



READ 4323

**Language Acquisition, Culture, and Society in Literacy
The University of Texas at Tyler
School of Education**

Course: READ 4323-060
Semester & Year: Fall 2020
Time & Day: Online

Instructor Information: Melanie Ward, M.Ed.

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Office Hours: All office hours will be held via Zoom and announced weekly

Catalog Course Description. A survey of key theoretical, research, and policy understandings about language acquisition, cultural influences, and social contexts, and how these understandings inform the design of instruction to support the language and literacy development of all students, including English learners. <https://catalogs.uttyler.edu/2020-2021/Catalog/Courses/READ-Reading-Education/4000/READ-4323>

Knowledge Base(s). This foundations of language and literacy course presents an overview of key theoretical, research, and policy understandings about language acquisition, cultural influences, and social contexts, and how these understandings can be applied when designing instruction to support the language and literacy development of all students, including English learners. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2017);*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas Essential Knowledge and Skills (TEKS)*
- *English Language Proficiency Standards (ELPS 74.4),*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE),*
- *Interstate New Teacher Assessment and Support Consortium (InTASC, 2011) Standards,*
- *College and Career Readiness Standards (CCRS)*

Student Learning Outcomes

Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop a working knowledge of essential understandings, informed by theory, research, and policy, about language and literacy development, cultural influences, and social contexts in schools.
2. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in EC-6 settings.
3. Explore critical issues pertaining to the ways in which language, culture (and society) transact with literacy development in today's diverse classrooms.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop a working knowledge of essential understandings, informed by theory, research, and policy, about language and literacy development, cultural influences, and social contexts in schools.	Literacy Profile 1 Videos	Show Me Your Thinking Literacy Profile 1 Creative Reading Response Quizzes English Learner (EL) Language Arts Protocol & SIOP Lesson Plan	ILA: 1.1, 1.3, 4.1, 4.2 TSBECS:IV(4.1k)(4.2k)(4.3k)(4.5k)(4.6k)(4.7k) TES: 1Ai-iii,1Bi-iii, 1Ci, 1Ciii, 1Di, 1Ei-ii, 1Fi, 2Bi, 2Biii, 2Ciii, 3Bi-iii, 3Ci ELPS: 74.4 (a)3,4,6 (b)1 TPG: Domain II A,B,C,D,E Domain III A,B,C,D,E, Domain IV A,B,C InTASC: 1, 2, 3, 4, 5, 8 CCRS: IIA(2), IIB(1), IVB(3)
2. Apply the knowledge gained about language, literacy, and culture to develop a research-based	Literacy Profile 2 Videos	Show Me Your Thinking	ILA: 1.1, 1.3, 2.1, 2.2, 4.1, 4.2

orientation to literacy and its teaching in EC-6 settings.		Literacy Profile 2 Creative Reading Response Quizzes English Learner (EL) Language Arts Protocol & SIOP Lesson Plan	TES: 1Di, 1Ei-ii, 5Ai-ii TEKS: 110.10 (b) ELPS: 74.4 (a)3,4,6 (b)1 ISTE: 6b InTASC: 5, 6 CCRS: IA(2), IIB(2)(3)
3. Explore critical issues pertaining to the ways in which language, culture (and society) transact with literacy development in today's diverse classrooms.	Supporting English Language Learner Video ESL Benchmark Summary EL Writing Samples SIOP Lesson Plan Template	Show Me Your Thinking Creative Reading Response Quizzes English Learner (EL) Language Arts Protocol & SIOP Lesson Plan	ILA: 1.1, 1.3, 4.1, 4.2 TSBECS: IV(4.1k) TES: 1Ai, 1Bii, 1Ci-iii, 1Ei-ii, 3Ai, 3Bi-iii, 3Ci-ii TPG: Domain II A,B,C,D,E Domain III A,B,C,D,E, Domain IV A,B,C InTASC: 1, 3, 4, 5, 7, 8

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.

1. Show Me Your Thinking Responses (20 percent)

Throughout the semester, you will be expected to complete assigned readings and view content specific videos. Since we are online, it is impossible for me to see what is going on in your brain as you read course texts and view course videos that we would ordinarily have discussed in detail in class. As a result, you will complete "Show Me Your Thinking" assignments that will, in essence, show me your thinking.

2. Literacy Profile 1 & 2 (10 percent)

In this assignment, you will have an opportunity to develop your own theoretical orientation to literacy learning and teaching. Use the following starter topics or ideas to help you construct your literacy profile: Think about (a) your own memories of learning to read and

write at home when you were growing up, (b) yourself as a literate person and what helped you become literate, (c) your definition(s) of reading and writing, and (d) your growth as a reading teacher via class readings and assignments.

