



**UT Tyler**<sup>TM</sup>

THE UNIVERSITY OF TEXAS AT TYLER

School of Education

**Literacy Assessment & Instruction I**

**READ 4320.060**

**Spring 2025**

<b>Semester:</b>	Spring 2025-January 13th – May 3rd
<b>Course Location:</b>	Online – Synchronous Zoom Meetings, Monday and Wednesday, 6:30 PM – 7:50 PM
<b>Credit:</b>	3 hours
<b>Instructor Information:</b>	Dr. Jill Carter
<b>Office:</b>	BEP 248-A
<b>Student Hours:</b>	<b>Student hours are between 1:00 PM and 2:30 PM on Tuesdays and Thursday.</b> You may attend in person in my office or virtually 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.
<b>Office Phone:</b>	903-565-5669
<b>Email:</b>	<a href="mailto:jillcarter@uttyler.edu">jillcarter@uttyler.edu</a> (preferred method of contact)

\*\*Please put your course number and section in your email subject (READ 4320.060)

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

## **Catalog Description**

A course designed to afford the student the opportunity to implement the skills of assessment, instruction, and evaluation in a tutorial setting that utilizes a peer coaching model. Prerequisite: Admission to the School of Education. Must have completed the EC-6 Core Curriculum.

## **Knowledge Base(s)**

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and effective instruction practices that shape how teachers and others have approached their work with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);
2. *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016);
3. *Texas Education Agency Reading 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.

## 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.

## Topic Table

Students will have multiple opportunities to practice & apply literacy theories & strategies.

Week	Content	Readings	Assignments
Week 1 1/13 - 1/19	Syllabus Course Overview  Establishing a Literacy Community  Using Assessment Data to Inform Instruction	<b>TEKS K-5</b> <b>ELPS K-5</b> <b>Pre-K Guidelines</b>  <b>Gurjar et al. (2023)</b> Chapter 9- Literacy Instruction for Diverse Learners  TRA Module 4 Content	Model 3 Participant Notebook ( <b>Due Sun. 1/19</b> )  WIX Electronic Portfolio - Upload Syllabus & Topic Table ( <b>Due Sun. 1/19</b> )
Week 2 Martin Luther King, Jr. Holiday 1/20 1/21 - 1/26	Using Data to Inform Instruction	TRA Module 4 Content	Vocabulary Quiz #1 ( <b>Due Sun. 1/26</b> )  Philosophy of Literacy ( <b>Due Sun. 1/26</b> )

<p>Week 3 1/27– 2/02</p>	<p>Using Data to Inform Instruction</p>	<p>TRA Module 4 Content</p> <p><b>Heggerty, M.</b> (2020). <i>Phonemic awareness (Primary version): 35-weeks of daily explicit and systematic phonological and phonemic awareness lessons.</i> <a href="#">River Forest, IL: Literacy Resources, Inc</a>: Selected Lessons for Practice</p>	<p>Vocabulary Quiz #2 <b>(Due Sun. 2/02)</b></p>
<p>Week 4 2/03 – 2/09</p>	<p>Using Data to Inform Instruction</p> <p>Pre-Reading Skills</p>	<p><b>Gurjar et al.</b> (2023) Chapter 2-Foundations of Early Literacy</p> <p>TRA Module 4 Content</p> <p>TRA Module 7 Content</p> <p><b>Heggerty</b> (2020) Selected Lessons for Practice</p>	<p>Vocabulary Quiz #3 <b>(Due Sun. 2/09)</b></p> <p>Project #1: Case Study <b>(Due Sun. 2/09)</b></p>
<p>Week 5 2/10 – 2/16</p>	<p>Pre-Reading Skills</p>	<p><b>Gurjar et al.</b> (2023) Chapter 7: Fluency and Comprehension</p> <p>TRA Module 7 Content</p> <p><b>Heggerty</b> (2020) Selected Lessons for Practice</p>	<p>Vocabulary Quiz #4 <b>(Due Sun. 2/16)</b></p> <p>Module 4 Participant Notebook <b>(Due Sun. 2/16)</b></p>
<p>Week 6 2/17 – 2/23</p>	<p>Pre-Reading Skills</p>	<p>TRA Module 7 Content</p> <p><b>Heggerty</b> (2020) Selected Lessons for Practice</p>	<p>Vocabulary Quiz #5 <b>(Due Sun. 2/23)</b></p>

