



School of Education

READ 3320: Literacy Development in the Early Years

Fall 2022

Melanie Ward, M. Ed.

Course: READ 3320
Semester & Year: Fall 2022
Locations: ONLINE
Instructor Information: Melanie Ward, M. Ed.
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Office Hours: Appointments available-please email to schedule.

First Day of Fall 2022: Monday, August 22, 2022

Last Day to Withdraw: November 4, 2022

B. 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.

C. 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- Competencies 009-012
 Domain IV. Analysis and Response- Competency 013

Disability/Accessibility Services:

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> or call 903.566.7079.

Student Resources:

Writing Center: The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

Math Learning Center: The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

PASS Tutoring Center: The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.

Upswing (24/7 Online Tutoring): Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.

Robert R. Muntz Library Staff: UT Tyler has an incredible staff of librarians ready to assist you. [Discipline/major library liaisons](#) are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

Canvas 101: This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

Digital Support Toolkits: Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

UT Tyler Testing Center: The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

Student Accessibility and Resource (SAR) Office: The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

Student Counseling Center: The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers [TAO](#), a self-help, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

D. 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.

E. Assignments and Grading

Key Assignments: Students will develop and create the following options and turn in an electronic copy to Canvas as well as input into your portfolio. Each assignment must include grade level appropriate TEKS, Science of Teaching Reading standards, and a statement of praxis.

1. Project 1: ABC Alphabet Book
2. Project 2: Literature Review
3. Artifact 1: All About Me Book
4. Artifact 2: Ten (10) Anchor Charts- (5 from Reading Strategies Text & 5 from Writing Strategies Text)
5. Artifact 3: Poetry Journal
6. Artifact 4: Stages of Child Development (oral, reading, and writing)
7. Artifact 5: Reading log of children's books with genres/Amazon Wish List
8. Artifact 6: Ten (10) Phonological and/or phonemic awareness lessons
9. Artifact 7: Science of Teaching Reading Assignment
10. Artifact 8: Non-fiction bibliography
11. Artifact 9: Writer's Workshop Sample

Assessment: 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 praxis and reflection.

Student Learning Outcomes for the WIX Electronic Portfolio:

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

GRADING

1. **Engagement: (10% of course grade).** Throughout the semester, you will be expected 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. These may include discussion responses, journal entries, assignments, or other activities meant to help you engage with the content of the course in meaningful ways.
2. **Projects and Artifacts (30 % of course grade)**
Throughout the semester, you will create several artifacts and complete two projects that will be included in your professional portfolio. Each of these projects or artifacts must contain a praxis statement, be detailed, and include TEKS and Science of Reading Standards as needed.
3. **Vocabulary Quizzes (20% of course grade)**
Throughout the semester, you will be responsible for learning key vocabulary you will encounter on the TEXAS ELAR exam. As you learn these terms, you will be assessed through vocabulary quizzes. Occasionally, other quizzes may be added to assess your level of understanding of chapter readings.
4. **Final: WIX Project Presentation (40% of the course grade).**
At the end of the semester, you will share your fantastic portfolios with the class by sharing a presentation of your portfolio. The presentation should include things you are proudest of, what you learned from your research and work throughout the semester, and how you will use the portfolio to inform your teaching in the future. Presentations will be graded on level of engagement, completion, level of detail and

adherence to the assignment instructions for each project/artifact, praxis statements, and overall quality of work.

Artifacts/Projects to be included in the portfolio:

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|--|--|
| <ol style="list-style-type: none"> 1. Project 1: ABC Alphabet Book 2. Project 2: Literature Review 3. Artifact 1: All About Me Book 4. Artifact 2: Ten (10) Anchor Charts- (5 from Reading Strategies Text & 5 from Writing Strategies Text) 5. Artifact 3: Poetry Journal 6. Artifact 4: Stages of Child Development (oral, reading, and writing) | <ol style="list-style-type: none"> 7. Artifact 5: Reading log of children’s books with genres/Amazon Wish List 8. Artifact 6: Ten (10) Phonological and/or phonemic awareness lessons 9. Artifact 7: Science of Teaching Reading Assignment 10. Artifact 8: Non-fiction bibliography 11. Artifact 9: Writer’s Workshop Sample |
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F. Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) TES: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i)1Ai-ii. TEKS: ELAR K-6 ELPS: K-6 Pre-K Guidelines: all College Readiness Standards: ELAR: Reading & Writing ISTE: 2.1 c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. INTASC: 2, 3, 4, 5, 7, 8

