

**RED 2430 Foundations of Literacy & Learning (CRN: 16697)  
SPRING 2016**

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Office Hours: M & T 8:00-9:00 AM and 12:00-2:00 PM; W 8:00-11:00—Online or Mesita ECDC  
TH 12:00-2:00 PM Online or Mesita ES and by appointment.

Tuesdays, 9:00-11:50 AM

Location: Education Building, Room 312

August 23 —December 6, 2016

**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. Define literacy from an ecological perspective, including historical, social, cognitive, and critical aspects;
2. Read, analyze and report on literacy theories of learning and teaching.
3. Compare the functions, forms, and practices of literacy found in school, home, and community contexts;
4. Reflect on your own beliefs about literacy teaching and assessment and develop your own emergent philosophy of language and literacy teaching and learning;
5. Document and describe literacy development among learners of different age groups over the lifespan (early childhood, childhood, adolescents, adults) ;
6. Design and plan literacy lessons and assessments for a book buddy that connect reading, writing, and talk (field experience);
7. Compile a comprehensive portfolio that documents clinical practice and presents one learner's (book buddy) language, reading, and writing development.
8. Explore and describe the print, multi-modal, and digital 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/teks>.

*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, 2<sup>nd</sup> edition* (pp. i-vi). New York: Springer Publishing.

Week #3

Graves, M., Juel, C., Graves, B., & Dewitz, P. (2011). Reading and learning to read. In *Teaching reading in the 21<sup>st</sup> 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, 2<sup>nd</sup> 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 #12

Tracey, D. & Mandel Morrow, L. (2012). Putting it all together. In *Lenses on Reading: An Introduction to Theories and Models, 2<sup>nd</sup> 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. 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.

***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. To develop your philosophy, review the course readings and class content and reflect on language development and effective literacy teaching components, materials, and assessments. Align your personal philosophy with the learning theories that will guide your beliefs and practices. 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/>. 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 3:30-5:00) or at Anthony Elementary School (Saturday only, 8-12:00). 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. At Anthony Elementary School, you will work with a small group of students in the EduMobile Inc. Saturday program (8:00-11:30 AM) which includes a formal reading class, readers theater, and music & art integration with literature. 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. For the EduMobile program, you will support teaching of word study, reading, readers theater, and art projects. **Be sure to obtain a copy of the EduMobile for each Saturday field experience.**

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/Saturday 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/EduMobile program, 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 reading and writing lessons with reflections on your learner's language and literacy development at 2 points each on Blackboard on assigned dates. For the EduMobile program Anthony Elementary School, you will assist with literacy teaching from 8:15-9:00; 9:15-10:00 and 10:20-11:35 and write your reflections on language & literacy learning for each session. On Blackboard, submit the instructional topic, guided/independent activities, and reflection for each 45 minute session. 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.
- 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 (15 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 (20 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 Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Quizzes	Ongoing	10 points	Learning Outcomes # 1-8
Group presentation of literacy learning theories	8/27/16	10 points	Learning Outcomes # 1, 2, 3, 5 & 8
Philosophy of literacy teaching & learning	11/22/16	15 points	Learning Outcomes # 1,3, 4, 5, & 8
Book buddy field notes & lesson plans	FN #1—10/4/16 LP#1—10/11/16 LP#2—10/18/16 LP#3—10/25/16 LPs#4—11/1/16 LP#5—11/8/16 LP#6 —11/15/16 LP#7—11/22/16	15 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8
UTEP Observation Log-in sheet	11/29/16		Learning Outcomes # 1, 3, 5, 6, 7, & 8
Book buddy case study paper	12/1/16	15 points	Learning Outcomes # 1, 3, 5, 6, 7, & 8
Midterm exam	10/18/16	15 points	Learning Outcomes # 1-8
Final exam	12/6/16	20 points	Learning Outcomes #1-8

### 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. The student 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.

### **Additional Resources:**

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

National Reading Panel Report--[www.nationalreadingpanel.org/publications/summary.htm](http://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](http://www.reading.org)

