



UT TylerTM

THE UNIVERSITY OF TEXAS AT TYLER

School of Education

READ 3320.001 Literacy Development in the Early Years

Fall 2024

Semester:	Fall 2024-August 26th – December 14 th
Course Location:	Stewart Hall 127
Day & Time:	Monday & Wednesday 9:30 a.m. - 10:50 a.m.
Credit:	3 hours
Instructor Information:	Dr. Jill Carter
Office:	BEP 248-A
Office Hours:	Mondays & Wednesdays 12:00 p.m. – 1:30 p.m. (in person) and by appointment (virtually and in person)
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Email:	jillcarter@uttyler.edu (preferred method of contact)

**Please put your course number and section in your email subject (READ 3320.001)

The last day to withdraw from this course is Monday, November 4th.

Catalog Description

A study of the specific reading needs of children in the pre-school and primary grades. Areas to be stressed include the interactive reading model, emerging literacy, essential knowledge and skills, lesson planning, literature-based and basal reading materials.

Knowledge Base(s)

This course is designed to help beginning teachers build foundational knowledge relative to literacy assessment and instruction beginning with early childhood and continuing through upper elementary grades. Students learn key concepts, tools, and strategies for identifying students' strengths and needs using formal and informal assessment measures and strategies, and for designing instruction to address identified literacy needs. Clinical or field experiences required. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);
- *Association for Childhood Education International* standards for the preparation of early childhood educators with a focus on the standards for reading, writing, and oral language development (ACEI, 2007);
- *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist EC-6 teacher candidates (Texas State Board for Educator Certification, 2016);
- *Texas Educator Standards* (Title 19: Chapter 149, Subchapter AA, Rule: 149.1001), which identify performance standards to be used to inform the training, appraisal, and professional development of teachers.
- *Interstate Teacher Assessment & Support Consortium* 10 core teaching standards, which articulate what effective teaching and learning looks like in a transformed public education system (INTASC, 2011).
- *Reading Domains & Competencies*:
Domain I. Reading Pedagogy – Competencies 001-002

Domain II. Reading Development: Foundational Skills - Competencies 003-008

Domain III. Reading Development: Comprehension Competency 009

Domain IV. Analysis and Response- Competency 013

Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.

3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop a ready understanding of multiple key English Language Arts Terms & vocabulary from the International Literacy Association. Learning these key terms is essential for students to be prepared to teach phonics, phonemic awareness, and literacy, (House Bill 3) and to improve scores on the Texas state content tests for certification.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

Overview of Topics and Schedule

Students will have multiple opportunities to practice & apply literacy theories & strategies including phonemic awareness, phonics, vocabulary, comprehension, fluency.

Week	Content	Readings	Assignments
Week 1 8/26 – 9/1	Literacy Overview/TEKS	Honig et al. (2018) The Big Picture Texas Essential Knowledge and Skills Serravallo (2023) Getting Started pp. 1-30 & Goal 2: Engagement and Motivation, pp. 65-90	TEKS, ELPS, & Lead4ward Download (Due Sun. 9/1)
Week 2	Word Structure	Honig et al. (2018) Chapter 1- Structure of	Curriculum & Assessment Lab

Labor Day Holiday-9/2 9/3 – 9/8		English & Chapter 2- Structure of Spanish	Photo with Big Book (Due Sun. 9/8) Vocabulary Quiz 1 (In class Wed. 9/4)
Week 3 9/9 – 9/15	Word Structure Reading Academies Registration		Phoneme Articulation Video (Due Sun. 9/15) Vocabulary Quiz 2 (Sun. 9/15)
Week 4 9/16 – 9/22	TRA Modules 1 & 2 Introduction & Science of Teaching Reading	Texas Reading Academies Content Serravallo (2023) pp, 8- 10	All About Me PowerPoint (Due Sun. 9/22)
Week 5 9/23 – 9/29	TRA Module 2: Science of Teaching Reading	Serravallo (2023) Goal 1: Emergent Literacy and Language Development, pp, 39- 56 Texas Reading Academies Content	Vocabulary Quiz 3 (Due Sun. 9/29)
Week 6 9/30 – 10/6	TRA Module 2: Science of Teaching Reading Oral Language/ELPS TRA Module 5-Oral Language & Vocabulary	English Language Proficiency Standards (ELPS) Cavanaugh, C. (2020). Oral language and listening skill development in early childhood. In M. Hougen & S. Smartt (Eds.), <i>Fundamentals of literacy instruction and assessment: Pre-K-6</i> (pp. 84-107). Paul H. Brookes Publishing, Co. Texas Reading Academies Content	Retelling with Props Video (Due Sun. 10/6)
Week 7 10/7 – 10 -13	TRA Module 5-Oral Language & Vocabulary	Texas Reading Academies Content	Strategy Talk Activity #1 (Due Mon. 10/7)