<p>2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.</p>	<p>Literacy Development Theories Research Effective Instructional Practices</p> <p>Reading Writing Oral Language Development</p>	<p>Canvas Discussions Quizzes</p>	<p>TES 1: all; 2: all TEKS: ELAR K-2 ELPS: K-2 Pre-K Guidelines: Overview College Readiness Standards: ELAR: Reading & Writing ISTE: 2.1a; Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</p> <p>ISTE: 2.1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.5a; 7b;7c INTASC: 2, 3, 4, 5, 7, 8</p>
<p>3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.</p>	<p>Develop, Implement, & Evaluate literacy instruction in EC-6 settings.</p>	<p>Literacy Articles Website, and Program Resources</p> <p>Running Records Small Group Discussions Quizzes/</p>	<p>TES: 3Ai-iii; TEKS: ELAR K-2 ELPS: K-2 Pre-K Guidelines: Overview College Readiness Standards: ELAR: Reading & Writing ISTE: 2.1c Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.</p> <p>ISTE: 7b Use technology to design & implement a variety of formative & summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p> <p>ISTE: 2.7c Use assessment to guide progress & communicate with students, parents, & education stakeholders to build student self-direction.</p> <p>INTASC: 7, 8</p>

G. Course 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	Due Dates
1.Engagement	10%	ongoing
2.Projects & Artifacts	30%	ongoing
3.Quizzes	20%	ongoing
4.WIX Portfolio Presentation	40%	Week 14 & 15

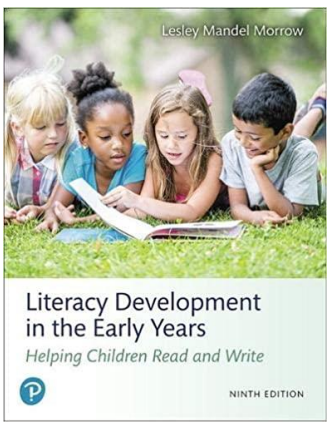
Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Mediocre

H. Required Texts and Materials

Course Textbooks: *Please NOTE: Three of the textbooks for this course, **The Literacy Continuum, Reading Strategies, and Writing Strategies, are also required 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 save 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.***

Required: Required Texts and Materials:

Textbook Cover:	Title:	Author :	ISBN #:	Publisher:
	Literacy Development in the Early Years: Helping Children Read & Write	Morrow	9780133574296	Pearson

	<p>OPTIONAL: Phonemic Awareness: 35 Weeks of Daily Explicit & Systematic Phonological & Phonemic Awareness Lessons</p>	<p>Michael Heggerty, Ed. D.</p>	<p>9781947260221</p>	<p>2020 Literacy Resources</p>
	<p>Reading Strategies Book</p>	<p>Jennifer Serravallo</p>	<p>9780325074337</p>	<p>Heinemann</p>
	<p>Literacy Continuum</p>	<p>Fountas & Pinnell</p>	<p>9780325060781</p>	<p>Heinemann</p>
	<p>Writing Strategies Book</p>	<p>Jennifer Serravallo</p>	<p>9780325078229</p>	<p>Heinemann</p>

1. Shanahan, T. (2006). *The National Reading Panel Report: Practical advice for teachers*. Naperville, IL: Learning Point Associates. Available free of charge.
2. International Reading Association (1998) *Learning to read and write: Developmentally appropriate practices for young children*. Newark, DE: Author. Available free of charge. Additional readings to supplement course content may be selected from various journal publications, book chapters, and reports.
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.*

Bibliography:

- Bransford, J., Brown, A., & Cocking, R. (2000). *How people learn: Brain, mind, experience, and school (expanded edition)*. Washington, DC: National Academy Press.
- Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). *Preparing every teacher to reach English learners: A practical guide for teacher educators*. Cambridge, MA: Harvard Education Press.
- Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners (2nd edition)*. Alexandria, VA: ASCD.
- Vygotsky, Lev S. (1986). *Thought and language*. Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.
- Wormeli, R. (2007). *Differentiation: From planning to practice grades 6-12*. Portland, ME: Stenhouse Publishers.

