

**RED 2430 Foundations of Literacy & Learning (CRN:24390)
SPRING 2019**

Instructor: Dr. Kathleen Mein
Email: kmein@utep.edu
Phone: 915-747-8045
Office: EDUC 813

Tuesdays, 9:00-11:50 AM
Location: Education Building, Room 312
January 22, 2019—May 14, 2018
Office Hours: M & T 8:00-9:00 AM and 12:00-2:00 PM; W 12:30-1:30 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.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

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.

Teaching Dispositions Essay (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 Educators' Code of Ethics*. Review the professional standards in the RULE §247.2 Code of Ethics and Standard Practices for Texas Educators website. You will write a 2-page paper describing how as a future teacher you would uphold the *Professional Ethical Conduct, Practices and Performance*, the *Ethical Conduct Toward Professional Colleagues*, and the *Ethical Conduct Toward Students* Standards. Write about the professional dispositions that you will advance as a future teacher; divide your paper into three paragraphs and address one standard per paragraph using the following criteria:

- **Standard 1: Professional Ethical Conduct, Practices and Performance:** describe how you will demonstrate professional behaviors in terms of appearance, timeliness, attendance, communication skills, and commitment to good problem-solving and judgment.
- **Standard 2: Ethical Conduct Toward Professional Colleagues:** explain how as a member of the school's professional learning community, you will communicate and work with colleagues, build your content knowledge, be a reflective practitioner, improve your teaching, and grow professionally.
- **Standard 3: Ethical Conduct Toward Students:** describe your professional behaviors toward students and families and depict how you will set-up a culturally responsive classroom, manage and monitor student learning & behavior, and differentiate instruction to meet the needs of linguistically and diverse learners.

Submit the two-page teaching disposition paper on Blackboard. **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 future teaching practices. To develop your philosophy, consider how you as an educator will orient your teaching using a learning theory framework. Clearly describe the learning theory and characterize how your philosophy is aligned with the learning theory's framework. Describe how the learning theory guides your beliefs and attitude about teaching and student learning. Clearly illustrate how the theoretical lens impacts your beliefs about language development and effective oral and written language teaching components, materials, and assessments. Cite specific examples of how the learning theory influences the reading and writing teaching practices and assessment that you will implement in your future classroom. 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 3:30-5:00). 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. 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 (picture books) at 2 points each on Blackboard on assigned dates. **For full credit, use the lesson plan template (Word document) distributed in class for each Book Buddy lesson plan.** 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. The paper should also include what you learned about language, reading and writing development and assessment 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
Teaching Disposition Essay	2/3/19 Blackboard	10 point	Learning Outcomes # 1, 2, 3, 4, 5, 8 & 9
Group presentation of literacy learning theories	2/26/19 (in class)	10 points	Learning Outcomes # 1, 2, 3, 4, 5 & 8
Philosophy of literacy teaching & learning	4/19/19 Blackboard	15 points	Learning Outcomes # 1,3, 4, 5, 8 & 9
Book buddy field notes & lesson plans	FN #1— 3/5/19 LP#1— 3/12/19 LP#2— 3/26/19 LP#3— 4/2/19 LPs#4— 4/9/19 LP#5— 4/16/19 LP#6 — 4/23/19 LP#7— 4/30/19	15 points	Learning Outcomes # 1, 3, 4, 5, 6, 7, 8 & 9
Field-Based Experience Log Sheet	5/7/19 (in class)		Learning Outcomes # 1, 3, 4, 5, 6, 7, 8 & 9
Book buddy case study paper	5/11/19 Blackboard	15 points	Learning Outcomes # 1, 3, 4, 5, 6, 7, 8, & 9
Midterm exam	3/12/19	10 points	Learning Outcomes # 1-9
Final exam	5/14/19	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
<p>Jan 22 Week 1</p>	<p>Introduction to the course</p>	<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>
<p>Jan 29 Week 2</p>	<p>Overview of Learning Theories & An ecological literacy perspective & teacher preparation</p>	<p>Read Creese, Martin, & Hornsberger, <i>Volume 9: Ecology of language (pp. i-vi)</i>.</p> <p>Read International Literacy Association, <i>Literacy Leadership Brief: Transforming Literacy Teacher Preparation, Practice Makes Possible Texas Code of Professional Ethics</i></p> <p>Questions</p> <ol style="list-style-type: none"> 1. How is language ecology defined? 2. Describe historical, social, cognitive, and critical aspects concerned with ecologies of language, literacy, and learning. 3. What is the importance of oral language and how is oral language connected with written language? 4. How does oral language develop and how is written language (reading & writing) linked with oral language (speaking & listening) acquisition? 5. Describe the transformative practices that pre-service teachers can engage in to become successful literacy teachers. <p>In class:</p> <ul style="list-style-type: none"> • Complete & submit field experience volunteer forms & information for background checks in class. Bring your driver's license to class. • Complete Teacher Dispositions Survey <p>Textbook check</p>
<p>Feb 5 Week 3</p>	<p>Literacy learning theories & concepts</p>	<p>Read Graves, Juel, Graves, & Dewitz, <i>Reading & learning to read (pp. 1-23)</i>.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the relationship between automatic word recognition, fluency, and comprehension? 2. How do prior knowledge and text information support each reader's distinct understanding of texts? 3. How do metacognition and the use of comprehension strategies affect the process of meaning construction while reading? 4. How are phonological awareness, phonemic awareness, and oral language connected to emergent literacy? 5. What is the alphabetic principle and how is it related to oral and written language development?



