midterm exam will cover all readings and class content from the first seven weeks of the course. Questions will be multiple choice and will be similar to those found on the TExES and PPR exams. The midterm exam will be on Blackboard.

Final Exam (15 points)

There will be one final exam in this course. One key purpose of the exam is to help prepare you for the TExES certification exam that you will be required to take before student teaching. The final exam will be comprehensive, covering all readings and class content from the entire spring semester. Questions will be multiple choice and short answer and will be similar to those found on the TExES and PPR exams. The final exam will be on Blackboard

Assessment of Student Learning

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Quizzes	Ongoing	10 points	Learning Outcomes # 1-9
Group presentation of literacy learning theories	10/3/18 (in class)	10 points	Learning Outcomes # 1, 2, 3, 4, 5 & 8
Teaching Disposition Essay	9/12/18	10 point	Learning Outcomes # 1, 2, 3, 4, 5, 8 & 9
Philosophy of literacy teaching & learning	11/21/18	15 points	Learning Outcomes # 1,3, 4, 5, 8 & 9
Book buddy field notes & lesson plans	FN #1— 10/10/18 LP#1— 10/17/18 LP#2— 10/24/18 LP#3— 10/31/18 LPs#4— 11/14/18 LP#5— 11/21/18 LP#6 — 11/28/18 LP#7— 12/1/18	15 points	Learning Outcomes # 1, 3, 4, 5, 6, 7, 8 & 9
Field-Based Experience Log Sheet	12/5/18 (in class)		Learning Outcomes # 1, 3, 4, 5, 6, 7, 8 & 9
Book buddy case study paper	12/8/18 Blackboard	15 points	Learning Outcomes # 1, 3, 4, 5, 6, 7, 8, & 9
Midterm exam	10/24/18	10 points	Learning Outcomes # 1-9
Final exam	12/12/18	15 points	Learning Outcomes #1-9

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one day of classes as excessive. Two times being late for class (tardy) counts as one unexcused absence. If you miss two or more classes, you may be dropped for lack of attendance.** If you miss one day of class, contact me immediately.

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).

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, 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.

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, 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>>.

Additional Resources:

Websites – These websites are sources of additional information for literacy assessment & instruction:

National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.

Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary (TEKS)--

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

TPRI Early Reading Assessment-- <http://www.tpri.org/about/index.html>.

"El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- <http://www.tejaslee.org/>

State of Texas Assessments of Academic Readiness (STAAR)--

<http://www.tea.state.tx.us/student.assessment/staar/>

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

International Reading Association – www.reading.org

****Please note that this syllabus is subject to change and/or adjustments. ****



Course Schedule:

Date	Topic	Readings/Assignments Due
Aug 29 Week 1	Introduction to the course	<p>Read Syllabus</p> <ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements ➤ Teacher Dispositions <p>What are the characteristics of a good teacher?</p>
Sept 5 Week 2	An ecological literacy perspective & teacher preparation	<p>Read Creese, Martin, & Hornsberger, <i>Volume 9: Ecology of language</i> (pp. i-vi).</p> <p>Read International Literacy Association, <i>Literacy Leadership Brief: Transforming Literacy Teacher Preparation, Practice Makes Possible</i></p> <p><i>Texas Code of Professional Ethics</i></p> <p>Questions</p> <ol style="list-style-type: none"> 1. <i>How is language ecology defined?</i> 2. <i>Describe historical, social, cognitive, and critical aspects concerned with ecologies of language, literacy, and learning.</i> 3. <i>What is the importance of oral language and how is oral language connected with written language?</i> 4. <i>How does oral language develop and how is written language (reading & writing) linked with oral language (speaking & listening) acquisition?</i> 5. <i>Describe the transformative practices that pre-service teachers can engage in to become successful literacy teachers.</i> <p>Complete & submit field experience volunteer forms & information for background checks in class. Bring your driver's license to class.</p> <p>Textbook check</p>
Sept 12 Week 3	Literacy learning theories & concepts	<p>Read Graves, Juel, Graves, & Dewitz, <i>Reading & learning to read</i> (pp. 1-23).</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What is the relationship between automatic word recognition, fluency, and comprehension?</i> 2. <i>How do prior knowledge and text information support each reader's distinct understanding of texts?</i> 3. <i>How do metacognition and the use of comprehension strategies affect the process of meaning construction while reading?</i> 4. <i>How are phonological awareness, phonemic awareness, and oral language connected to emergent literacy?</i> 5. <i>What is the alphabetic principle and how is it related to oral and written language development?</i> <p>Assignment due on Blackboard: Teaching Disposition Paper</p>