I. Topical Outline & Schedule. The following course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to modules will be made as needed.

READ 3320

Fall 2022 Topic Table & Class Schedule

(Tentative Schedule – subject to changes).

This table contains the week by week schedule for the course.

Date	Topic	Reading Assignment	Assignments
Week 1: Week of August 22	Welcome week Introduction to the course and each other	Complete Start Here Module Read Course syllabus Complete Introduction Module	Complete the syllabus agreement after reading the Start Here and Course Syllabus modules. Introduction activity
Week 2: Week of August 29	Module 1: Topic: Foundations of Early Literacy Development	Morrow- Literacy Development in the Early Years: Chapter 2: Foundations of Early Literacy Development *You are responsible for reading and taking notes for the assigned readings each week. You should be able to use what you have read to support your ideas presented in the assignments throughout the course.	Set up your WIX portfolio https://www.wix.com/blog/creative/2018/04/how-to-make-online-design-portfolio-guide/ Module engagement activities as assigned. Due 09/05: Complete and submit Philosophy of Literacy – submit a copy to Canvas and also add as a page in your portfolio. TEXES ELAR Vocabulary Quiz #1

<p>Week 3: Week of September 5</p>	<p>Module 2: Topic: Assessment in Early Literacy: A Guide for Designing Instruction</p>	<p>Morrow: Chapter 3: Assessment in Early Literacy Fountas & Pinnell: Literacy Continuum- pages 12-55.</p>	<p>Due 09/19: Artifact 1: All About Me Book- submit a copy to Canvas and add to your Portfolio Module engagement activities as assigned. TEXES ELAR Vocabulary Quiz #2</p>
<p>Week 4: Week of September 12</p>	<p>Module 3: Topic Literacy & Diversity: Teaching Children with Special Concerns</p>	<p>Morrow: Chapter 4: Literacy and Diversity: Teaching Children with Different Needs You will need Serravello's Writing and Reading Strategies texts for this week's artifact.</p>	<p>Due 10/10: Artifact 2: Ten (10) Anchor Charts {5 from Reading Strategies Text & 5 from Writing Strategies Text} - submit a copy to Canvas and also add as a page in your portfolio. Module engagement activities as assigned. TEXES ELAR Vocabulary Quiz #3</p>
<p>Week 5: Week of September 19</p>	<p>Module 4: Topic: Early Childhood Language Development- Birth to Age 2</p>	<p>Morrow: Chapter 5: Early Childhood Language Development: From Birth to Age Two</p>	<p>Due 10/17: Artifact 3: Poetry Journal- submit a copy to Canvas and also add as a page in your portfolio Module engagement activities as assigned. TEXES ELAR Vocabulary Quiz #4</p>

Week 6: Week of September 26	Module 5: Topic: Language and Vocabulary Development- PK to Third	Morrow: Chapter 6: Language and Vocabulary Development: Preschool Through Third Grade Serravello- Reading Strategies Pages 20-43	Due 10/24: Artifact 4: Stages of Child Development (oral, reading, and writing)- submit a copy to Canvas and also add as a page in your portfolio Module engagement activities as assigned. TEXES ELAR Vocabulary quiz #5
Week 7: Week of October 3	Module 6: Topic: Strategies to Figure Out Words: Phonological Awareness, Phonics & More Word Work: Spelling/ Phonics	Morrow: Chapter 7: Emergent Literacy Skills and Strategies: Helping Children to Figure Out Words	Mid-semester check-in: Post the link to your portfolio for peer review and feedback Due 10/31: Artifact 5: Reading log of children’s books with genres & Amazon wish list- submit a copy to Canvas and also add as a page in your portfolio Module engagement activities as assigned. TEXES ELAR Vocabulary Quiz #6
Week 8: Week of October 10	Module 7: Topic: Phonics and Word Study	Morrow: Chapter 8: Phonological Awareness and Phonics Instruction	Due 11/07: Artifact 6: Ten (10) Phonological/phonemic awareness lessons- submit a copy to Canvas and also add as a page in your portfolio Module engagement activities as assigned. TEXES ELAR Vocabulary Quiz #7

