LANGUAGE & LITERACY DEVELOPMENT IN THE EARLY YEARS  
Department of Teacher Education  
ECED 4335, Fall 2014  
4:30- 7:20 am Thursday

INSTRUCTOR  
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Phone: 747 - 6221 (my office)  
Office hours: 12:30-1:30 Wednesday, 1:00-4:00 Thursday

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.

COURSE OBJECTIVES

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:

• Understand the developmentally appropriate learning and teaching concepts and practices  
• Understand major theories and empirical research regarding child development in language/literacy  
• Use appropriate and varied instructional approaches for culturally and linguistically diverse learners  
• Understand effective strategies for involving families in supporting reading/writing in young children  
• Understand how to use a variety of assessment strategies to monitor young children’s progress and to plan literacy activities  
• Use a literacy curriculum that positively impact children’s knowledge, belief, and engagement
• Understand the theories and research that support the importance of social interactions/relationships in young children’s literacy development and learning
• Understand motivational instruction that addresses individual students’ needs, strengths and interests in reading/writing
• Understand differences in students’ development of phonological and phonemic awareness and adjust instruction to meet the needs of individual students, including English-language learners

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
- Children Today
- 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: http://www.tea.state.tx.us/index2.aspx?id=6148
- Texas Educator Certification: http://cms.texas-ets.org
- National Association for the Education of Young Children (NAECY): http://www.naeyc.org/academy/

COURSE STANDARDS

English Language Arts and Reading Generalist EC-6 Standards (Texas Certification Standards), NAEYC Associate Degree Standards, and IRA 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 task.
## 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>
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<tbody>
<tr>
<td>(Covered by Ch 4 in <em>Literacy</em> book &amp; Ch 2 in <em>ELL</em> book)</td>
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<tr>
<th>Standard II.</th>
<th>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.</th>
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<tbody>
<tr>
<td>(Ch 4 &amp; 5 in <em>ELL</em> book)</td>
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<tr>
<th>Standard III.</th>
<th>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.</th>
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<tbody>
<tr>
<td>(Ch 5 in <em>Literacy</em> book &amp; Ch 3 in <em>ELL</em> book)</td>
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<tr>
<th>Standard IV.</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>(Ch1 &amp; 4 in <em>Literacy</em> book &amp; Ch 2 in <em>ELL</em> book)</td>
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<tr>
<th>Standard V.</th>
<th>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.</th>
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<tr>
<td>(Ch 5 in <em>Literacy</em> book &amp; Ch 3 in <em>ELL</em> book)</td>
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<tr>
<th>Standard VI.</th>
<th>Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</th>
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<tbody>
<tr>
<td>(Ch 6 in <em>Literacy</em> book &amp; Ch 7 in <em>ELL</em> book)</td>
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<tr>
<th>Standard VIII.</th>
<th>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.</th>
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<tr>
<td>(Ch 8 in <em>ELL</em> book)</td>
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<tr>
<th>Standard IX.</th>
<th>Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.</th>
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<tr>
<td>(Ch 7 in <em>Literacy</em> book)</td>
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<tr>
<th>Standard X.</th>
<th>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.</th>
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<tr>
<td>(Ch 2 in <em>Literacy</em> book &amp; Ch 9 in <em>ELL</em> book)</td>
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<tr>
<th>Standard XI.</th>
<th>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.</th>
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<tbody>
<tr>
<td>(Ch 1, 4 in <em>Literacy</em> book &amp; Ch 1 in <em>ELL</em> book)</td>
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<tr>
<th>Standard XII.</th>
<th>Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</th>
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<tr>
<td>(Ch 1,4 in <em>Literacy</em> book &amp; Ch 1 in <em>ELL</em> book)</td>
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NAEYC Associate Degree Standards

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
(Covered by Ch 4, 5, 7 in Literacy book & Ch 1, 2, 3, 4, 5, 6, 8 in ELL book)
• 1a: Knowing and understanding young children’s characteristics and needs.
• 1b: Knowing and understanding the multiple influences on early development and learning.
• 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
(Covered by Ch 1, 4, 10 in Literacy book & Ch 1 in ELL book)
• 2a: Knowing about and understanding diverse family and community characteristics.
• 2b: Supporting and engaging families and communities through respectful, reciprocal relationships.
• 2c: Involving families and communities in young children’s development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
(Covered by Ch 2 in Literacy book & Ch 9 in ELL book)
• 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
• 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
• 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
• 3d: Understanding and practicing responsible assessment to promote positive outcomes.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
(Covered by Ch 1, 2, 3, 4, 5, 6, 7, 8, 10 in Literacy book)
• 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.
• 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
• 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches.
• 4d: Reflecting on own practice to promote positive outcomes for each child.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
(Covered by Ch 3, 8 in Literacy book)
• 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
• 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
• 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
IRA Standards

STANDARD 1: FOUNDATIONAL KNOWLEDGE
(Covered by Ch 1, 4 in Literacy book & Ch 1 in ELL book)
- Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge.