Course Schedule:

Date	Topic	Readings/Assignments Due
Sept 19 Week 4	Language & literacy	<p>Read Lindfors, chapter 1: <i>Introduction in Children's language: Connecting reading, writing, and talk.</i></p> <p><i>Group work: literacy learning theories</i></p> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>What are the continuities between written and oral language?</i> 2. <i>How does the process of observing, performing (apprenticeship), and watching patterns support language acquisition?</i> 3. <i>How can teachers plan for connections between reading, talk, and writing?</i> 4. <i>What are the language competencies of emergent, beginning, transitional, intermediate, and advanced learners?</i> 5. <i>How do teachers set appropriate learning goals to promote a child's literacy learning?</i>
Sept 26 Week 5	Book buddies field experience	<p>Read Johnston, Invernizzi, Juel, & Lewis-Wagner, <i>The book buddies tutoring framework</i> (pp. 1-11).</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What is Response to Intervention (RTI)?</i> 2. <i>Explain the basic assumptions of the book buddy tutoring lessons.</i> 3. <i>What are the benefits of literacy tutoring?</i> <p><i>El Paso Parks & Recreation After-School Programs (field experience)</i></p> <ul style="list-style-type: none"> • Parks & Recreation After-School Programs Volunteer handbook • Volunteer forms • Selection of schools <p>Field experience Book Buddy Placements</p>
Oct 3 Week 6	Group presentations of literacy learning theories	<p>Group presentations (in class) of literacy learning theories:</p> <ul style="list-style-type: none"> ➤ Social Constructivism ➤ Universal Design for Learning ➤ Transactional /Reader Response ➤ Bilingual/Bicultural Pedagogy ➤ New Literacies