<p>Week 9: Week of October 17</p>	<p>Module 8: Topic: Developing Comprehension of Text & Concepts About Books- Guided Reading</p>	<p>Morrow: Chapter 9: Developing Comprehension of Text and Fluency</p> <p>Serravello (Reading) pages 130-323. Note you are not required to read all of these pages. You will use them to help you think through an engagement activity for this week's topic. This set of pages will come up again in a future module.</p> <p>Fountas & Pinnell: pages 400-629. Note you are not required to read all of these pages. You will need to use parts of these pages to help you think through an engagement activity for this week's topic.</p>	<p>DUE 10/17: Project 1: ABC Alphabet Book- submit a copy to Canvas and also add as a page in your portfolio</p> <p>Module engagement activities as assigned.</p> <p>TEXES ELAR Vocabulary Quiz #8</p>
<p>Week 10: Week of October 24</p>	<p>Module 9: Topic: Writing, Spelling, and Literacy Development</p>	<p>Morrow: Chapter 10: Writing, Spelling, & Literacy Development</p>	<p>Begin research for Science of Reading assignment</p> <p>Module engagement activities as assigned.</p> <p>TEXES ELAR Vocabulary Quiz #9</p>

<p>Week 11: Week of October 31</p>	<p>Module 10: Topic: Motivating Reading & Writing with Well-Known & New Literacies</p> <p>Strategies for Teaching Literature</p>	<p>Morrow: Chapter 12: Creating a Motivating Environment for Literacy Development: Positive Mindset, Technology, Integration, and Play</p> <p>Serravello (Writing): pages 56-89</p>	<p>Due 11/20: Artifact 7: Writer's Workshop Mini-Lesson-submit a copy to Canvas and also add as a page in your portfolio</p> <p>Module engagement activities as assigned.</p> <p>TEXES ELAR Vocabulary Quiz #10</p>
<p>Week 12: Week of November 7</p>	<p>Module 11: Topic: Writer's Workshop</p> <p>Analyzing Student Writing Samples/Writer's Workshop</p>	<p>Serravello (Writing) Text-pages selected by you</p>	<p>Due 11/14: Project 2: Science of Teaching Reading Project- submit a copy to Canvas and also add as a page in your portfolio</p> <p>Module engagement activities as assigned.</p>
<p>Week 13: Week of November 14</p>	<p>Module 12: Topic: Organizing and Managing Literacy Instruction</p>	<p>Morrow: Chapter 13: Organizing and Managing Literacy Instruction</p>	<p>Complete updates on portfolio</p> <p>***Group 1 should post the links to their portfolios by the end of the week.</p>
<p>Week of November 21</p>	<p>Fall/Thanksgiving Break</p>	<p>Thanksgiving Break</p>	<p>I am thankful for you! Enjoy your week off.</p>

Week 14: Week of November 28	Module 13- Presentations		<p>Presentations of portfolios- Group 1</p> <p>Feedback for group 1 presentations</p> <p>***Group 2 should post the links to their portfolios by the end of the week.</p>
Week 15: Week of December 5			<p>Presentations of portfolios- Group 2</p> <p>Feedback for group 2 presentations</p>

J. Course Policies: IMPORTANT

COURSE POLICIES

Everything Canvas: <http://www.uttyler.edu/canvas/>

A. My Personal Classroom Diversity Statement:

I strive to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UT Tyler records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, I am happy to point you in the right direction. UT Tyler offers many resources for students who have non-cognitive factors that may impact their success, and I will advocate for you to help you get what is needed for success.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an

option).