		Serravallo (2023) Goal 12: Conversation pp.393-413	at the beginning of class) Vocabulary Quiz 4 (Due Sun. 10/13)
Week 8 10/14 – 10/20	TRA Module 5-Oral Language & Vocabulary Phonological Awareness TRA Module 6-Phonological Awareness	Honig et al. (2018) Chapter 5-Phonological Awareness Texas Reading Academies Content	Log of Multicultural Books (Due Sun. 10/20) Vocabulary Quiz 5 (Due Sun. 10/20)
Week 9 10/21 – 10/27	TRA Module 6-Phonological Awareness	Texas Reading Academies Content	
Week 10 10/28 – 11/3	TRA Module 6-Phonological Awareness	Texas Reading Academies Content	Phonological Awareness Artifact (Due Sun. 11/3) Vocabulary Quiz 6 (Due Sun. 11/03)
Week 11 11/4 – 11/10	TRA Module 6-Phonological Awareness Print Awareness & Letter Knowledge	Texas Reading Academies Content Honig et al. (2018) Chapter 3-Print Awareness & Chapter 4-Letter Knowledge	
Week 12 11/11 – 11/17	Complete TRA Module Work for the Semester Decoding & Word Recognition	Honig et al. (2018) Section III: Decoding and Word Recognition-Introduction & Chapter 6-Phonics Serravallo (2023) Goal 3: Accuracy, pp. 99-124	Poetry, Songs and Rhymes Journal (Due Sun. 11/17) Vocabulary Quiz 7 (Due Sun, 11/17)
Week 13 11/18 – 11/24	Decoding & Word Recognition Irregular Word Reading	Honig et al. (2018) Chapter 7 Irregular Word Reading	Strategy Talk #2 (Due Mon. 11/18 at beginning of class)

			Vocabulary Quiz 8 (Pages 8 & 9) (Due Sun. 11/24)
Thanksgiving Break 11/25 – 11/29			
Week 14 12/2 – 12/8	Decoding & Word Recognition Multisyllabic Word Reading	Honig et al. (2018) Chapter 8-Multisyllabic Word Reading	Five Phonics Lesson Plans (Due Wed. 12/4)
Week 15 12/9 – 12/13	Finals		WIX Portfolio (Due Tues. 12/10)

Key Assignment Descriptions (Detailed instructions in Canvas):

- 1. Class Attendance, Participation, & Learning Activities (17 points or 17% of course grade).** Throughout the semester, you will be expected to be present in class and to participate in the course assignments, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher.
- 2. Phoneme Articulation Video (5 points or 5% of course grade).** Students will create a video of themselves properly articulating the consonant and vowel sounds of English.
- 3. All About Me Power Point (5 points or 5% of course grade).** You will design and create a power point to introduce yourself to their future employers and to your future students. Please incorporate the following: your own educational journey from kinder to present; any pictures from your childhood; pictures of you in college; pictures of you reading; your favorite foods; hobbies; family; travel pictures; etc. etc. Make this a fun way to let your students get to know you.
- 4. Vocabulary Quizzes (8 points or 8% of course grade)** Eight scheduled vocabulary quizzes throughout the semester. Quizzes will cover key vocabulary that needs to be mastered for your teacher certification exam.
- 5. Phonological Awareness Artifact (10 points or 10% of course grade).** You will create a video of yourself teaching a phonemic awareness activity without students present. The video will include explicit instruction and modeling of how to do the activity before practicing the activity with imaginary students. You must be present in the video.