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Oct 10 Week 7</p> <p>Online Class</p>	<p>Reading, writing, & talk with authentic texts</p> <p><i>Class meets on Blackboard & not face-to- face.</i></p>	<p>Read Lindfors, chapter 2: <i>Authenticity</i> in Children’s language: Connecting reading, writing & talk</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How is an efferent reading orientation different from an aesthetic reading orientation?</i> 2. <i>How can teachers craft reading lessons to improve comprehension through an emphasis on strategies (making connections, activating prior knowledge, asking questions, making predictions, summarizing)?</i> 3. <i>What are the characteristics of emergent writing?</i> 4. <i>How can teachers plan for purposeful and authentic writing experiences?</i> <p>Assignment due: Book buddy field notes #1 on 10/10 by midnight.</p>
<p>Oct 17 Week 8</p>	<p>Meaning & code orientations towards print</p>	<p>Read Lindfors, chapter 3: <i>Meaning-orientation</i> in Children’s language: Connecting reading, writing & talk</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How is the alphabetic principle important to reading English?</i> 2. <i>How does teaching decoding and word analysis strategies with predictable texts influence a child’s meaning-making about texts?</i> 3. <i>How does fluent reading of text impact reading comprehension?</i> 4. <i>How does read aloud strengthen the connection between oral and written language development?</i> 5. <i>How would you plan a shared reading lesson?</i> <p>Assignment due: Book buddy lesson plan #1 on 10/17 by midnight.</p>
<p>Oct 24 Week 9</p>	<p>Midterm exam Online class</p>	<p>Midterm exam on Blackboard</p> <p>Assignment due: Book buddy lesson plan #2 on 10/24 by midnight.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due
Oct 31 Week 10	Vygotsky & teaching in the Zone of Proximal Development (ZPD)	<p>Read Lui, <i>teaching in the zone: An introduction to working within the Zone of Proximal Development (ZPD) to drive effective early childhood instruction.</i></p> <p>Read Lindfors, chapter 4: <i>Collaboration in Children’s language: Connecting reading, writing & talk</i></p> <p>Questions</p> <ol style="list-style-type: none"> 1. Describe the “zone of proximal development” ZPD? 2. How does written dictation help children to develop writing competence? 3. What are predictable texts and how do they support students’ reading comprehension? <p>Assignment due: Book buddy lesson plan #3 on 10/31 by midnight</p>
Nov 7 Week 11	Literacy learning philosophy	<p>Read Tracey & Morrow, <i>Putting it together</i>, pp.192-212</p> <p>Self-assessment philosophy rating scale</p>
Nov 14 Week 12	Reader-writer response	<p>Read Lindfors, chapter 5: <i>Apprenticeship in Children’s language: Connecting reading, writing & talk</i></p> <p>Questions</p> <ol style="list-style-type: none"> 1. Describe how active observation of expert readers and writers strengthens a child’s reading and writing competence. 2. How can literacy demonstrations and writing invitations validate purposeful reading and writing? 3. Describe how reading to and with children supports their reading comprehension. 4. How can teachers use informational texts to support reading and writing competence? <p>Peer revision (in class) of your “Philosophy of literacy teaching & learning” paper. Assignment due on Blackboard: Philosophy of literacy teaching & learning on 11/21/18 by midnight</p> <p>Assignment due: Book buddy lesson plan #4 on 11/14 by midnight.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due
Nov 21 Week 13	A child's voice	Read Lindfors, chapter 6: <i>Individuality</i> in Children's language: Connecting reading, writing & talk Questions: <ol style="list-style-type: none"> 1. <i>How do early writing experiences and response journals and book choice validate children's voice and literacy competence?</i> 2. <i>Describe how the reading strategies—making predictions, connections, and summarizing—improve a child's understanding of texts.</i> 3. <i>How do extended inquiry investigations and writing logs support students' interpretation of texts?</i> 4. <i>How does book browsing and choice support lifelong learning?</i> Assignment due: Book buddy lesson plan #5 on 11/21 by midnight.
Nov 28 Week 14	Wrapping-up book buddy field experience	Book buddy case study paper-pre-writing, planning guide. Assignment due: Book buddy lesson plan #6 on 11/28 by midnight.
Dec 5 Week 15	Book buddy case study peer review & review for final exam	Review for Final Exam/PPR Book buddy case study paper: <ul style="list-style-type: none"> • Peer revision (in class) of your "Book Buddy Case Study" paper with information about your book buddy, highlights of tutoring sessions, and your reflections about your book buddy's language, reading, and writing progress. Assignments due: <ul style="list-style-type: none"> • Book buddy lesson plan #7 due on 12/1 by midnight. • Submit (in class) the signed UTEP Observation Log-in Sheet documenting your 15 field experience hours with dates; time-in and time-out, assigned supervisor's signatures/BB stamp, activities, and location. • Submit (on Blackboard) your book buddy case study paper (6-8 pages with 4-6 references) on Blackboard by 12/8/18 at midnight.
Dec 12 Week 16	FINAL EXAM	Final exam on Blackboard.

APPENDIX

Grading Rubrics for Course Assignments

Rubric: Group presentation of literacy learning theory (10 points)

