COURSE DESCRIPTION

This course is designed for undergraduate students interested in (1) language & literacy development, and (2) teaching reading/writing to young English Language Learners. This course will provide a critical examination of how to help children read and write, particularly in ELL contexts. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children’s literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Also, different theories and philosophies regarding children’s language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

STUDENT LEARNING OUTCOMES

This course will focus on current issues related to children’s literacy development in the early years. On completion of this course, students should be able to:
<table>
<thead>
<tr>
<th>Course Standard</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 4335 students will be able to:</td>
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<tr>
<td>1. Explain major theories and empirical research regarding child development in language/literacy, particularly early oral language development.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>2. Identify effective strategies for involving families in supporting early reading/writing in young children.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>3. Outline the development of the components of reading (including: phonological and phonemic awareness; vocabulary, comprehension; fluency and writing) and related instruction strategies to meet the needs of individual students, including English-language learners.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>4. Illustrate the use of varied assessment strategies to monitor young children’s progress and to plan literacy activities.</td>
<td>Portfolio; Lesson Plan Assignments</td>
</tr>
<tr>
<td>5. Apply theories and research that support the importance of social interactions/relationships in young children’s literacy development and learning.</td>
<td>All ECED 4335 Assignments</td>
</tr>
<tr>
<td>6. Design developmentally appropriate curriculum for culturally and linguistically diverse learners that is aimed at positively impacting children’s knowledge, belief, and engagement as literacy learners.</td>
<td>Portfolio; Group Chapter Facilitation; Lesson Plan Assignments</td>
</tr>
</tbody>
</table>

**TEXTS & RESOURCES**

**Required Texts**

**Suggested Texts (not required)**


• Texes Generalist Ec-6 191 English Language Arts and Reading Teacher Certification Exam: Boost Edition.

**Recommended Journal**

• NAEYC Young Children

• Language Arts

• First Teacher

• Journal of Research in Childhood Education

• Reading Teachers

• Early Childhood Education Journal

**Useful Websites**

This course reflects the TEKS (Texas Essential Knowledge and Skills) for English Language Arts and Reading and for Languages other than English. The following websites provide useful resources in preparing the Texas Teacher Certification:

• Texas Essential Knowledge and Skills (TEKS): [http://www.tea.state.tx.us/index2.aspx?id=6148](http://www.tea.state.tx.us/index2.aspx?id=6148)

• Texas Educator Certification (TEC): [http://cms.texas-ets.org](http://cms.texas-ets.org)

• Texas Education Agency (TEA): [http://www.tea.state.tx.us/index.aspx](http://www.tea.state.tx.us/index.aspx)


• State Board for Educator Certification (SBEC): [http://www.tea.state.tx.us/index2.aspx?id=2147489433](http://www.tea.state.tx.us/index2.aspx?id=2147489433)

• Texas Examinations of Educator Standards (TExES): [http://www.texas.ets.org/texas/](http://www.texas.ets.org/texas/)

COURSE STANDARDS

English Language Arts and Reading Generalist EC-6 Standards (Texas Certification Standards) will be addressed in the course. These standards, domains, and competencies will be the basis of your TExES examination. During this course, you will have numerous opportunities to make connections between theories of language/literacy development and early childhood pedagogy through a variety of interactive performance tasks.

English Language Arts and Reading Generalist EC-6 Standards

<table>
<thead>
<tr>
<th>Standard I.</th>
<th>Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Covered by Ch 4 in Literacy book &amp; Ch 2 in ELL book)</td>
<td></td>
</tr>
<tr>
<td>Standard II.</td>
<td>Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.</td>
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<tr>
<td>(Ch 4 &amp; 5 in ELL book)</td>
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<tr>
<td>Standard III.</td>
<td>Alphabetic Principle: Teachers of young students understand 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.</td>
</tr>
<tr>
<td>(Ch 5 in Literacy book &amp; Ch 3 in ELL book)</td>
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<tr>
<td>Standard IV.</td>
<td>Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.</td>
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<tr>
<td>(Ch1 &amp; 4 in Literacy book &amp; Ch 2 in ELL book)</td>
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<tr>
<td>Standard V.</td>
<td>Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.</td>
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<tr>
<td>(Ch 5 in Literacy book &amp; Ch 3 in ELL book)</td>
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<tr>
<td>Standard VI.</td>
<td>Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</td>
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<tr>
<td>(Ch 6 in Literacy book &amp; Ch 7 in ELL book)</td>
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<tr>
<td>Standard VIII.</td>
<td>Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</td>
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<tr>
<td>(Ch 8 in ELL book)</td>
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<tr>
<td>Standard IX.</td>
<td>Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.</td>
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<tr>
<td>(Ch 7 in Literacy book)</td>
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<tr>
<td>Standard X.</td>
<td>Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.</td>
</tr>
<tr>
<td>(Ch 2 in Literacy book &amp; Ch 9 in ELL book)</td>
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<tr>
<td>Standard XI.</td>
<td>Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.</td>
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<tr>
<td>(Ch 1, 4 in Literacy book &amp; Ch 1 in ELL book)</td>
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<tr>
<td>Standard XII.</td>
<td>Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</td>
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<tr>
<td>(Ch 1, 4 in Literacy book &amp; Ch 1 in ELL book)</td>
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</tbody>
</table>
UTEPE POLICY AND RESOURCES