STANDARD 2: CURRICULUM & INSTRUCTION
(Ch 3, 4, 6, 7, 8 in Literacy book & Ch 2, 7 in ELL book)
- Candidates use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing.
- The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

STANDARD 3: ASSESSMENT AND EVALUATION
(Covered by Ch 2 in Literacy book & Ch 9 in ELL book)
- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and system wide levels.

STANDARD 4: DIVERSITY
(Covered by Ch 3 in Literacy book)
- Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language.

STANDARD 5: LITERATE ENVIRONMENT
(Covered by Ch 4, 7, 8, 10 in Literacy book & Ch 2, 4, 5, 6, 8 in ELL book)
- Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- The Literate Environment Standard focuses on the need for candidates to synthesize their foundational knowledge about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement.
# STUDENT LEARNING OUTCOMES & ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
<th>Standards</th>
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</table>
| • Understand the developmentally appropriate learning and teaching concepts and practices in early childhood classrooms through grade 6 | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #2, 5  
• NAEYC #1, 4  
• Texas # I, IV |
| • Understand major theories and empirical research regarding child development in literacy | • Reading log  
• Class discussion  
• Quizzes and tests  
• Individual project | • IRA Standard #1  
• NAEYC # 2, 4  
• Texas # XII |
| • Use appropriate and varied reading/writing instructional approaches for culturally and linguistically diverse learners | • Reading log  
• Class discussion  
• Quizzes and tests  
• Individual project | • IRA #2, 4  
• NAEYC # 5  
• Texas # IV, VI, VII, VIII, IX |
| • Understand effective strategies for involving families in supporting language/literacy in young children | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #5  
• NAEYC #2  
• Texas # I, IV |
| • Understand how to use a variety of assessment strategies to monitor young children’s progress and to plan literacy activities | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #3  
• NAEYC # 3  
• Texas # X, XII |
| • Use a literacy curriculum that positively impact children’s knowledge, belief, and engagement | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #2, 4  
• NAEYC # 5  
• Texas # IV, V, VII, VIII, IX |
| • Understand the theories and research that support the importance of social interactions/relationships in young children’s literacy development and learning | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #5  
• NAEYC #2  
• Texas # IV, XI |
| • Understand motivational instruction that addresses individual students’ needs, strengths and interests | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #2, 4  
• NAEYC # 5  
• Texas # I, II, III, IV |
| • Understand differences in students’ development of phonological and phonemic awareness and adjust instruction to meet the needs of individual students, including English-language learners | • Reading log  
• Class discussion  
• Group presentation  
• Quizzes and tests  
• Individual project | • IRA #2, 5  
• NAEYC #1, 4  
• Texas # II, III, V |
UTEPE POLICY AND RESOURCES

UTEPE Learning Resources

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

- UTEPE 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 (You can also check your citation at 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

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) 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/) 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 (3 points). When student is absent from class 3 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 (0.5 point). 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 0.5 point 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.

**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. If you know you are going to be out of town and unable to access a computer, plan ahead. If you do not meet the deadlines, a reduced grade for each assessment will be given. Also, the instructor will not accept any late works **after 1 day of the originally scheduled date** (For example, you late reading log will not be accepted after 4:30 pm Friday). 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.

Extra-credit

No extra-credit work will be given to an individual for make-up purposes.

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 (7 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. You need to turn in the activity sheet each week.

Reading Log: 12 Points (2 each x 6)

Reading is fundamental to your success. You will read each week’s assigned materials BEFORE coming to class. After reading, you are expected to write up Reading Log that will help you prepare for the class discussion. In your log, you will first write a summary of reading. Then, you will write your thoughts about your reading (you can find a sample, rubric and check list on the last page of the syllabus). Your log should be approximately 450-500 words (typed, single space, Times and New Romans, 12 font). Once you finish writing your log, you should upload it on Blackboard. This will allow you to be prepared to participate fully. It will be also helpful for you to prepare your exams because exam questions will be taken from assigned reading material and classroom discussions.
Quizzes

**Informal oral quiz: 4 Points**

Your constant preparation for class will be also measured by “informal oral quizzes” and “unannounced pop quizzes” throughout the semester. These will serve to ensure that you are keeping up with the reading and with the material presented in lecture. An informal oral quiz will be given to one or two individuals selected that day, composed of 5 questions. The questions will relate to the topics of the day (not previous readings). Failure to answer those questions will result in lower grades.