6. **Log of Multicultural Children’s Books with Genres (5 points or 5% of course grade).** You will create a wish list for a multicultural classroom library including at least four to six books from six different genres with titles that represent students from diverse backgrounds across all genres.
7. **Five Phonics Lesson Plans (10 points or 10% of course grade).** You will create 5 phonics lessons based on K-1 TEKS standards using the template provided. The lesson will include activities to develop phonemic awareness, explicit instruction of the phoneme-grapheme correspondence to be taught, activities to develop and practice decoding and encoding skills, and application to connected text.
8. **Poetry, Songs, and Rhymes Journal (5 points or 5% of course grade).** Students will collect 5 poems, 5 songs, and 5 rhymes in a journal. Each item must be aligned to a phonological awareness or phonics TEKS standard, STR competency, and ELPS. You will write a short justification of how each poem, song and rhyme can help you teach the chosen standards and competency.
9. **Completion of Texas Reading Academies Module Work (27 points or 27% of course grade).** Students will complete all tasks associated with the Texas Reading Academies (TRA) Modules 1, 2, 5, 6, and 8 including, Pre-tests, Post-tests, Quick Checks, Checks for Understanding, and the Phonological Awareness Artifact. Students will be in attendance and participate in all class sessions that include TRA instruction.
10. **Final: WIX Project with Class Assignments (8 Points or 8% of the course grade).** The WIX Portfolio archiving assignments around student learning outcomes, International Literacy Association Standards, Science of Teaching Reading Standards, and Texas Essential Knowledge & Skills. Students will design & create a WIX Portfolio for Class projects & Assignments. Specific details for this assignment in Canvas under the WIX Portfolio Tab.

Assignments to be included in the portfolio:

1. All About Me PowerPoint
2. Five Phonics Lesson Plans
3. Phonological Awareness Artifact
4. Reading Log of Multicultural Children’s Books with Genres
5. Poetry, Songs, and Rhymes Journal

WIX Electronic Literacy Portfolio

Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the WIX Electronic Portfolio:

- Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
- Showcase Work: students prepare a sample of their best work to share with others.
- Evaluation: Document progress toward standards for grading purposes.

Student Learning Outcomes for the WIX Electronic Portfolio:

- Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.
- Students will complete varied types of assignments, respond to feedback, and revise their work.
- Students will be evaluated on the progress they make in a course throughout the semester.
- Dialogue and collaborative conversations will take place throughout the semester. The professor will encourage students to analyze, monitor, and update their professional electronic portfolios.

Grading

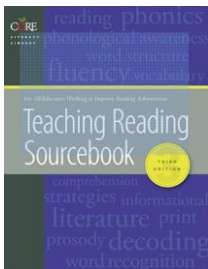
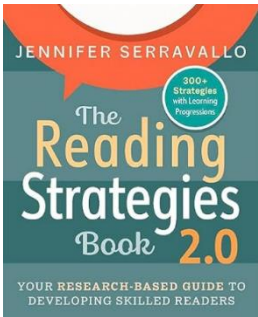
Course Project	Weight	Points
Class Attendance, Participation, & Learning Activities	17%	17
All About Me PowerPoint	5%	5
Vocabulary Quizzes	8%	8
Phoneme Articulation Video	5%	5
Phonological Awareness Artifact	10%	10
Log of Multicultural Children's Books with Genres	5%	5
5 Phonics Lesson Plans	10%	10
Poetry, Songs, and Rhymes Journal	5%	5
Completion of all Texas Reading Academies Module Work	27%	27
WIX Portfolio	8%	8
Total	100%	100

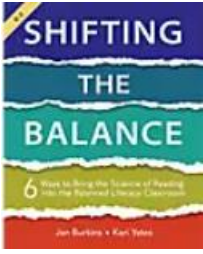
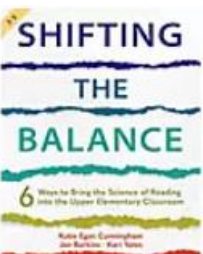
Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent/Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Not Acceptable/Mediocre

Required Materials and Texts

Course Textbooks: *Please NOTE: The Two required textbooks for this course, Teaching Reading Sourcebook & Reading Strategies 2.0, will also be used in READ 4320 and READ 4326. This is strategic to help you build a strong foundational knowledge of literacy strategies with practical applications. This also saves you money since the books are resources you will use repeatedly. It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.*