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



## Course Schedule:

Date	Topic	Readings/Assignments Due
Aug 23 Week 1	Introduction to the course	<p>Read Syllabus</p> <ul style="list-style-type: none"> <li>➤ Syllabus Review</li> <li>➤ Course Requirements</li> </ul> <p>What are the characteristics of a good teacher?</p>
Aug 30 Week 2	An ecological literacy perspective	<p>Read Creese, Martin, &amp; Hornsberger, <i>Volume 9: Ecology of language</i> (pp. i-vi).</p> <p>Read Lindfors, preface in <i>Children's language: Connecting reading, writing &amp; talk</i> (pp.xi-xv).</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. How is language ecology defined?</li> <li>2. Describe historical, social, cognitive, and critical aspects concerned with ecologies of language, literacy, and learning.</li> <li>3. What is the importance of oral language and how is oral language connected with written language?</li> <li>4. How does oral language develop and how is written language (reading &amp; writing) linked with oral language (speaking &amp; listening) acquisition?</li> </ol> <p><b>Submit field experience volunteer forms &amp; information for background checks (Bring a copy of your driver's license to class)</b></p> <p><b>Textbook check</b></p>
Sept 6 Week 3	Literacy learning theories & concepts	<p>Read Graves, Juel, Graves, &amp; Dewitz, <i>Reading &amp; learning to read</i> (pp. 1-23).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the relationship between automatic word recognition, fluency, and comprehension?</li> <li>2. How do prior knowledge and text information support each reader's distinct understanding of texts?</li> <li>3. How do metacognition and the use of comprehension strategies affect the process of meaning construction while reading?</li> <li>4. How are phonological awareness, phonemic awareness, and oral language connected to emergent literacy?</li> <li>5. What is the alphabetic principle and how is it related to oral and written language development?</li> </ol>



**Course Schedule:**

Date	Topic	Readings/Assignments Due
<b>Sept 13</b> <b>Week</b> <b>4</b>	Language & literacy	<p><b>Read Lindfors, chapter 1: <i>Introduction in Children’s language: Connecting reading, writing, and talk.</i></b></p> <p><b><i>Group work: literacy learning theories</i></b></p> <p><u>Questions</u></p> <ol style="list-style-type: none"> <li>1. <i>What are the continuities between written and oral language?</i></li> <li>2. <i>How does the process of observing, performing (apprenticeship), and watching patterns support language acquisition?</i></li> <li>3. <i>How can teachers plan for connections between reading, talk, and writing?</i></li> <li>4. <i>What are the language competencies of emergent, beginning, transitional, intermediate, and advanced learners?</i></li> <li>5. <i>How do teachers set appropriate learning goals to promote a child’s literacy learning?</i></li> </ol>
<b>Sept 20</b> <b>Week</b> <b>5</b>	Book buddies field experience	<p>Read Johnston, Invernizzi, Juel, &amp; Lewis-Wagner, <i>The book buddies tutoring framework</i> (pp. 1-11).</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>What is Response to Intervention (RTI)?</i></li> <li>2. <i>Explain the basic assumptions of the book buddy tutoring lessons.</i></li> <li>3. <i>What are the benefits of literacy tutoring?</i></li> </ol> <p><i>El Paso Parks &amp; Recreation After-School Programs (field experience)</i></p> <ul style="list-style-type: none"> <li>• Parks &amp; Recreation After-School Programs Volunteer handbook</li> <li>• Volunteer forms</li> <li>• Selection of schools</li> </ul> <p>Edumobile Inc. Saturday program at Anthony Elementary</p> <p><b>Field experience Book Buddy Placements</b></p>
<b>Sept 27</b> <b>Week</b> <b>6</b>	Group presentations of literacy learning theories	<p><b>Group presentations (in class) of literacy learning theories:</b></p> <ul style="list-style-type: none"> <li>➤ Social Constructivism</li> <li>➤ Universal Design for Learning</li> <li>➤ Transactional /Reader Response</li> <li>➤ Bilingual/Bicultural Pedagogy</li> <li>➤ New Literacies</li> </ul>

## Course Schedule:

Date	Topic	Readings/Assignments Due
<b>Oct 4 Week 7</b>	Reading, writing, & talk with authentic texts	Read Lindfors, chapter 2: <i>Authenticity</i> in Children's language: Connecting reading, writing & talk  <u><b>Questions</b></u> <ol style="list-style-type: none"> <li>1. <i>How is an efferent reading orientation different from an aesthetic reading orientation?</i></li> <li>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></li> <li>3. <i>What are the characteristics of emergent writing?</i></li> <li>4. <i>How can teachers plan for purposeful and authentic writing experiences?</i></li> </ol> <p><b>Assignment due: Book buddy field notes #1</b></p>
<b>Oct 11 Week 8</b>	Meaning & code orientations towards print	Read Lindfors, chapter 3: <i>Meaning-orientation</i> in Children's language: Connecting reading, writing & talk  <u><b>Questions:</b></u> <ol style="list-style-type: none"> <li>1. <i>How is the alphabetic principle important to reading English?</i></li> <li>2. <i>How does teaching decoding and word analysis strategies with <b>predictable texts</b> influence a child's meaning-making about texts?</i></li> <li>3. <i>How does fluent reading of text impact reading comprehension?</i></li> <li>4. <i>How does read aloud strengthen the connection between oral and written language development?</i></li> <li>5. <i>How would you plan a shared reading lesson?</i></li> </ol> <p><b>Assignment due: Book buddy lesson plan #1</b></p>
<b>Oct 18 Week 9</b>	Midterm exam <b>Online class</b>	Midterm exam on Blackboard  <p><b>Assignment due: Book buddy lesson plan #2</b></p>