B. My Beliefs about You as a Learner:

- You are an integral part of our beautiful diverse classroom. You each bring your own personal cultures, ideas, feelings, and capabilities to the classroom, and each person will be honored for those differences.
- You will find something useful from each of our assignments this semester. I encourage you to engage with the content from the viewpoint of what connections can you make to what you already have learned and how you can apply this to your future classroom teaching. The more you can frame your learning within your own context, the more you will get from the course.
- You are a reflective learner. Throughout the semester, I encourage you to stop and think about your learning. What's working? What's not? How does what you are learning challenge you? How does it shape you for the future? As you look on your learning in big picture mode, what mental structures are you building? How are you developing as a student? As a learner? As a human being?
- You are fully competent to be successful in this course. I believe that you come to the course with abilities and skills that will positively serve you throughout the semester.

C. Technology: Internet/email/Canvas

Technology will serve as a tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This course is fully online, so it is extremely important that you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your Canvas and UT-Tyler email daily** for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- It is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.
- If you need to contact me, it is best to use the Canvas inbox to do so. This ensures that your message will be delivered correctly, and I can more easily respond.

Technology Troubles?

Start here: <http://www.uttyler.edu/canvas/>

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, <http://www.uttyler.edu/it/support/student-support.php>
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

D. Computer Literacy Requirement

You are expected to use Microsoft Word for all assignments (unless otherwise instructed). **Documents submitted in alternative software (e.g. Pages; Rich Text) will not be accepted.** All assignments (unless instructed otherwise) must be typed, double-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler's IT department sells DEEPLY DISCOUNTED software packages for students: <http://www.uttyler.edu/ccs/purchases.php>

PDF is the most stable of the formatting options; however, MS Word will work for uploading assignments.

When you post something to a Discussion Forum, copy and paste your text into the message pane; do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. ***You are expected to use the library, and to ask for help when you need it.*** <http://library.uttyler.edu> This link is the homepage of the UT Tyler library, visit it and note the CHAT feature. This can be a lifesaver. Check out this help page too <http://library.uttyler.edu/help>

Plan for Printing and Scanning

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or, that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:

I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf. To do this you may have to

1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples or Office Max can be a life-saver. The design of your work is an important factor in its readability.

E. Class Policies: IMPORTANT

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so **WILL** affect your grade.

THIS IS A professional preparation class, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for being a teacher.

Completion of assigned reading and assignments is imperative to your individual development as a professional as is actively engaging in substantive discussion over the assigned readings.

- a. Attendance-** Although this is a fully online course, attendance is vitally imperative. Attendance in an online course includes checking in on the course daily for announcements and to interact with the course. While an online course provides you with a wonderful level of flexibility, it is also easy to get behind and disengaged from the course. Setting up specific days and times that you will dedicate to working in the course can be quite helpful. Ultimately, it is your responsibility to stay engaged with the course and up to date on the assignments.
- b. Late Assignments-** Late assignments are not accepted, however; if you have a personal emergency or illness that poses an issue for you, please reach out to me as soon as possible to see if a solution can be reached. You are adult learners and pre-service teachers, so I expect you to handle your business and demonstrate personal responsibility throughout the course.

Usually, I do not lock assignments on the due date. If your assignment is not in Canvas on the date that I grade the assignment, I will enter a zero. This is an indication to you that you have missed that assignment. This does not mean that you can no longer submit it; you can do so as long as the assignment remains open and available. Once I do lock assignments, I will not reopen them. Also, in some cases, I will enter a zero and add a comment on a submitted assignment that still needs work. This is an indication to you that something needs your attention and you will need to resubmit the assignment.