Assignment due on Blackboard: Teaching Disposition Paper

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Feb 12 Week 4</p>	<p>Language & literacy</p>	<p>Read Lindfors, chapter 1: <i>Introduction</i> in <i>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>
<p>Feb 19 Week 5</p>	<p>Book buddies field experience</p>	<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</i> (field experience)</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>
<p>Feb 26 Week 6</p>	<p>Group presentations of literacy learning theories</p>	<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>March 5 Week 7</p>	<p>Reading, writing, & talk with authentic texts</p>	<p>Read Lindfors, chapter 2: <i>Authenticity</i> in Children’s language: Connecting reading, writing & talk</p> <p>Questions</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 on BB: Book buddy field notes #1 on 3/5 by midnight.</p>
<p>March 12 Week 8</p>	<p>Midterm exam Online class Meaning & code orientations towards print</p>	<p>Midterm exam on Blackboard</p> <p>Assignment due on BB: Book buddy lesson plan #1 on 3/12 by midnight.</p>
<p>March 26 Week 9</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>Questions:</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 on BB: Book buddy lesson plan #2 on 3/26 by midnight.</p>



midnight.

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>April 2 Week 10</p>	<p>Vygotsky & teaching in the Zone of Proximal Development (ZPD)</p>	<p>Read Lui, <i>teaching in the zone: An introduction to working within the Read 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 of BB: Book buddy lesson plan #3 on 4/2 by midnight</p>
<p>April 9 Week 11</p>	<p>Literacy learning philosophy</p>	<p>Read Tracey & Morrow, <i>Putting it together</i>, pp.192-212</p> <p>Self-assessment philosophy rating scale</p> <p>Assignment due on BB: Book buddy lesson plan #4 on 4/9 by midnight.</p>
<p>April 16 Week 12</p>	<p>Reader-writer response</p>	<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>Assignments due:</p> <ul style="list-style-type: none"> • Book buddy lesson plan #5 due BB on 4/16 by midnight. • Peer revision (in class) of your “Philosophy of literacy teaching & learning” paper. Assignment due on Blackboard: Philosophy

of literacy teaching & learning on 4/19/19 by midnight

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>April 23 Week 13</p>	<p>A child’s voice</p>	<p>Read Lindfors, chapter 6: <i>Individuality</i> in Children’s language: Connecting reading, writing & talk</p> <p>Questions:</p> <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> <p>Assignment due on BB: Book buddy lesson plan #6 on 4/23 by midnight.</p>
<p>April 30 Week 14</p>	<p>Wrapping-up book buddy field experience</p>	<p>Book buddy case study paper-pre-writing, planning guide.</p> <p>Assignment due on BB: Book buddy lesson plan #7 due on 4/30 by midnight.</p>
<p>May 7 Week 15</p>	<p>Book buddy case study peer review & review for final exam</p>	<p>Review for Final Exam/PPR</p> <p>Book buddy case study paper:</p> <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. <p>Assignments due:</p> <ul style="list-style-type: none"> • 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 5/11/19 at midnight.
<p>May 14 Week 16</p>	<p>FINAL EXAM</p>	<p>Final exam on Blackboard.</p>

APPENDIX
Grading Rubrics for Course Assignments
Rubric: Group presentation of literacy learning theory (10 points)

Criteria	Possible Points	Points Earned
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 concrete examples or demonstration how the materials and strategies used or proposed by the authors are implemented.	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	
Total	10 points	