Criteria	Possible Points	Exceed Standards	Meets Standards	Does Not Meet Standards
Literacy Learning Theory's Implications for Teacher Decision-Making	2	Clearly summarizes the article's main points & authors' purpose and clearly explains the influence of the learning theory on instructional decision-making.	Somewhat clearly summarizes the article's main points & authors' purpose and clearly explains the influence of the learning theory on instructional decision-making.	Does not summarize the article's main points and/or authors' purpose and does not explain the influence of the learning theory on instructional decision-making.
Literacy Learning Theory's Influence on Teachers' Choice of Teaching Strategies & Materials	2	Clearly explains how the literacy learning theory influences teachers' choice of instructional strategies & materials.	Somewhat clearly explains how the literacy learning theory influences teachers' choice of instructional strategies & materials.	Does not explain how the literacy learning theory influences teachers' choice of instructional strategies & materials.
Concrete Examples/ Demonstrations of Teaching Materials	2	Clearly shows concrete examples or demonstrations of the materials and strategies proposed in the article.	Somewhat clearly shows concrete examples or demonstrations of the materials and strategies proposed in the article.	Does not show concrete examples or demonstrations of the materials and strategies proposed in the article.
Critical Analysis & Links to Book Buddies	2	Clearly synthesizes the ideas presented in the article & clearly connect the information to book buddies' experiences.	Somewhat clearly synthesizes the ideas presented in the article & clearly connect the information to book buddies' experiences.	Does not synthesize the ideas presented in the article and/or does not connect the information to book buddies' experiences.
Presentation Skills	2	The video/PP presentation has mostly pictures with few words. All members share ideas evenly & with clarity.	The video/PP presentation has more words than pictures. Some members do not share ideas evenly & with clarity.	The video/PP presentation is wordy with few pictures. Members read the slides & show a lack of understanding of learning theory.

Rubric: Teacher Disposition Paper (10 points)

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Professional Values & Commitment to Teaching	2	Clearly outlines your professional values and commitment to student achievement and provides specific details about how you will uphold the <i>Texas Code of Texas Educators' Code of Ethics</i> .	Somewhat clearly outlines your professional values and commitment to student achievement and provides some details about how you will uphold the <i>Texas Code of Texas Educators' Code of Ethics</i> .	Does not outline your professional values and commitment to student achievement and provides no details about how you will uphold the <i>Texas Code of Texas Educators' Code of Ethics</i> .
Professional Attitudes & Behaviors	1	Clearly describes the professional behaviors toward students, families, & colleagues that you will advance in your future classroom.	Somewhat clearly describes the professional behaviors toward students, families, & colleagues that you will advance in your future classroom.	Does not clearly describe the professional behaviors toward students, families, & colleagues that you will advance in your future classroom.
Content Knowledge Development & Improvement	1	Clearly explains how you will develop your content subject knowledge and how you will improve the way you teach those subjects to students.	Somewhat clearly explains how you will develop your content subject knowledge and how you will improve the way you teach those subjects to students.	Does not clearly explain how you will develop your content subject knowledge and how you will improve the way you teach those subjects to students.
Management & Monitoring of Student Learning & Behavior	1	Clearly portrays how you will manage & monitor student learning.	Somewhat clearly portrays how you will manage & monitor student learning.	Does not clearly portray show you will manage & monitor student learning.
Culturally-Responsive Classrooms	1	Clearly communicates how you will implement a culturally responsive learning environment.	Somewhat clearly communicates how you will implement a culturally responsive learning environment.	Does not clearly communicate how you will implement a culturally responsive learning environment.
Reflective Practitioners	1	Clear details about how you will systematically think about your teaching practices and learn from experience.	Somewhat clear details about how you will systematically think about your teaching practices and learn from experience.	Unclear details about how you will systematically think about your teaching practices and learn from experience.
Professional Learning Communities (PLCs)	1	Clearly outlines how you will be an active member of a professional learning community	Somewhat clearly outlines how you will be an active member of a professional learning community	Does not clearly outline how you will be an active member of a professional learning community
Mechanics	2	Teaching disposition paper is 2-3 pages, double-spaced in length & free of significant errors.	Teaching disposition paper is 2-3 pages, double-spaced in length & mostly free of significant errors.	Teaching disposition paper is less than 2- pages and/or contains significant grammatical & spelling errors.