End Product: Turn in a 2 page typed, double-spaced mini paper submitted in two versions (5 points each). Submit the first version of your Literacy Profile 1 during the FIRST WEEK of the semester.

Submit the second version of your Literacy Profile 2 during the 14th WEEK of the semester. You will have an opportunity to rethink, upgrade, and/or refine your initial literacy profile throughout the semester as you apply new knowledge and insights gained from class readings, assignments, and discussions. Specifically discuss how your thinking has changed based on what you have learned from this class. The criteria for evaluating your literacy profiles include originality of thought and expression, synthesis of ideas, and writing quality.

3. Creative Reading Responses: (20 percent)

Create a READING RESPONSE that includes the main topics of the chapters read. You can get as creative as you would like with this assignment. For example, you can write a summary of the main points in the chapters, OR you could create a Prezi presentation, PowerPoint presentation, video monologue, movie trailer, etc... The possibilities are endless. **The key is that the information you include is detailed and inclusive of all information one would need to thoroughly understand the content of the chapter.**

4. Chapter Quizzes (20 percent)

There are weekly scheduled quizzes throughout the semester that will cover material addressed in assigned readings. The content of quizzes is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students' language and literacy in your future classroom settings.

5. Final Project: English Learner (EL) Language Arts Protocol & SIOP Lesson Plan (30 percent)

You will have the opportunity to apply your knowledge about language and literacy in a hypothetical instructional setting. During Week 2 you will select a writing sample from an English learner (EL). Your main tasks for this project consist of the following:

(a) PHASE I: Understanding the Needed Language Skills and the Student.

i. STEP 1: Identifying the Language Skills Needed for any Student at this Grade Level

1. Identify specific writing TEKS that you will focus on based on the grade level of the English learner.
2. Identify specific WIDA writing standards based on the grade level of the English learner.

ii. STEP 2: Understand the Student

1. Identify the English learner's proficiency level in writing.
2. Identify what you consider to be this English learner's major strengths and needs relative to their writing skills.
3. Identify the ESL Writing Benchmarks for this particular English learner.

(b) PHASE II: Targeted Language Instruction

- i. STEP 1: Scaffolding Language Arts Instruction (i.e. Pitch, Pace, Portion, Perspective/Point)
- ii. STEP 2: Use of Scaffolding (Universal, Supplemental, Alternative)
- iii. STEP 3: Time for Language Arts Scaffolding (Preteach, Teach, Post-Teach)

(c) SIOP Lesson Plan and Reflection

- i. Plan a lesson based on the identified writing needs of the English learner using the Sheltered Instruction Observation Protocol (SIOP) lesson plan template.
- ii. Write a project reflection. Based on what you have learned throughout the semester what are your thoughts, feelings, attitudes, and opinions regarding the language and literacy development of English learners? As a future teacher how will you support the literacy acquisition (reading, writing, speaking, and listening) of the English learners' in your classroom?

I will provide a more detailed explanation of the guidelines for this project and offer guidance in completing this project throughout the semester. The criteria for evaluating each part of your project will focus on the overall quality and depth with respect to (a) understanding the needed language skills and the student (b) developing targeted language instruction, and (c) creating a SIOP lesson plan based on the writing needs of the English learner.

Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. The criteria for determining your final grade are outlined below.

Projects & Grading Criteria

Class Projects	Weight	Percent	Due Dates
1. Show Me Your Thinking	20%	20%	On-going
2. Literacy Profile 1 &2	10%	10 %	Week 1 & 14
3. Creative Reading Response	20%	20 %	On-going
4. Chap. Quizzes	20%	20 %	On-going
5. Final Project	30%	30 %	On-going
Totals	100%	100 points	

Performance Standards

Percent	Grade	Standard
100-90%	A	Superior
89-80%	B	Above Average
79-70%	C	Average
69-60%	D	Below Average
50 or Below	F	Mediocre

Required Texts, Materials, & Supplies

Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials (see readings list attached). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Required Texts:

Nutta, J.W., Strebler, C., **Mokhtari, K.**, Mihai, F., & Crevecoeur, E. (2014). *Educating English Learners: What Every Classroom Teacher Needs to Know*. Harvard Education Press.
<http://hepg.org/hep-home/books/educating-english-learners>.

Reutzel, R., & Cooter, R. (2015). *Teaching Children to Read: The Teacher Makes the Difference* (Enhanced Pearson eText with Loose-Leaf Version). Pearson: Columbus, Ohio.

As needed, additional readings to supplement course content may be selected from various journal publications (see sample journals below), book chapters and reports (see section I).