- c. Communication-** If you have questions or need help, do not hesitate to communicate. Sending a message through the Canvas inbox is the easiest way to communicate, but you can also send an email or a text. Texts should only be sent between the hours of 8:00 am and 9:00 pm, be professional, and include your name. Please understand that I may not respond to your email or text right away, but I will get back to you within 24-48 hours.
- d. Written Assignments-** Written assignments **MUST** be typed using **double spaced lines and have page numbers. PLEASE FOLLOW APA FORMATTING STANDARDS.** 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 (e.g. Times New Roman, Helvetica, Tahoma)**

APA Style Citation:

Correct attribution of work that someone else did is expected of an educated person.

In this class, *as educators*, you will adhere to the accepted “style” for the Social Sciences called APA – for the American Psychological Association. The field of education is one of the social sciences along with anthropology, archaeology, economics, geography, history, law, linguistics, politics, psychology and sociology.

Muntz Library Education page: <https://libguides.uttyler.edu/education>

See Muntz Library Guide > tab **APA**

<https://libguides.uttyler.edu/c.php?g=951442&p=6863329>

Also useful to bookmark: The OWL at Purdue:

The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

○ <http://owl.english.purdue.edu/owl/section/2/10/>

- e. Academic Dishonesty-**To be successful in this class, you must invest time for study. **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 syllabi.
- f. 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.
- g. Safe Zone-** I expect that everyone in this course will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation or non-belief, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students will contribute to keeping our class environment a place where all feel respected, honored, valued, and heard.
- h. Partnership in Learning-** My goal for this course is for you to leave with more knowledge than you entered with and a greater ease in your ability to

apply your knowledge in ways meaningful to you and your future students. I want you to be successful, and I genuinely believe you can be successful. I have high expectations for you because you have chosen perhaps the most important profession there is- an educator. I hope that you will join with me as a partner in your learning.

F. Drop Policy

Students in an online course must complete the Introduction Activity and the Syllabus Receipt by the 7th class day to be considered as attending the course. Students who do not complete these two requirements will be reported as non-attending.

Students in an online course who submit no assignments for at least 3 weeks will be dropped from the course.

If you are considering dropping the course, please speak to me first. Often, there are solutions you are unaware of, and I am happy to advise you to what would be best for your individual circumstance.

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/>

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](#).

SCHOOL OF EDUCATION DISPOSITIONS

School of Education Dispositions Statement

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. <https://www.uttyler.edu/president/missionstatement.php>

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Professional Dispositions and Requirements

1. Responsibility and Accountability. This disposition addresses candidates' professional demeanor, professional appearance, and ethical and legal practices. The teacher candidate or clinical teacher:

- * Accepts responsibility for personal actions or decisions

- o Examples may include:

- * shows an understanding of policies and procedures for professional behaviors and dispositions;

- * responds appropriately to constructive feedback from others to improve their own practice;

- * creates a safe environment for their students.

- * Displays a professional demeanor

- o Examples may include:

- * is dependable, punctual, and well-prepared for professional and academic activities;

- * meets attendance expectations;

- * actively participates in class;

- * assists others when necessary;

- * uses electronic devices in a manner that displays awareness of their digital footprint on social media and takes action to ensure that their electronic presence does not lead to questions of their integrity, professionalism, and character.

- * Complies with university and school district policies and procedures

- o Examples may include:

- * meets expectations;

- * seeks help in a timely manner;

- * completes assignments by designated due dates;

- * produces quality work;

- * exhibits academic honesty;
- * demonstrates good citizenship;
- * maintains student, family, and staff confidentiality.
- * Follows university, school, and/or district policies for professional appearance

o Examples may include:

- * dresses according to the districts' dress code policies;
- * demonstrates personal hygiene practices and healthy routines.
- * Engages in professional, legal, and ethical conduct

o Examples may include:

- * abides by legal mandates and ethical standards of behavior;
- * adheres to the UT Tyler Honesty Code and Code of Ethics;
- * adheres to the Standard Practices for Texas Educators.