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	REQUIRED Teaching Reading Sourcebook (Core Literacy Library) Third Edition	Bill Honig, Linda Diamond, & Linda Gutlohn	978-1-63402-235-4	Arena Press
	REQUIRED The Reading Strategies Book 2.0 Be sure you are purchasing the 2.0 version of the book and not an older version. This version is required for the course.	Jennifer Serravallo	9780325170770	Heinemann

	<p>RECOMMENDED</p> <p>Shifting the Balance</p>	<p>Jan Burkins & Kari Yates</p>	<p>9781625315106</p>	<p>Stenhouse Publishers (Now Taylor & Francis)</p>
	<p>RECOMMENDED</p> <p>Shifting the Balance, Grades 3-5: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom</p>	<p>Katie Cunningham, Jan Burkins, & Kari Yates</p>	<p>9781625315977</p>	<p>Routledge Publishing</p>

*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Course Policies

- **Attendance.** Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Daily attendance is part of your Class Attendance, Participation, & Learning Activities grade. Points will also be deducted from the final grade due to excessive absences. Students will not be penalized for religious holidays (see policy below). Deductions from your final grade due to excessive absences will be treated as follows:

3 Absences = 20 Point Deduction

4 Absences = 30 Point Deduction

Missed sessions for Texas Reading Academies must be made up. Any sessions that are not made up will result in the student not completing the Texas Reading Academies upon graduation from the program.

- **Make-Up Exam.** There will be NO make/up exams for vocabulary quizzes for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g., doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.

All quizzes and activities for the Texas Reading Academies must be made up. Failure to do so will result in the student not completing the Texas Reading Academies upon graduation. When employed as a teacher in grades K-3, the teacher will be required to complete the TRA from the beginning. **Modules completed previously will not roll over to the new cohort.**

- **Written Assignments.** Written assignments MUST be typed using double spaced lines and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily readable 12-point font (e.g., Times New Roman, Helvetica, Tahoma)**
- **Late Assignments** (turning in after due date) You will be permitted to turn in one assignment late (up to 48 hours) with no reduction in your grade. After 48 hours, the assignment will not be accepted.

After that, assignments that are turned in on the day after the due date will be lowered 15%. Assignments that are turned in two days after the due date will be lowered 30%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

- **Academic Dishonesty.** To be successful in this class, you must invest time in studying. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e., plagiarism), or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.

- **Texas Reading Academies Quizzes/Tests:** With the exception of Module One, all Texas Reading Academies content, quizzes/tests must be done in class with your instructor. This is a Texas Education Agency requirement for receiving credit for completing the TRA.
- **Canvas:** Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. **All assignments will be submitted through Canvas on the designated assignment page.**
- **Cell Phone:** Cell phones or similar electronic devices are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cellphones or other electronic communication devices during exams is prohibited. **Text messaging should be done before or after class!** If you have an emergency or special situation that requires you to attend to your messages, please discuss this with me before class.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. For example, refer to “a student with autism” and not “an autistic.”
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 3320 will adhere to and demonstrate these teacher candidate dispositions at all times.
- **Safe Zone**
The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that students conduct themselves in a manner that ALL students are able to consider the classroom a safe environment.

UNIVERSITY POLICIES & RESOURCES

Use the following link to review important university policies and information:

[University Policies](#)

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center.](#)
- [UT Tyler PASS Tutoring Center.](#)
- [UT Tyler Supplemental.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas.](#)
- [Robert Muntz Library.](#) and [Library Liaison.](#)
- [Canvas 101.](#) (learn to use Canvas, proctoring, Unicheck, and other software)
LIB 422 -- Computer Lab where students can take a proctored exam

Resources available to UT Tyler Students

- [UT Tyler Counseling Center.](#)(available to all students)
- [My SSP App.](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center.](#)
- [Military and Veterans Success Center.](#)(supports for all of our military-affiliated students)
- [UT Tyler Patriot Food Pantry.](#)
- [UT Tyler Financial Aid and Scholarship.](#)
- [UT Tyler Registrar's Office.](#)
- [Office of International Programs.](#)
- [Title IX Reporting.](#)
- [Patriots Engage.](#) (available to all students. Get engaged at UT Tyler.)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION & MISSION

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).