UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

School of Education

READ 3320.060 Literacy Development in the Early Years

Spring 2025

Semester:	Spring 2025-January 13th – May 3rd
Course Location:	Online – Synchronous Zoom Meetings, Monday and Wednesday, 5:00 PM – 6:20 PM
Credit:	3 hours
Instructor Information:	Dr. Jill Carter
Office:	BEP 248-A
Student Hours:	**Student hours are between 1:00 PM and 2:30 PM on Tuesdays and Thursday.** You may attend in person in my office or via Zoom. No appointment is needed. Please feel free to drop by! If these hours do not fit with your schedule, I am happy to meet with you by appointment. You can schedule this by sending me an email request.
Office Phone:	903-565-5669
Email:	jillcarter@uttyler.edu (preferred method of contact)

**Please put your course number and section in your email subject (READ 3320.060)

The last day to withdraw from this course is Monday, March 31st.

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 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, you 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 1/13 - 1/19	Literacy Overview/Standards Texas Reading Academies Introduction	**Honig et al.** (2018) The Big Picture **Texas Essential Knowledge and Skills** Participant Notebook Content	

Week 2 Martin Luther King, Jr. Holiday 1/20 1/21 - 1/26	The Science of Teaching Reading	**Serravallo** (2023) Getting Started pp. 8 - 10 **Honig et al. (2018)** pp. 161 - 168 Participant Notebook Content	Module 1 Participant Notebook **(Due Sun. 1/26)** Vocabulary Quiz 1 **(Due Sun. 1/26)**
Week 3 1/27– 2/02	The Science of Teaching Reading	Participant Notebook Content	Project #1: All About Me PowerPoint **(Due Sun. 2/02)** Vocabulary Quiz 2 **(Sun. 2/02)**
Week 4 2/03 – 2/09	The Science of Teaching Reading	Participant Notebook Content	Vocabulary Quiz 3 **(Due Sun. 2/09)**
Week 5 2/10 – 2/16	The Science of Teaching Reading	Participant Notebook Content	Content Quiz #1 **(Due Sun. 2/16)**
Week 6 2/17 – 2/23	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.), *Fundamentals of literacy instruction and assessment: Pre-K-6* (pp. 84-107). Paul H. Brookes Publishing, Co. Participant Notebook Content	Module 2 Participant Notebook **(Due Sun. 2/23)** Vocabulary Quiz 4 **(Due Sun. 2/23)**

Week 7 2/24 – 3/02	Oral Language & Vocabulary	Participant Notebook Content **Serravallo** (2023) Goal 11 & 12: Comprehending Vocabulary & Figurative Language and Conversation selected strategies	Vocabulary Quiz 5 **(Due Sun. 3/02)**
Week 8 3/03 – 3/09	Oral Language & Vocabulary	Participant Notebook Content	Vocabulary Quiz 6 **(Due Sun. 3/09)** Content Quiz 2 **(Due Sun. 3/16)**
Week 9 3/10 – 3/16	Oral Language & Vocabulary	Participant Notebook Content	Vocabulary Quiz 7 **(Due Sun. 3/16)** Project #2: Read Aloud with Vocabulary Lesson & Video **(Due Sun. 3/16)**
Spring Break – March 17ᵗʰ – 21st			
Week 10 3/24 – 3/30	Phonological Awareness	**Honig et al.** (2018) Chapter 5-Phonological Awareness pp. 116-127 Participant Notebook Content	Module 5 Participant Notebook **(Sun. 3/30)** Vocabulary Quiz 8 (Pages 8 & 9) **(Due Sun. 3/30)**
Week 11 3/31 – 4/06	Phonological Awareness	**Honig et al.** (2018) Chapter 5-Phonological Awareness pp. 128-142 Participant Notebook Content	Project #3: Phoneme Articulation Video **(Due Sun.4/06)**
Week 12 4/07-4/13	Phonological Awareness	**Honig et al.** (2018) Chapter 5-Phonological Awareness pp. 143-158 Participant Notebook Content	Content Quiz 3 **(Due Sun. 4/13)**

Week 13 4/14 – 4/20	Phonological Awareness	Participant Notebook Content	Project #4: Phonological Awareness Video & Script **(Due Sun. 4/20)**
Week 14 4/21 – 4/27	Phonological Awareness WIX Portfolio	Participant Notebook Content	Module 6 Participant Notebook **(Due Fri. 4/25)**
Week 15 4/28 – 5/02	Finals		WIX Portfolio **(Due Tues. 4/29)**

Key Assignment Descriptions (Detailed instructions in Canvas):

Participant Notebook (25 points or 25% of course). You will be completing your participant notebook for each module covered this semester: Modules 1, 2, 5, and 6. Each Module will be submitted separately according to the due date.

Vocabulary and Content Quizzes (15 points or 15% of course grade) Eight scheduled vocabulary quizzes and 3 Content Quizzes throughout the semester. Quizzes will cover key vocabulary that needs to be mastered for your teacher certification exam. Content quizzes will cover key concepts on The Science of Teaching Reading, Oral Language and Vocabulary, and Phonological Awareness.

Projects:

Project #1: All About Me Power Point (5 points or 5% of course grade). You will design and create a power point to introduce yourself your future students.