## Course Schedule:

Date	Topic	Readings/Assignments Due
<b>Oct 25 Week 10</b>	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 &amp; talk</i></p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Describe the "zone of proximal development" ZPD?</li> <li>2. How does written dictation help children to develop writing competence?</li> <li>3. What are predictable texts and how do they support students' reading comprehension?</li> </ol> <p><b>Assignment due: Book buddy lesson plan #3</b></p>
<b>Nov 1 Week 11</b>	Reader-writer response	<p>Read Lindfors, chapter 5: <i>Apprenticeship in Children's language: Connecting reading, writing &amp; talk</i></p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Describe how active observation of expert readers and writers strengthens a child's reading and writing competence.</li> <li>2. How can literacy demonstrations and writing invitations validate purposeful reading and writing?</li> <li>3. Describe how reading to and with children supports their reading comprehension.</li> <li>4. How can teachers use informational texts to support reading and writing competence?</li> </ol> <p><b>Assignment due: Book buddy lesson plan #4</b></p>
<b>Nov 8 Week 12</b>	Literacy learning philosophy	<p>Read Tracey &amp; Morrow, <i>Putting it together</i>, pp.192-212</p> <p><b>Self-assessment philosophy rating scale</b></p> <p><b>Assignment due: Book buddy lesson plan #5</b></p>

## Course Schedule:

Date	Topic	Readings/Assignments Due
Nov 15 Week 13	A child's voice	<p>Read Lindfors, chapter 6: <i>Individuality</i> in Children's language: Connecting reading, writing &amp; talk</p> <p><b><u>Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>How do early writing experiences and response journals and book choice validate children's voice and literacy competence?</i></li> <li>2. <i>Describe how the reading strategies—making predictions, connections, and summarizing—improve a child's understanding of texts.</i></li> <li>3. <i>How do extended inquiry investigations and writing logs support students' interpretation of texts?</i></li> <li>4. <i>How does book browsing and choice support lifelong learning?</i></li> </ol> <p>Peer revision (in class) of your "Philosophy of literacy teaching &amp; learning" paper.</p> <p>Assignment due: Book buddy lesson plan #6 on 11/15/16 by midnight.</p>
Nov 22 Week 14	Wrapping-up book buddy field experience	<p>Book buddy case study paper</p> <p>Assignment due on Blackboard: Philosophy of literacy teaching &amp; learning on 11/22/16 by midnight</p> <p>Assignment due: Book buddy lesson plan #7</p>

## Course Schedule:

Date	Topic	Readings/Assignments Due
<b>Nov 29</b> <b>Week</b> <b>15</b>	Book buddy case study peer review & review for final exam	Review for Final Exam/PPR <b>Book buddy case study paper:</b> <ul style="list-style-type: none"> <li>• Peer revision (in class) of your “<b>Book Buddy Case Study</b>” paper with information about your book buddy, highlights of tutoring sessions, and your reflections about your book buddy’s language, reading, and writing progress.</li> </ul> <b>Assignments due:</b> <ul style="list-style-type: none"> <li>• Submit (<b>in class</b>) the signed <i><b>UTEP Observation Log-in Sheet</b></i> documenting your 15 field experience hours with dates; time-in and time-out, assigned supervisor’s signature, activities, and location.</li> <li>• <b>Submit (on Blackboard) your book buddy case study paper (6-8 pages with 4-6 references) on Blackboard by 12/2/16 at midnight.</b></li> </ul>
<b>Dec 6</b> <b>Week</b> <b>16</b>	FINAL EXAM	<b>Final exam on Blackboard.</b>

**APPENDIX**  
**Grading Rubrics for Course Assignments**

**Group presentation of literacy learning theory (10 points)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Clear summary of the research article's main points and the authors' purpose. Explain the influence of the theory on instructional decision-making.	2	
Clear explanation of the literacy learning theory and how the learning theory applies to the presented instructional strategies.	2	
Provide examples or demonstrations of the materials and strategies used or proposed by the authors.	2	
Clear evaluation of the ideas presented in the article and how they connect with questions being explored in the book buddies project.	2	
Clarity of the presentation with all group members presenting.	2	
<b>Total</b>	<b>10</b>	