Rubric: Philosophy of literacy teaching & learning (15 points)

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Professional Disposition (4 points)	Clear & in-depth reflection about literacy learning theories and clearly explains how the learning theories will guide your teaching.	General reflection about literacy learning theories and somewhat clearly explains how the learning theories will guide your teaching.	Lack of reflection about literacy learning theories and does not explain how the learning theory will guide your teaching.
Reflective Practice (4 points)	Clear & in-depth examination of how you will improve your literacy knowledge to implement a respectful & inclusive learning environment.	Clear examination of how you will improve your literacy knowledge to implement a respectful & inclusive learning environment.	An unclear examination of how you will improve your literacy knowledge to implement a respectful & inclusive learning environment.
Instructional Decision Making (4 points)	Clear & in-depth description of how you will organize engaging literacy learning experiences, materials, and assessments.	Clear description of how you will organize engaging literacy learning experiences, materials, and assessments.	An unclear description of how you will organize engaging literacy learning experiences, materials, and assessments.
Participation in Professional Learning Communities (3 points)	Clear & in-depth description of how you will cultivate professional relationships with colleagues & families.	Clear description of how you will cultivate professional relationships with colleagues & families.	An unclear description of how you will cultivate professional relationships with colleagues & families.

Rubric: Book buddy field notes & lesson plans (15 points)

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Field notes #1	1	Detailed & clear field notes about the after-school program, activities, & students.	Clear field notes about the after-school program, activities, & students.	Unclear field notes, missing information about the after-school program, activities, and/or students.
Book Buddy Lesson Plans & Observations	14	7 Book buddy lesson plans (2 pts each) using the lesson plan template & narrative/expository picture book. Each lesson plan has a clear description of planned re-reading for fluency, new reading, and written response and detail, clear observations of the child’s response to each activity	7 Book buddy lesson plans (2 pts each) using the lesson plan template & narrative/expository picture book. Each lesson plan has a clear description of planned re-reading for fluency, new reading, and written response and clear observations of the child’s response to each	7 Book buddy lesson plans (2 pts each) not on the lesson plan template & lacks narrative or expository picture book. Lesson plan has unclear description of planned re-reading for fluency, new reading, and written response and unclear observations of the child’s response to each

Rubric Book buddy case study paper & UTEP Observation Log (15 points)

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Introduction	2	Clear introduction with specific information about site, book buddy, tutor & the tutoring lessons.	Clear introduction with some information about site, book buddy, tutor & the tutoring lessons.	Unclear introduction lacking information about site, book buddy, tutor & the tutoring lessons.
Oral Language Development	2	Clearly describes personal learning about language development & includes detailed examples of book buddy's language learning, literacy routines & response to talking about books with 1-2 APA citations from the required readings.	Somewhat clearly describes personal learning about language development & includes some examples of book buddy's language learning, literacy routines & response to talking about books with 1 APA citation from the required readings.	Does not describe personal learning about language development & does not include examples of book buddy's language learning, literacy routines & response to talking about books with no APA citations from the required readings.
Phonological Awareness & Vocabulary Development	2	Clearly describes personal learning about phonological awareness & vocabulary development & includes detailed examples of book buddy's expressive & receptive language, phoneme blending (chunking) while reading, conversations about books, assessments & use of new vocabulary with 1-2 APA citations from the required readings & TROLL.	Somewhat clearly describes personal learning about phonological awareness & vocabulary development & includes some examples of book buddy's expressive & receptive language, phoneme blending (chunking) while reading, conversations about books, assessments & use of new vocabulary with 1 APA citation from the required readings & TROLL.	Does not clearly describe personal learning about phonological awareness & vocabulary development & does not include examples of book buddy's expressive & receptive language, phoneme blending (chunking) while reading, conversations about books, assessments & use of new vocabulary with no APA citations from the required readings & TROLL.
Fluency & Comprehension Development	2	Clearly describes personal learning about fluency & comprehension development & includes detailed examples of book buddy's fluent reading of text, use of comprehension strategies & text retelling ability linked to fluency checks & running records with 1-2 APA citations from the required readings.	Somewhat clearly describes personal learning about fluency & comprehension development & includes some examples of book buddy's fluent reading of text, use of comprehension strategies & text retelling ability linked to fluency checks & running records with 1 APA citation from the required readings.	Does not clearly describe personal learning about fluency & comprehension development & does not include examples of book buddy's fluent reading of text, use of comprehension strategies & text retelling ability linked to fluency checks & running records with no APA citations from the required readings.