- a. *American Educational Research Journal* (aera.org)
- b. *Educational Leadership* (ascd.org)
- c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
- d. *Journal of Learning Disabilities* (www.ldanatl.org)
- e. *Journal of Literacy Research* (www.nrconline.org)
- f. *Language Arts* (www.ncte.org)
- g. *Tapestry Journal* (tapestry.usf.edu)
- h. *The Reading Teacher* (www.reading.org)

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 Alignment:

Learning Outcomes	Course Topics	Reading
1. Develop a working knowledge of essential understandings, informed by theory, research, and policy, about language and literacy development, cultural influences, and social contexts in schools.	<ul style="list-style-type: none"> • Literacy processes: reading, writing, listening, and speaking • Reading Instruction for Struggling Readers • Patterns of Reading Difficulty • The Structure of Intervention Sessions 	Reutzel & Cooter (2015). Chapters 1-3 Nutta, Strebler, Mokhtari, Mihai, & Crevecoeur, (2014). <i>Educating English Learners—Teaching language arts and literacy to English learners</i> .
2. Apply the knowledge gained about language, literacy, and culture to	<ul style="list-style-type: none"> • Word Identification Instruction: Phonics 	Reutzel & Cooter (2015). Chapters 5-7

develop a research-based orientation to literacy and its teaching in EC-6 settings.	<ul style="list-style-type: none"> • Word Identification Instruction: Fluency • Prior Knowledge and Concept Development • Vocabulary Learning 	Nutta, Strebel, Mokhtari, Mihai, & Crevecoeur, (2014). <i>Educating English Learners—Part 1: Teaching Academic Subjects to English learners.</i> Chapters 1-5.
3. Explore critical issues pertaining to the ways in which language, culture (and society) transact with literacy development in today’s diverse classrooms.	<ul style="list-style-type: none"> • Comprehension Instruction: Retelling Narrative Text Expository Retelling Answering Questions General Interactive Strategies • Factors impacting literacy development among diverse learners • Understanding student needs relative to oral language, reading, and writing development • Designing the Intervention Structure 	Reutzel & Cooter (2015). Chapters 1-12 Nutta, Strebel, Mokhtari, Mihai, & Crevecoeur, (2014). <i>Educating English Learners—Teaching language arts and literacy to English learners.</i> Chapters 6-10.

READ 4323: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule FALL 2020

START WEEK	TOPIC/ACTIVITIES	ASSIGNMENTS DUE
AUGUST 24 WEEK 1	Introductions Review Start Here and Week 1 Modules	Complete Start Here Module Quiz Complete Introduction video Start Literacy Profile
AUGUST 31 WEEK 2	Reutzel and Cooter Chapter 1: Effective Reading Instruction Seven Pillars of Effective Reading Instruction <i>Article: Early Warning Confirmed: A Research Update on Third Grade Reading by the Annie E. Casey Foundation</i>	Reutzel & Cooter: Chapter 1 Chapter Quiz: R&C Ch. 1 Chapter 1 Show Me Your Thinking Creative Reading Response Ch. 1 Literacy Profile 1 due

SEPTEMBER 7 WEEK 3	Reutzel and Cooter Chapter 2 Developing Children’s Oral Language to Support Literacy <i>Article: What I’ve Learned About Effective Reading Instruction</i>	Reutzel & Cooter: Chapter 2 Chapter Quiz: R&C Chapter 2 Creative Reading Response Ch. 2 Show Me Your Thinking
SEPTEMBER 14 WEEK 4	Reutzel and Cooter Chapter 3 Early Reading Instruction: Getting Started with the Foundations Video: https://www.youtube.com/watch?v=gtEspw_iUT0	Reutzel & Cooter: Chapter 3 Chapter Quiz: R&C Ch. 3 Show Me Your Thinking Creative Reading Response Ch. 3
SEPTEMBER 21 WEEK 5	Reutzel and Cooter Chapter 5 Reading Fluency Video: https://www.youtube.com/watch?v=OM-mi_4usvE Fluency activity	Reutzel & Cooter: Chapter 5 Chapter Quiz: R&C Ch. 5 Show Me Your Thinking Creative Reading Response Ch. 5
SEPTEMBER 28 WEEK 6	Reutzel and Cooter Chapter 6 Increasing Reading Vocabulary Videos	Reutzel & Cooter: Chapter 6 Chapter Quiz: R&C Ch. 6 Show Me Your Thinking Creative Reading Response Ch. 6
OCTOBER 5 WEEK 7	Reutzel and Cooter Chapter 7 Teaching Reading Comprehension Videos Comprehension Activities	Reutzel & Cooter: Chapter 7 Chapter Quiz: R&C Ch. 7 Show Me Your Thinking Creative Reading Response Ch. 7
OCTOBER 12 WEEK 8	Take a deep breath! How are you doing? This is a great time to stop and reflect on your progress to this point. This week, familiarize yourself with the Project by watching the video I will send, then choose your writing sample.	Choose EL Writing Sample that you will be working with to complete your Final Project
OCTOBER 19 WEEK 9	Reutzel and Cooter Chapter 8 Writing Videos	Reutzel & Cooter: Chapter 8 Chapter Quiz: R&C Ch. 8 Show Me Your Thinking Creative Reading Response Ch. 8