UTEPE Learning Resources

UTEPE provides a variety of student services and support including the resources below.

- **UTEP Library** – You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **RefWorks** - Bibliographic citation tool. Check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide at [http://libguides.utep.edu/RefWorks](http://libguides.utep.edu/RefWorks) (You can also check your citation at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)).
- **University Writing Center (UWC)** – You can submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available here.

**Academic Honesty**

Materials submitted to fulfill academic requirements much represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. For instance, cheating is not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. This also includes the use of electronic devices during classroom testing. Further information can be found at [http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292](http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292)

**Student Conduct and Discipline**

All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations ([http://www.utsystem.edu/bor/rules](http://www.utsystem.edu/bor/rules)) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

**Student with Disabilities**

If you have or believe you have a disability, you may wish to identify yourself. You can do this by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the DSSO yearly. Failure to report to do this will place 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 or the director of Disabled Student Services. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148. You also can visit the DSSO website ([http://www.utep.edu/dsso/](http://www.utep.edu/dsso/)) or the DSSO office in Room 108 East Union Building.
Equal Opportunity
All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially with the instructor.

Technology Requirements
Some technological resources will be required in this course.

- Internet Access
- Microsoft Word Processing Software
- Microsoft Power Point Software
- Adobe or Foxit Reader to open PDF File

CLASS POLICIES

Attendance
Excellent attendance is vital. Class attendance assures that students will receive class material and hear announcements in a timely fashion. Students will sign-in as they arrive for each class to document their attendance. If you must miss a class due to professional responsibilities, family emergencies or medical reasons, you should notify the instructor by e-mail as soon as you become aware of that possibility. A make-up plan will be created ONLY IF you provide the instructor with evidentiary documentation. It is your responsibility to provide prompt written documentation of any absences. Each unexcused absence will lower your final average score (30 points/email notification: -20 points). When student is absent from class 2 times, this constitutes an automatic drop from the course.

Lateness
To fully benefit from this course, it is important that you come to class on time. If you come late, it is your responsibility to come see the instructor after class and make sure you are marked present. Tardy arrival will result in lower grades. Attending class means being there for the duration, not simply making an appearance. Thus, early departure from classes will incur the same penalty. Arriving late or leaving early is subjected to 5 points deducted. Arriving more than 30 minutes late will be counted as one absence. Three tardy arrivals will be counted as one absence.

Cell Phones
Please respect the instructor and your peers by turning off your cell phones and beepers upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies. Also, refrain from bringing anything to class that rings, buzzes, beeps, purrs, barks, moans, or otherwise makes a distracting noise. Text messaging or use of laptops for anything other than note-taking is also not permitted. Text messaging during class will be subjected to 5 points deducted.
Written Work
All written work must be original and demonstrate appropriate communication skills. They must meet scholarly and formatting standards as provided in the Publication Manual of the American Psychological Association (APA), where specified for the assignment. All papers must be computer generated (Microsoft Office, 12 font, Times, and New Roman): handwritten works will not be accepted. All written assignments must be in good form: check spelling, proofread, and stapled or paper clipped. Points may be deducted for inappropriate form.

Missed Tests
There will be NO make-up tests, unless for a reason deemed valid by the instructor (you need to provide evidentiary documentation). If you think that you should miss a test, you should discuss this with the instructor in advance. The final exam will not be accepted late under any circumstances.

Late Work
Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Late assignments will not be accepted: the instructor will not accept ANY late works after 1 day (24 hours) of the originally scheduled date. It is important for students to stay on track and submit assignments on time. If you are not able to submit your work due to any excused absences, you should send it electronically to the instructor on the originally scheduled date. Once your work has been graded, it cannot be resubmitted for a higher grade.