2. Commitment to Effective and Professional Communication This disposition addresses candidates' professional interpersonal and communication skills used to promote positive partnerships with members of the learning community such as college and school faculty, students, parents, administrators, and other staff, to support achievement of learning outcomes. The teacher candidate or clinical teacher:

- * Demonstrates a positive attitude toward learning through intellectual curiosity and participation in professionally related experiences

o Examples may include:

- * actively participates in class activities and professionally related associations;
- * exceeds expectations for assignments, tasks and teamwork.
- * Collaborates with peers and other professionals (instructors, field supervisors, mentor teachers) to improve student achievement and ensure system-wide high-quality learning opportunities and experiences for all students.

o Examples may include:

- * contributes to group efforts;
- * considers and responds to multiple perspectives;
- * demonstrates respect for others and their ideas.

- * Utilizes professional oral and written communication based on the purpose and audience

- o Examples may include:

- * uses grammatically correct oral and written sentences;

- * exercises appropriate self-disclosure;

- * employs positive conflict resolution techniques effectively, respectfully, and empathetically across a wide range of situations and people;

- * employs suitable tone of voice and verbal/nonverbal expressions;

- * uses professional language in all situations ensuring that communications are free from bias and meet the needs of diverse learners.

- * Demonstrates kind, caring and respectful interactions with others

- o Examples may include:

- * maintains emotional control;

- * responds appropriately to actions and reactions of others;

- * takes responsibility for own actions;

- * adapts to unexpected or new situations;

- * acts from a positive frame of reference;

- * expresses ideas and feelings clearly;

- * demonstrates a willingness and an ability to listen to others.

- * Develops and maintains professional workplace relationships

- o Examples may include:

- * assumes appropriate roles in the collaborative process;

- * responds appropriately to supervision;

- * uses constructive criticism and suggestions to improve skills and understanding;

- * strives to achieve competence and integrity.

- * Builds rapport and serves as a strong role model to peers, colleagues,

- and learners

o Examples may include:

- * possesses maturity, self-discipline, and good judgement.

3. Commitment to Students and Their Learning. This disposition addresses candidates' active engagement in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. The teacher candidate or clinical teacher:

- * Demonstrates subject-area knowledge and understanding of curriculum standards

o Examples may include:

- * demonstrates content area knowledge;

- * demonstrates an understanding of the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standards (ELPS).

- * Demonstrates a commitment to students' learning

o Examples may include:

- * promotes student self-determination and autonomous functioning;

- * demonstrates high expectations for ALL students;

- * creates a positive, low-risk learning environment.

- * Values and responds to all aspects of a child's well-being (cognitive, emotional, psychological, social and physical)

- * Utilizes a full range of differentiated instructional practices

o Examples may include:

- * considers students' strengths, needs and experiences when planning instruction;

- * uses flexible groupings for instruction;

- * provides opportunities for all students to succeed;

- * displays creativity to enhance the instructional process;

- * adapts instruction to "best practices."

- * Reflects upon personal teaching practices

o Examples may include:

- * identifies areas of strengths and needs;

* engages in professional development based upon self-reflection.

4. Commitment to Diversity and Social Justice. This disposition addresses candidates' enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, and equitable environment for all students to learn at high levels and to seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice. The teacher candidate or clinical teacher:

* Demonstrates cultural respect and understanding

o Examples may include:

* displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals;

* uses language and actions that meet professional standards and are not demeaning or harmful to any individual or group.

* Exhibits fair treatment of students, colleagues, professionals, staff, and families

o Examples may include:

* advocates for and supports marginalized communities and individuals;

* exhibits maturity and sound judgment in implementing equitable best practices for all students;

* exhibits fairness in assessing students' academic, social and emotional development;

* models respectful behavior and promotes students to be respectful to one another.

* Interacts with sensitivity to the cultural norms of the school and classroom environment

o Examples may include:

* displays sensitivity to race, ethnicity, age, gender, sexual orientation, ability/disability and socioeconomic status;

* uses language and actions that are free from bias;

* demonstrates respect for and appreciation for a wide variety of individual differences;

* recognizes stereotypes embedded in educational materials and considers the five major characteristics essential to selecting high quality multicultural literature (accuracy, expertise, respect, purpose, and quality).