Project #2: Read Aloud with Vocabulary Lesson & Video (15 points or 15%). You will write a scripted lesson plan for a read aloud of an excerpt of a children's book with explicit vocabulary instruction. You will then video record yourself teaching your lesson plan.

Project #3: Phoneme Articulation Video (15 points or 15% of course grade). You will create a video of yourself properly articulating the consonant and vowel sounds of English with key words.

Project #4: Phonological Awareness Video (15 points or 15% of course grade). You will write a scripted lesson and create a video of yourself teaching a mock phonemic awareness

lesson. The video will include explicit instruction and modeling of how to do the activity before practicing the activity with imaginary students.

Final: **WIX Project with Class Assignments (10 Points or 10% 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. Project #1: All About Me PowerPoint
2. Project #2: Read Aloud with Vocabulary Lesson & Video
3. Project #3: Phoneme Articulation Video
4. Project #4: Phonological Awareness Video & Script

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.
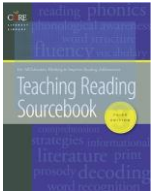
Grading

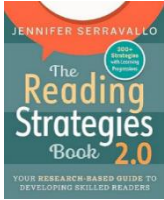| Key Assignment Summary	Weight	Points
Participant Notebook	25%	25
Vocabulary & Content Quizzes	15%	15
Project #1: All About Me PowerPoint	5%	5
Project #2: Read Aloud with Vocabulary Lesson & Video	15%	15
Project #3: Phoneme Articulation Video	15%	15
Project #4: Phonological Awareness Video & Script	15%	15
Final: WIX Portfolio	10%	10
Total	100%	100

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
50-59	59% or Below	F	Not Acceptable

Required Materials and Texts

Course Textbooks: No textbooks are required for this course. All reading materials will be provided at not cost to you. The textbooks below are recommended if you would like to purchase a text.

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	RECOMMENDED Teaching Reading Sourcebook (Core Literacy Library) Third Edition	Bill Honig, Linda Diamond, & Linda Gutlohn	978-1-63402-235-4	Arena Press

	RECOMMENDED **The Reading Strategies Book 2.0** Only this edition of this text is recommended due to essential updates that have been made.	**Jennifer Serravallo**	9780325170770	**Heinemann**

*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

- **Synchronous Online Course.** This course may be different from other online course you have taken. Our course is held via Zoom and is synchronous, so it is very much like taking an in-person course since you will be attending in real time with your classmates and me. However, you will still need to review the Canvas module each week for resources, readings, assignments, and other information.

- **Attendance**. Participating in learning activities in the classroom is essential for meeting the objectives of this course. You should attend all synchronous Zoom meeting during the semester, but I know that sometimes there are extenuating circumstances that come up making this difficult**.** Please let me know if you are unable to attend class and be prepared to make up your Texas Reading Academies work. If you miss more than three classes during the semester, please reach out to me, so we can form a plan for your success in the course.

- **Texas Reading Academies (TRA).** TRA is a comprehensive professional development in the teaching of reading and writing that is required for all K-3 teachers in the state of Texas. Some districts required TRA completion for the higher elementary grades as well. By completing all TRA requirements, you will receive credit for completing the TRA at the end studies at UT Tyler. This means that you will not have to take this training during your first year as a teacher in a school.

  During this course you will complete pre-work for Modules 1, 2, 5 and 6 of the Texas Reading Academies. You will receive a participant notebook for completing this pre-work. TEA has opted not to open a cohort of the Texas Reading Academies this semester,

so you will not officially be enrolled in the TRA until READ 4320, 3326, and 4326, where you will complete all online module work.

It is important that you complete all pre-work this semester so you will have time in your future READ course to complete the necessary module work that will allow you to earn this valued credential.

- **Make-Up Quiz.** Vocabulary and content quizzes should be completed on time. If you are unable to complete a quiz due to an emergency, please reach out to me to discuss options. You may be expected to submit relevant documentation (e.g., doctor's note, funeral notice, etc.) when requesting a make-up quiz.

- **Written Assignments.** Please complete your written assignment in a 12-point, easy to read font (Times New Roman, Helvetica, Tahoma), double space, and include page numbers. Proofread your assignments so they do not contain typos and grammatical errors. This adds clarity to your work and helps avoid misunderstanding of your message.

- **Late Assignments.** Turning assignments in on time will help you stay on track in the course and avoid work accumulating, making it difficult to catch up. I understand that extenuating circumstances may cause you to need an extension on the due date of a particular assignment. Please reach out to me to request an extension if you will not be able to submit an assignment on time.

- **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.

- **Canvas:** You will find class notes, assignments, grades, and course information in our UT Tyler Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Please check Canvas regularly for updates and to download any class handouts. All course assignments have a designated Canvas page for submission.

- **Cell Phone:** Please limit your cell phone use in class to accessing TRA or other learning activities. I understand that there are occasions and circumstances that require you to be able to monitor your calls and messages. Just let me know at the beginning of class if this situation arises for you.

- **Safe Zone**
  I consider this classroom to be a place where you should be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation,

sexual orientation, political beliefs, age, or disability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is important to me all students are able to consider the classroom a safe environment.

- **Person First Language:** Our language reflects our attitudes. Always refer to persons with disabilities with respect. In this class we will strive to always use "people first" language. 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). Students enrolled in READ 3320 should adhere to and demonstrate these teacher-candidate dispositions at all times.

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 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.