OCTOBER 26 WEEK 10	Phase 1 for Final Project: Language Arts Protocols	FINAL PROJECT PHASE 1: LANGUAGE ARTS PROTOCOL DUE
NOVEMBER 2 WEEK 11	Reutzel and Cooter Chapters 11 and 12 Effective Reading Instruction and Organization in Grades K-3 Effective Disciplinary Literacy in Grades 4-8	YOUR CHOICE: Reutzel & Cooter: Chapter 11 OR 12 Chapter Quiz: R&C Ch. 11 or 12 Show Me Your Thinking Creative Reading Response Ch. 11 or 12
NOVEMBER 9 WEEK 12	Phase 2 for Final Project: Language Arts Protocols	FINAL PROJECT PHASE 2: LANGUAGE ARTS PROTOCOL DUE
NOVEMBER 16 WEEK 13	Phase 3 for Final Project: SIOP Lesson Plan and Reflection	FINAL PROJECT: SIOP LESSON PLAN AND REFLECTION DUE
NOVEMBER 23	THANKSGIVING HOLIDAY BREAK	Give thanks! The semester is almost over, and there's always something to be grateful for.
NOVEMBER 30 WEEK 14	Literacy Profile Revisit	Literacy Profile 2 due
DECEMBER 7 WEEK 15	FINAL EXAMS	

COURSE POLICIES:

This is an undergraduate course that is online and worth three credits. If you are in the course, then it is up to you to meet the requirements and deadlines established.

CANVAS/EMAIL:

Because this is an online course, you will need access to a computer with sound capacity and reliable Internet access. You will also need a way to record yourself, whether it is via a webcam or your phone. You should understand the basics of accessing the Canvas learning management system. A Canvas course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. Students are responsible for accessing and reading all materials. In addition, students are responsible for checking school email as it is the primary method of communication for the course. This means students are responsible for 1) immediately contacting the Information Technology services to be certain any problem with email and/or access to Canvas is completely resolved; and, 2) contacting me if either Canvas and/or email (melanieward@uttyler.edu) becomes a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email itsupport@patriots.uttyler.edu or phone (903)565-5555 Option 2.

TURNING IN WORK:

All assignments will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due.

EXPECTATIONS FOR WORK:

As college students, your work is expected to be at college level. This means that work should be free of spelling, grammatical, punctuation, and capitalization errors. This means that no lower case, stand-alone letter I's should be present. For example, in a written response, this would be unacceptable: "I think that the if i were teaching the student, i would..." No text speech in written assignments. Be thorough in your responses by fully engaging with the questions posed and offering specific and exact details and examples to support your ideas. Showing this level of engagement and application shows that you have thoroughly understood and can utilize the information in a practical way.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g. emergency) circumstances will result in a 20% per day late lowering of the assignment grade. For example, if an assignment worth 100% is due on Sunday and you turn it in on Tuesday, the assignment is two days late. This would result in 40 points being deducted from your overall score. If you scored 90% on the assignment, your final grade would be 50%.

BIBLIOGRAPHY:

- August, D., & Shanahan, T. (Eds.). (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. New Jersey: Erlbaum.
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- Block, C. C., Parris, S. R., Reed, S. R., et al. (2009). Instructional Approaches That Significantly Increase Reading Comprehension. *Journal of Educational Psychology*, 101 (2), 262–281.
- Curzan, A., & Adams, M. (2006). *How English Works: A Linguistic Introduction*. New York, NY: Pearson Longman.
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- Goldenberg, C. (2008). Teaching English Language Learners: What research says—and does not say. *American Educator*, 32 (2), 8-44.
- National Early Literacy Panel. (2008). Report of the national early literacy report. <http://www.nifl.gov/publications/pdf/NELPReport09.pdf>
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- National Staff Development Council. (2001). *Standards for Staff Development*.

- Pressley, M., Allington, R. L., Wharton-MacDonald, R., Collins-Block, C., & Morrow, L. (2001). *Learning to read: Lessons from exemplary first-grade classrooms*. New York: Guilford.
- Snow, C.E., Burns, MS, and Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.
- Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective Schools and accomplished teachers: Lessons about primary grade reading instruction in low income schools. *Elementary School Journal*, 101, 121-165.
- Teddlie, C., & Stringfield, S. (1993). *Schools make a difference: Lessons learned from a 10-year study of school effects*. New York: Teachers College Press.
- Wells, G. (1986). *The meaning makers: Children learning language and using language to learn*. Portsmouth, NH : Heineman.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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](#).