Open Door Policy
The instructor is happy to meet with students to discuss any matter that may arise during the course. If you fall behind, it will be extraordinarily difficult to catch up. Thus, if you have questions, problems, or need additional help with class material, I urge you to speak to the instructor personally as soon as that issue comes up. If you want to contest a grade, you must do so within 48 hours of the item’s return to you; you must put the rationale for the proposed grade change in writing. You are encouraged to take advantage of instructor’s office hours for help with coursework or anything else connected with the course and your progress.

EVALUATION & GRADING
This course uses a variety of instructional methods including lecture, classroom discussion, videos, small group work, presentations, and individual/group projects. Thus, students will participate in diverse class activities. All students are expected to do their best at all times and reach out to the instructor if they need help or additional resources. Course assignments are designed to help you develop understanding of the field of early literacy and work effectively with young children. Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including class participation, oral presentations, written assignments and etc.
Participation: 50 Points
In this course, grades will be determined by class participation and progress demonstrated throughout the semester. Thus, full and active participation is an important part of your grade. You are expected to be active and make effective comments that raise overall level of discussion. Please note that offensive and disrespectful comments during discussions will negatively affect your participation grade. Your constant participation for class will be measured by various ways including activity sheets, TExES Prep, and active discussion.

Reading Journal: 160 Points (20 points each × 8 times)
Reading is fundamental to your success. You will read each week’s assigned materials before coming to class. Reading Journal will allow you to explore texts more deeply and to understand them more fully. After reading, you are expected to write up Reading Journal that will help you prepare for the class discussion. Please do not summarize the chapters; rather, read and record your thoughts, reactions, and questions. Your journal should be at least 250 words (typed, double space, Times and New Romans, 12 font). You should upload it on Blackboard by 11:00 pm on the scheduled date.

Pop-up Quiz: 40 Points (20 points each x 2 times)
Pop quizzes will include multiple choice, true/false, and short essay questions. All quizzes may be given as soon as class starts, and will relate to the topics of the day. Because quizzes will be given ONLY to those students who are present when the quizzes are passed out, I strongly encourage you to come to class before the class starts. There will be NO make-up quizzes – none even later during the same class period.

Chapter Presentation (Group Presentation): 60 Points
On the first day of class, each student will pick a week to present the book chapter. After you read, summarize, and critique the chapter, you will make a PowerPoint presentation about it. You are expected to include 1) a summary and 3 ABCD questions (10-15 min) and (2) a short activity (5 min). Your presentation will be approximately 20-25 minutes (30 min maximum). Your group will prepare a handout for your audiences. You will also submit a one-page summary paper of (1) main ideas of the article, (2) the description and goal of the activity, and (3) how your group prepared your presentation (e.g. what was your role?). You will turn in Presentation Rubric with his/her name on the day of presentation.

Poster Presentation (Individual Presentation): 60 Points
On the last day of class, you will present what literacy activities you did with your student with a poster. You should use “visuals” (photographs, student’s works, etc.) to tell your “story.”

Teaching Portfolio: 180 Points
- Introduction (20 pts)
  You will include (1) a cover, (2) table of content, and (3) introduction page (e.g. description of your students and teaching context). This should be at least 200 words.
- 4 Lesson plans (35 pts x 4 lesson plans= 140 pts)
Your portfolio should include a practical application that could be used in an early childhood literacy setting. In your lesson plans, you should include strategies about (1) phonemic awareness (or vocabulary), (2) reading (reading comprehension/fluency), and (3) writing. The total number of lesson plans has to be 4.

- **Reflection Paper (20 pts)**
  At the end of the Portfolio, you will include a short reflective paper about your overall experiences. This should be at least 200 words.

**Mid-term Exam: 160 Points**

The midterm exam may include multiple choice, true/false, and short essay questions. During the exam, you are not allowed to look at books, articles, etc. Anything that is covered in the assigned chapters and course packet can be considered for test material. Exams not submitted on time will receive a zero.