Rubric: Teacher Disposition Paper (10 points)

Criteria	Possible Points	Points Earned
Clear depiction of your professional dispositions in regards to Standard 1: Professional Ethical Conduct, Practices and Performance . Clearly describe how you will demonstrate professional behaviors in terms of appearance, timeliness, attendance, communication skills, and commitment to good problem-solving and judgment.	3	
Clear depiction of your professional dispositions in regards to Standard 2: Ethical Conduct Toward Professional Colleagues . Clearly explain how as a member of the school’s professional learning community, you will communicate and work with colleagues, build your content knowledge, be a reflective practitioner, improve your teaching, and grow professionally.	3	
Clear depiction of your professional dispositions in regards to Standard 3: Ethical Conduct Toward Students . Clearly describe your professional behaviors toward students and families and depict how you will set-up a culturally responsive classroom, manage and monitor student learning & behavior, and differentiate instruction to meet the needs of linguistically and diverse learners.	3	
The two-page, double-spaced paper show evidence and cite the <i>Texas Educators’ Code of Ethics</i> , and be free of spelling and grammar errors.	1	



Total	10 Points
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Rubric: Philosophy of literacy teaching & learning (15 points)

Criteria	Possible Points	Points Earned
Clear description of the learning theory and how your philosophy is aligned with the learning theory's framework. Cite references	3	
Clear examination of how the learning theory guides your beliefs and attitude about teaching and student learning. Cite references.	3	
Clear illustration of how the theoretical lens (learning theory) impacts your beliefs about language development and effective oral and written language teaching components, materials, and assessments.	3	
Clear examples of how the learning theory influences the reading and writing teaching practices and assessment that you will implement in your future classroom.	3	
Writing (3-5 pages) is clear, double-spaced, free of significant errors, and follows APA guidelines.	3	
Total	15 points	

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

Criteria	Possible Points	Points Earned
Field notes #1 includes information about your school site, the directors, daily after-school program schedule, & activities that you participated in at the site. Include information about your book buddy’s age, grade, home language, family, interests, likes & dislikes, and favorite genre of books (if you met your book buddy).	1	
7 Book buddy lesson plans with a clear description of planned re-reading for fluency, new reading, and written response using lesson plan template (Word document) 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: <ul style="list-style-type: none"> • Lesson Plan #1 (Narrative Text): Assessment of fluent reading (prosody & expression); proficiency making predications during the new read; and use of written conventions during the literature writing response. • Lesson Plan #2 (Expository Text): 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. • Lesson Plan #3 (Narrative-story elements or Expository text features): Re-reading for fluency (estimation of automaticity & prosody), text features or story elements of new reading, and use of story vocabulary in written response. • Lesson Plan #4: 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. • Lesson Plan #5: (Expository picture book) 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. • Lesson Plan #6: 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. • Lesson Plan #7 (Narrative text) Re-reading for fluency, before-during-after discussion with the new read, and literature quick write after reading. 	14	
Total	15 points	



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

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	
Total	15 points	

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



FIELD-BASED EXPERIENCE LOG-IN SHEET

Student Name: _____ UTEP ID Number _____

Supervising UTEP Professor Name: Dr. Kathleen Mein

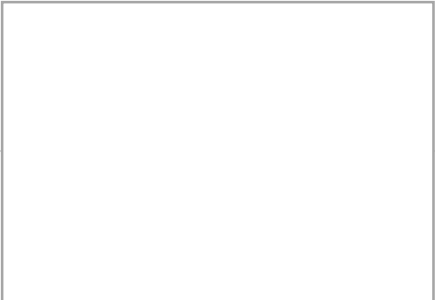
Course for which the field-based experience was completed **RED 2430 Foundations of Literacy & Learning**

Name of school where field-based experience was completed: _____

Date	Time In	Time Out	Grade-Level (s)	Content covered	Printed Name of El Paso Parks & Rec Site Supervisor	Signature of El Paso Parks & Rec Site Supervisor	Description of Activity or Observation

Total Hours Completed _____

Supervising UTEP Professor Signature:



Stamp from El Paso Parks & Rec Site Supervisor

Date Stamped _____

Background Checks

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. Go to [//www.episd.org/vips](http://www.episd.org/vips)
 2. Click on Internship Opportunities
 3. Click on online Volunteer Application
- **DO NOT select a campus within the application. This is a generic clearance.

Allow three working days before contacting the campus to verify that the clearance has been granted and noted on the school's database.

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