<p>Week 7 2/24 – 3/02</p>	<p>Pre-Reading Skills  Decoding, Encoding, and Word Study</p>	<p><b>Gurjar et al. (2023)</b> Chapter 4: Phonics: Breaking the Code to Words  TRA Module 7 Content  TRA Module 8 Content  <b>Heggerty (2020)</b> Selected Lessons for Practice</p>	<p>Vocabulary Quiz #6 <b>(Due Sun. 3/02)</b>  Module 7 Participant Notebook <b>(Due Sun. 3/02)</b></p>
<p>Week 8 3/03 – 3/09</p>	<p>Decoding, Encoding, and Word Study</p>	<p>TRA Module 8 Content</p>	<p>Project #2: Create One Alphabet Knowledge Lesson Plan &amp; Video Lesson <b>(Due Sun. 3/09)</b></p>
<p>Week 9 3/10 – 3/16</p>	<p>Decoding, Encoding, and Word Study</p>	<p>TRA Module 8 Content</p>	<p>Vocabulary Quiz #7 <b>(Due Sun. 3/16)</b></p>
<p><b>Spring Break – March 17<sup>th</sup> – 21<sup>st</sup></b></p>			
<p>Week 10 3/24 – 3/30</p>	<p>Decoding, Encoding, and Word Study</p>	<p>TRA Module 8 Content</p>	<p>Vocabulary Quiz #8 <b>(Due Sun. 3/30)</b></p>
<p>Week 11 3/31 – 4/06</p>	<p>Decoding, Encoding, and Word Study</p>	<p>TRA Module 8 Content</p>	<p>Project #3: Create Five Phonics Lesson Plans &amp; Video Lesson <b>(Due Sun. 4/06)</b></p>
<p>Week 12 4/07-4/13</p>	<p>Reading Fluency</p>	<p><b>Gurjar et al. (2023)</b> Chapter 7: Fluency and Comprehension  TRA Module 9 Content</p>	<p>Vocabulary Quiz #9 <b>(Due Sun. 4/13)</b>  Module 8 Participant Notebook <b>(Due Sun. 4/13)</b></p>

Week 13 4/14 – 4/20	Reading Fluency	<b>Texas Education Agency.</b> (n.d.). <i>Special Education</i> . Retrieved from <a href="#">TEA-Multi-Tiered Systems of Support Fact Sheet</a>  TRA Module 9 Content	5 Literacy Intervention Plans <b>(Due Sun. 4/20)</b>
Week 14 4/21 – 4/27	Reading Fluency	TRA Module 9 Content	Module 9 Participant Notebook <b>(Due Fri. 4/25)</b>
Week 15 4/28 – 5/02	Finals		Final: WIX Portfolio <b>(Due 4/29)</b>

## COURSE EVALUATION AND GRADING

The assignments and projects outlined below are designed to contribute in different, yet complimentary ways to help you reach the course learning outcomes.

**TRA Participant Notebook** (25 points or 25% of course grade). You will be completing your participant notebook for the Texas Reading Academies for each module covered this semester: Modules 3, 4, 7, 8, 9. Each Module will be submitted separately according to the due date.

**Vocabulary Quizzes** (5 points or 5% of course grade). There will be scheduled quizzes throughout the semester. Quizzes will cover the vocabulary in the [International Literacy Association Glossary](#).

## Projects

**Project #1: Case Study** (15 points of 15% of course grade). Using informal and formal student assessment data, you will create a literacy profile for a student.

**Project #2: Create One Alphabet Knowledge Lesson Plan & Video Lesson** (15 points or 15% of course grade). You will create an alphabet knowledge lesson plan using a provided template.

The scripted plan will include teaching the letter name, letter sound and letter formation using explicit instruction and the gradual release of responsibility model. You will video yourself teaching a mock alphabet knowledge lesson using your script.

**Project #3: Create Five Phonics Lesson Plans & Video Lesson** (15 points or 15% of course grade). You will create 5 scripted phonics lessons based on K-1 TEKS standards using the template and phonics skills 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. You will then choose one of your lessons and video yourself teaching as a mock lesson.

**Project #4: Write Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor** (15 points or 15% of course grade). You will incorporate assessment data drawn from measures such as, Letter Names and Sounds, Phonics Inventory, Phonological Awareness Survey, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, Oral Retelling, Cloze, etc. to create intervention lesson plans that target student needs.