Rubric Book buddy case study paper & UTEP Observation Log (15 points) Continued

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Writing Development	2	Clearly describes personal learning about writing development & includes detailed examples of book buddy's use of graphic organizers to write, writing response to narrative & expository texts with 1-2 APA citations from the required readings.	Somewhat clearly describes personal learning about writing development & includes some examples of book buddy's use of graphic organizers to write, writing response to narrative & expository texts with 1 APA citation from the required readings.	Does not clearly describes personal learning about writing development & includes no examples of book buddy's use of graphic organizers to write, writing response to narrative & expository texts with no APA citations from the required readings.
Mechanics	2	Case study report (6-8 pages) is clear, free of significant errors, cites 4-6 references from class readings & follows APA guidelines.	Case study report (6-8 pages) is clear, mostly free of significant errors, cites 4-6 references from class readings & follows APA guidelines.	Case study report is less than 6 pages & disorganized with significant errors, does not follow APA format & includes no citations from class readings.
Peer Revision & UTEP Log-in Sheet	3	Actively participates in peer revision of case study paper in class. Submits <i>UTEP Observation Log-in Sheet</i> with site signatures & 15 or more observation/tutoring hours.	Participates in peer revision of case study paper in class. Submits <i>UTEP Observation Log-in Sheet</i> with site signatures & 15 or more observation/tutoring hours	Does not participate in peer revision of case study paper in class. Submits <i>UTEP Observation Log-in Sheet</i> without site signatures and/or less than 15 observation/tutoring hours

APPENDIX



These programs are held Monday - Friday from 3:30pm-6:00pm. El Paso Parks & Recreation will pair you with a student that needs help in reading and writing. One-on-one sessions will follow the curriculum provided by your professor.

After School Programs

Ascarate Elementary	7090 Alameda Ave. (15)--YISD
Burleson Elementary	4400 Blanco Ave. (05)--EPISD
Coldwell Elementary	4101 Altura Ave. (03)--EPISD
Cooley Elementary	107 N. Collingsworth St. (05)--EPISD
Crosby Elementary	5411 Wren Ave. (24)--EPISD
Del Norte Heights Elementary	1800 Winslow Rd. (15)--YISD
Del Valle Elementary	9251 Escobar Dr. (07)--YISD
Douglass Elementary	101 S. Eucalyptus St. (05)--EPISD
Dowell Elementary	5249 Bastille Ave. (24)--EPISD
Logan Elementary	3200 Ellerthorpe Ave. (04)--EPISD
Paul Moreno Elementary	2300 San Diego Ave. (30)--EPISD
Roberts Elementary	341 Thorn Ave. (32)--EPISD
Rusk Elementary	3601 N. Copia St. (30)--EPISD
Stanton Elementary	5414 Hondo Pass Dr. (24) --EPISD
Thomas Manor Elementary	7900 Jersey St (15)--YISD
Travis Elementary	5000 N. Stevens St. (30)--EPISD
Ysleta Elementary	8624 Dorbandt Cir. (07)--YISD

Julie Belcher

Recreation and Sports Coordinator
 City of El Paso Parks and Recreation Department

In addition to completing a background check for the El Paso Parks & Rec Program, you must complete a background check for the school district where the after-school program is located. Complete a **background check** with the school district in order to be cleared for tutoring sessions. You will not be allowed to start your field experience tutoring without a background clearance letter. Specific district requirements are as follows:

El Paso ISD

1. District will take care of background checks. Submit *completed EPISD Letter of Understanding for Student Intern/Observer/Visitor* to me and I will submit the letter to EPISD.
2. You must obtain a district background check clearance letter that must be presented at the campuses prior to beginning your field experience.

Ysleta ISD

1. Log on to <https://bisweb.yisd.net/BackgroundConsentForm/>
2. Fill out form; make copy for your records
3. Submit Form on line
4. For questions call 434-0410, Lulu Petrosky, Criminal Records Clerk, Ysleta ISD Administrative Offices