**Final Exam: 200 Points**

In your exam, you will be given multiple choice, and true/false questions. You are not allowed to work collaboratively to answer the exam questions. The final exam will not be re-taken or re-scheduled. There is no exception.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>90 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50 Points</td>
</tr>
<tr>
<td>Reading Journal</td>
<td>160 Points</td>
</tr>
<tr>
<td>Pop-up Quiz</td>
<td>40 Points</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>60 Points</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>60 Points</td>
</tr>
<tr>
<td>Teaching Portfolio</td>
<td>180 Points</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>160 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 Points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 Points</strong></td>
</tr>
</tbody>
</table>
GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grading based on UTEP Policies</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 4.0 (GPA)</td>
<td>900-1000</td>
</tr>
<tr>
<td>B 3.33-2.67</td>
<td>890-800</td>
</tr>
<tr>
<td>C 2.33-2.00</td>
<td>790-690</td>
</tr>
<tr>
<td>D Retake of course</td>
<td>680-below</td>
</tr>
</tbody>
</table>

What do grades represent in this class?

A  Represents outstanding participation in all course activities; all assigned work completed in a timely manner (on time), with very high quality in all work produced for the course. Evidence submitted via individual project, contributions to group project and in-class presentations, discussions and weekly assignments demonstrate significant understanding of the topics and issues. No unexcused absences.

B  Represents good participation in all course activities; most of the assigned course work completed in a fairly good quality in course work. Evidence submitted via individual project, contributions to group project and in-class presentations, discussions and weekly assignments demonstrate somewhat significant understanding of the topics.

C  Represents participation in some of the course activities; missing assigned work with mediocre quality and/or timeliness in submitting course work. Evidence submitted via assignments and projects demonstrate there are some misconceptions, gaps and/or work submitted in an untimely manner.

D  Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work.
# TENTATIVE SCHEDULE

Note: All assignments should be uploaded by **11:00 pm** on the scheduled date.

<table>
<thead>
<tr>
<th>Week</th>
<th>Standards</th>
<th>Type</th>
<th>Topic</th>
<th>Related readings</th>
<th>Assign</th>
</tr>
</thead>
</table>
| 1 (08/28) | Class Introduction, Syllabus

**Week 2** (09/04)  
Texas # XII  
**F2F** Theory and Evidence-based teaching: Theoretical and evidence based foundations of reading and writing process  
• Literacy book (Chapter 1)  
TExES Prep 1

**Week 3** (09/11)  
Texas # I, II, IV  
**F2F** Developmentally appropriate teaching/learning approaches  
• ELL book (Chapter 1)  
• Literacy book (Chapter 4)  
TExES Prep 2

**Week 4** (09/18)  
Texas # II, III, V  
**Online** Phonemic awareness & vocabulary development  
**Literacy Camp #1 (Prep)**  
• Literacy book (Chapter 5)  
Journal 1 (Week 3)  
Journal 2 (Week 4)

**Week 5** (09/25)  
Texas # VI, VII  
**F2F** Phonemic awareness & vocabulary development  
• ELL book (Chapter 3 & 5)  
TExES Prep 3 & 4

**Week 6** (10/02)  
Texas VI, VII  
**Online** Reading comprehension and fluency: Reading comprehension/fluency strategies  
**Literacy Camp #2 (2 vocab activities)**  
• Literacy book (Chapter 6)  
Journal 3 (Week 5)  
Journal 4 (Week 6)

**Week 7** (10/09)  
Texas VI, VII  
**F2F** Reading comprehension and fluency: Strategies-based reading comprehension instruction  
• ELL book (Chapter 6)  
TExES Prep 5 & 6

**Week 8** (10/16)  
Mid-term Exam

**Week 9** (10/23)  
Texas # IX  
**Online** Writing: Early writing acquisition  
**Literacy Camp #3 (2 reading activities)**  
• Literacy book (Chapter 7)  
Journal 5 (Week 7)  
Journal 6 (Week 9)

**Week 10** (10/30)  
Texas # IX  
**F2F** Writing: Early writing acquisition  
Writing development  
• ELL book (Chapter 8)  
TExES Prep 7 & 8

**Week 11** (11/06)  
Texas # VI, VII, IX  
**Online** Motivating reading & writing  
**Literacy Camp #4 (2 writing activities)**  
• Literacy book (Chapter 8)  
Journal 7 (Week 10)  
Journal 8 (Week 11)

**Week 12** (11/13)  
Texas # VI, VII, IX  
**F2F** Diversity & multicultural literature  
• Literacy book (Chapter 3)  
TExES Prep 9 & 10

**Week 13** (11/20)  
Texas All  
**F2F** Poster presentation & Review

**Week 14** (11/27)  
Thanksgiving Holiday

**Week 15** (12/04)  
**E- Portfolio is due**

**TBA**  
Final Exam