**Philosophy of literacy teaching & learning (15 points)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Clear description of literacy philosophy that characterizes your beliefs about successful teaching and learning.	3	
Clear examination of how your philosophy of literacy teaching and learning is aligned with learning theories. Cite references.	3	
Clear description of your beliefs about language development and effective oral and written language teaching components, materials, and assessments.	3	
Clear description of your beliefs about successful reading and writing teaching practice and assessment.	3	
Writing (3-5 pages) is clear, professional, free of significant errors, and follows APA guidelines.	3	
<b>Total</b>	<b>15 points</b>	

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

Criteria	Possible Points	Points Earned
Field notes #1 includes information about your book buddy’s age, grade, home language, family, interests, likes & dislikes, and favorite genre of books.	1	
<p>7 Book buddy lesson plans with a clear description of planned re-reading for fluency, new reading, and written response as well as observations of the child’s response to the re-reading, reading, and writing activities. Each book buddy lesson plan (2 points each) includes the following specific focus:</p> <ul style="list-style-type: none"> <li>• <b>Lesson Plan #1 (Narrative Text):</b> Assessment of fluent reading, language use, reading &amp; writing development; proficiency making predications during the new read; and use of written conventions during the literature writing response.</li> <li>• <b>Lesson Plan #2 (Expository Text):</b> Assessment of fluent reading (CWPM) with a “one-minute fluency” check; activation of prior knowledge (what do you know), questions (what questions do you have?) and summarizing the expository text (what I learned) with a K-W-L chart.</li> <li>• <b>Lesson Plan #3 (Narrative-story elements or Expository text features):</b> Re-reading for fluency (estimation of automaticity &amp; prosody), text features or story elements of new reading, and use of story vocabulary in written response.</li> <li>• <b>Lesson Plan #4:</b> Re-reading for fluency (one-minute fluency check), and use of a graphic organizer before-during-after new reading, and use of the graphic organizer in text writing response.</li> <li>• <b>Lesson Plan #5:</b> Re-reading for fluency, traffic light reading with new expository book (use of sticky notes to discuss the book before-during-after reading), and traffic light writing activity.</li> <li>• <b>Lesson Plan #6:</b> During re-reading of fluency--assessment of miscues with a running record (what is the child’s accuracy rate while reading 100 words?), use of a graphic organizer based on the text structure, and use of the graphic organizer to write about the text.</li> <li>• <b>Lesson Plan #7 (Narrative text)</b> Re-reading for fluency, before-during-after discussion with the new read, and literature quick write after reading.</li> </ul>	14	
<b>Total</b>	<b>15 points</b>	



**Book buddy case study paper & UTEP Observation Log**

Criteria	Possible Points	Points Earned
Case study paper includes an introduction with background information about your book buddy, yourself, and the tutoring lessons.	2	
Case study paper documents your book buddy's oral language development with information about his/her home language & literacy routines, response to talking about books, and listening and speaking growth linked to language & literacy research.	2	
Case study paper documents your book buddy's phonological awareness & vocabulary development with information about his/her expressive & receptive language, ability to start & continue conversations, responses to narrative & expository texts, and use of new vocabulary linked to TROLL assessment results and phonological & vocabulary research.	2	
Case study paper documents your book buddy's reading progress with information about his/her ability to critically interpret books, use of comprehension strategies, fluency, and reading development linked to 1-minute fluency checks, running records, and fluency & comprehension research.	2	
Case study paper documents your book buddy's writing progress with information about his/her ability to use graphic organizers to write about texts, ability to write about story elements in narrative texts and main idea/details in expository texts and writing development is linked to writing samples & writing research.	2	
Case study report (6-8 pages) is clear, free of significant errors, cites 4-6 references from class readings, and follows APA guidelines.	2	
Peer revision (in class) of your book buddy tutoring experience including highlights of tutoring sessions and your reflections about your book buddy's language, reading, and writing progress. Submit the <i>UTEP Observation Log-in Sheet</i> in class to document your 15 hours of book buddy tutoring.	3	
<b>Total</b>	<b>15 points</b>	

**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 Ellertorpe 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

**Edumobile Inc.**

The Edumobile Inc. tutoring program takes place on Saturdays at Anthony Elementary School from 8:00 AM to 11:30 AM. Second grade students receive tutoring in a formal reading class, readers theater, and literature integration with music & art.

**MariaRebecca Perez**

Executive Director  
Edumobile Inc.



### Background Checks

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

#### Anthony ISD

1. Employees are subject to a review of their criminal history record information during employment.
2. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.
3. Submit a photo copy of your driver's license.