**Pop-up quiz: 6 Points**

Pop quizzes will include multiple choice, true/false, and short essay questions. All quizzes (both oral and written) 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. Pop-up quizzes will constitute 8 points of your participation.

Presentation

**Chapter presentation (group presentation): 5 Points**

On the first day of class, each student will pick a week to present the chapter. After you read, summarize, and critique the chapter, you will make a PowerPoint presentation about it. In your presentation, you are expected to include both a summary and critique. Your presentation will be approximately 10-15 minutes.

A Short paper: 6 Points

Students will submit a short paper about young children’s literacy development. In your paper, you will write (1) how young children learn language and literacy skills and (2) how we can support their language and literacy development (4 pages, double space, 12 font, Times and New Roman, 1 inch margin).

Literacy Camp Assignment: 15 points (3 points+12 points)

(1) **Lesson Plan (3 points):** Before Literacy Camp, you will create a lesson plan (2-3 page). Submit it as a hard copy.

(2) **Strategy Portfolio (12 points):** In your Portfolio, you should include (1) what strategies you tried during Literacy Camp, and (2) how the strategies worked with your student. Your strategies should include (1) phonemic awareness (or vocabulary), (2) reading (reading comprehension/ fluency), and (3) writing. You also should include some written artifacts of your student and other materials created during Literacy Camp. The total
number of strategies has to be 5 (e.g. 2 reading strategies, 2 writing strategies, 1 vocabulary strategy) (10 points). At the end of the Strategy Portfolio, you will include a short reflective paper (350 words, 2 points).