### **Final**

**WIX Portfolio- Technology & Literacy Integration** (10 points or 10% of course grade). Students will upload the following projects into their WIX portfolio:

**Project #1: Case Study**

**Project #2: Create One Alphabet Knowledge Lesson Plan & Video Lesson**

**Project #3: Create Five Phonics Lesson Plans & Video Lesson**

**Project #4: Write Five (5) Literacy Intervention Lesson Plans**

### **Assessment: Portfolios**

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 various 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.

### Evaluation and Grading Guidelines and Criteria

All written work should be typed (using a 12-point easily readable font, with one-inch margins, & page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

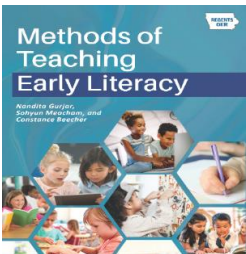
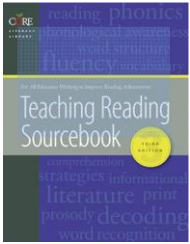
READ 4320 Assignments & Grading:			
Key Assignment Summary:	% of grade:	Points:	Due Dates:
TRA Participant Notebook	25%	25	Various dates
Project #1: Case Study	15%	15	2/09
Project #2: Create One Alphabet Knowledge Lesson Plan & Video Lesson	15%	15	3/09
Project #3: Create Five Phonics Lesson Plans & Video Lesson	15%	15	4/06
Project #4: Write Five Literacy Intervention Lesson Plans	15%	15	4/20
Vocabulary Quizzes	5%	5	Various dates
Final: WIX Electronic Literacy Portfolio	10%	10	4/29
<b>TOTAL=</b>	<b>100%</b>	<b>100</b>	

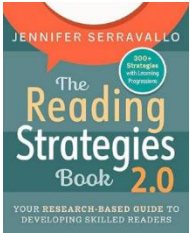


## Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent
80-89.99	80%	B	Above Average
70-79.99	70%	C	Average
60-69.99	60%	D	Below Average
50-59.99	59% or below	F	Unacceptable

## Texts and Materials

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	<p><b>REQUIRED</b></p> <p><b>Methods of Teaching Early Literacy (Open Educational Resource)</b></p>	<p><b>Nandita Gurjar, Sohyun Meacham &amp; Constance Beecher</b></p>	<p><a href="#">Download/Read Text Here</a></p> <p>This text is available at no cost to you.</p>	<p><b>Iowa State University</b></p> <p><b>Pressbooks</b> Iowa State University Digital Press</p> <p>Publication Date: July 19, 2023</p>
	<p><b>RECOMMENDED</b></p> <p><b>Teaching Reading Sourcebook (Core Literacy Library) Third Edition</b></p>	<p><b>Bill Honig, Linda Diamond, &amp; Linda Gutlohn</b></p>	<p>978-1-63402-235-4</p>	<p><b>Arena Press</b></p>

	<p><b>RECOMMENDED</b></p> <p><b>The Reading Strategies Book 2.0</b></p> <p>Be sure you are purchasing the 2.0 version of the book and not an older version.</p>	<p>Jennifer Serravallo</p>	<p>9780325170770</p>	<p>Heinemann</p>
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\*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.** Participating in learning activities in the classroom is essential for meeting the objectives of this course. You should attend all class meetings 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 3 classes during the semester, please reach out to me, so we can form a plan for your success in the course.
- **Texas Reading Academies.** During this course you will complete Modules 3, 4, 7, 8, and 9 of the Texas Reading Academies. The TRA modules are located in TEA Learn Canvas, which is not connected to our UT Tyler Canvas, so you will be interacting with two different Canvas Learning Management Systems.

Because Texas Reading Academies completion leads to a credential from the state, all missed TRA work must be made up. Failure to do so will result in your not completing the Texas Reading Academies upon graduation. When employed as a teacher in grades K-3, you will be required to complete the TRA from the beginning. **Modules completed previously will not roll over to the new cohort.**

- **Make-Up Exam.** Vocabulary quizzes should be completed on time. If you are absent 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, tow-truck receipt, 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 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 is a reflection of our attitudes. Always refer to persons with disabilities with respect. 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](http://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 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](#).