**Mid-term Exam: 16 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: 20 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>9 Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>7 Points</td>
</tr>
<tr>
<td>Reading Logs</td>
<td>12 Points</td>
</tr>
<tr>
<td>Literacy Camp Assignment</td>
<td>15 points</td>
</tr>
<tr>
<td>Informal oral quiz</td>
<td>4 Points</td>
</tr>
<tr>
<td>Pop-up quiz</td>
<td>6 Points</td>
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<tr>
<td>A short paper</td>
<td>6 Points</td>
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<tr>
<td>Chapter presentation</td>
<td>5 Points</td>
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<tr>
<td>Mid-term exam</td>
<td>16 Points</td>
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<tr>
<td>Final exam</td>
<td>20 Points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
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**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grading based on UTEP policies</th>
<th>Points</th>
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<tbody>
<tr>
<td>A  4.0 (GPA)</td>
<td>94-100</td>
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<tr>
<td>A- 3.67</td>
<td>91-93</td>
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<tr>
<td>B+ 3.33</td>
<td>90-88</td>
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<tr>
<td>B- 2.67</td>
<td>87-81</td>
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<tr>
<td>C+ 2.33</td>
<td>80-78</td>
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<tr>
<td>C  2.00</td>
<td>77-69</td>
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<tr>
<td>D  Retake of course</td>
<td>68-below</td>
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</tbody>
</table>
## What do grades represent in this class?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Represents <strong>outstanding</strong> participation in all course activities; <strong>all</strong> 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. <strong>No unexcused absences.</strong></td>
</tr>
<tr>
<td>B</td>
<td>Represents <strong>good</strong> participation in all course activities; <strong>most</strong> 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.</td>
</tr>
<tr>
<td>C</td>
<td>Represents participation in <strong>some</strong> of the course activities; missing assigned work with <strong>mediocre quality</strong> and/or timeliness in submitting course work. Evidence submitted via assignments and projects demonstrate there are some misconceptions, gaps and/or work submitted in a untimely manner.</td>
</tr>
<tr>
<td>D</td>
<td>Represents <strong>minimal</strong> participation in course activities; serious <strong>gaps</strong> in assigned work completed, or very low quality in course work.</td>
</tr>
<tr>
<td>Week</td>
<td>Standards</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| #1 (Aug 28) | IRA Standard #1  
NAEYC # 2, 4  
Texas # XII | Class Introduction, Syllabus  
Librarian visit | | |
| #2 (Sep 4) | IRA #2, 5  
NAEYC #1, 4  
Texas # I, II, IV | Theory and Evidence-based teaching: Theoretical and evident based foundations of reading and writing process. Librarian visit | • Literacy book (p. 4-19, p. 98-102) | |
| #3 (Sep 11) | IRA #2, 5  
NAEYC #1, 4  
Texas # I, II, IV | Oral language/literacy development: Developmentally appropriate teaching/learning approaches | • Literacy book (p.102-133)  
• ELL book (p. 1-17) | Reading Log 1 |
| #4 (Sep 18) | IRA #5  
NAEYC #1, 4  
Texas #II, III, V | Phonemic awareness: Phonics & vocabulary development, learning about alphabet | • Literacy book (p. 136-186) | |
| #5 (Sep 25) | IRA #2, 5  
NAEYC #1, 2  
Texas # VI, VII | Vocabulary | • ELL book (p. 49-63, p.103-131) | Reading Log 2 |
| #6 (Oct 2) | IRA #2, 5  
NAEYC #1, 2  
Texas # VI, VII | Reading comprehension: Reading comprehension | • Literacy book (p. 202-248) | Lesson plan due: Hard copy |
| #7 (Oct 9) | IRA #2, 5  
NAEYC #1, 2  
Texas # VI, VII | Reading fluency Strategies-based reading comprehension instruction | • ELL book (p. 133-189) | Reading Log 3 |
| #8 (Oct 16) | | Mid-term exam | | |
| #9 (Oct 23) | IRA #2, 5  
NAEYC #1, 4  
Texas # IX | Writing: Early writing acquisition | • Literacy book (p.257-305) | Reading Log 4 |
| #10 (Oct 30) | IRA #2, 5  
NAEYC #1, 4  
Texas # IX | Writing: Teaching writing in second language | • ELL book (p.191-214) | Reading Log 5 |
| #11 (Nov 6) | IRA # 2, 5  
NAEYC # 5  
Texas # VI, VII, IX | Motivating reading/writing & new literacies: Strategies for motivating reading/writing | • Literacy book (p.317-369) | Paper due (online) |
| #12 (Nov 13) | IRA #2, 4  
NAEYC # 5  
Texas # IV | Diversity & multicultural literature | • Literacy book (p.61-92) | |
| #13 (Nov 20) | IRA #5  
NAEYC #2  
Texas # IV | Children’s literature & Family literacy | • Literacy book (p.418-446) | |
| #14 (Nov 27) | | Thanksgiving ☺ | | |
| #15 (Dec 4) | | Final Prep (Online). Strategy Portfolio assignment due (online) | | |
| #16 (Dec 11) | | Final Exam | | |
Reading Log (Sample)

Name:_________________________ Date: week 1 (Jan 21)


Summary: Provide a written summary of the key ideas (word count)

Your thoughts: Provide a written critique of the key ideas, like implementation for classroom practice. How did the chapter impact your knowledge and understanding of topics? (word count)

One question
Reading Log Check list

☐ The log includes (1) Summary (2) Critique, and (3) 1 Question.

☐ The log follows the proper APA format (12 font, 1 inch margin, single space, Times and Romans).

☐ In Summary, most major issues in the book are discussed.

☐ The total length of log is between 450-500 words (the length of Summary and Critique is approximately 50/50. Word count is included for both Summary and Critique).

☐ In Critique, personal reflections on the relevance of what you have read and application to practice are clearly addressed.

Reading Log Rubric

Name __________________________

Week __________________________

<table>
<thead>
<tr>
<th></th>
<th>Points Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>The log fails to include (1) Summary (2) Critique, and (3) Question</td>
<td>0.1</td>
</tr>
<tr>
<td>The log fails to follow the APA format.</td>
<td>0.1</td>
</tr>
<tr>
<td>The total length of log is not between 450-500 words</td>
<td>0.1</td>
</tr>
<tr>
<td>The length of Summary and Critique is not 50/50. Word count is not included.</td>
<td>0.1</td>
</tr>
<tr>
<td>In Summary, major issues are not discussed.</td>
<td>0.1</td>
</tr>
<tr>
<td>In Critique, personal reflections are not clearly addressed.</td>
<td>0.1</td>
</tr>
<tr>
<td>Other issues (e.g. late submission)</td>
<td></td>
</tr>
</tbody>
</table>

Total: /2

Notes: