



READ 4323

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

Course:	READ 4323-460 (50170)
Semester & Year:	Summer II 2021
Location:	Undergraduate - Online
Instructor Information:	Dr. Gina M. Doepker Associate Professor of Literacy Education
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Office Hours:	Zoom Virtual Office: Mondays 10:00-12:00 or by appointment

Catalog Course Description. A survey of key theoretical, research, and policy understandings about language acquisition, cultural influences, and social contexts, and how these understandings inform the design of instruction to support the language and literacy development of all students, including English learners.

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

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

Student Learning Outcomes

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

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

Standards Matrix:

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

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

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

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

1. Show Me Your Thinking (20 points)

Throughout the semester, you will be expected to complete assigned readings and view content specific videos. As a teacher it is impossible to see what is going on in your brain as you read course texts and view course videos. As a result, you will complete "Show Me Your Thinking" assignments that will, in essence, show me your thinking.

2. Literacy Profile 1 & 2 (10 points)

In this assignment, you will have an opportunity to develop your own theoretical orientation to literacy learning and teaching. Use the following starter topics or ideas to help you construct your literacy profile: Think about (a) your own memories of learning to read and write at home when you were growing up, (b) yourself as a literate person and what helped you become literate, (c) your definition(s) of reading and writing, and (d) your growth as a reading teacher via class readings and assignments.

End Product: Turn in a 2 page typed, double-spaced mini paper submitted in two versions (5 points each). Submit the first version of your Literacy Profile 1 during the FIRST WEEK of the semester. Submit the second version of your Literacy Profile 2 during the LAST WEEK of the semester. You will have an opportunity to rethink, upgrade, and/or refine your initial literacy profile throughout the semester as you apply new knowledge and insights gained from class readings, assignments, and discussions. Specifically discuss how your thinking has changed based on what you have learned from this class. The criteria for evaluating your literacy profiles include originality of thought and expression, synthesis of ideas, and writing quality.

3. CREATIVE READING RESPONSE: (20 points)

Create a READING RESPONSE that includes the main topics of the chapters read. You can get as creative as you would like with this assignment. For example, you can write a summary of the main points in the chapters, OR you could create a Prezi presentation, PowerPoint presentation, video monologue, movie trailer, etc... The possibilities are endless. Just create a reading response that will help you to remember the chapter information.

4. Quizzes (20 points)

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

5. English Learner (EL) Language Arts Protocol & SIOP Lesson Plan (30 points)

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

(a) PHASE I: Understanding the Needed Language Skills and the Student. (10 points)

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

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

ii. STEP 2: Understand the Student

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

(b) PHASE II: Targeted Language Instruction (10 points)

i. STEP 1: Scaffolding Language Arts Instruction (i.e. Pitch, Pace, Portion, Perspective/Point)

ii. STEP 2: Use of Scaffolding (Universal, Supplemental, Alternative)

iii. STEP 3: Time for Language Arts Scaffolding (Preteach, Teach, Post-Teach)

(c) SIOP Lesson Plan and Reflection (10 points)

- i. Plan a lesson based on the identified writing needs of the English learner using the Sheltered Instruction Observation Protocol (SIOP) lesson plan template.

- ii. Write a project reflection. Based on what you have learned throughout the semester what are your thoughts, feelings, attitudes, and opinions regarding the language and literacy development of English learners? As a future teacher how will you support the literacy acquisition (reading, writing, speaking, and listening) of the English learners' in your classroom?

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

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

Last day to Withdraw from Course: Wednesday, July 28th.

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Show Me Your Thinking	20%	20 points	On-going
2. Literacy Profile 1 & 2	10%	10 points	Week 1 & 5
3. Creative Reading Response	20%	20 points	On-going
4. Quizzes	20%	20 points	On-going
5. EL Language Protocol & Lesson Plan	30%	30 points	On-going
Totals	100%	100 point	

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

Required Texts, Materials, & Supplies

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

Required Texts:

Nutta, J.W., Strelbel, C., Mokhtari, K., Mihai, F., & Crevecoeur, E. (2014). *Educating English*

Learners: What Every Classroom Teacher Needs to Know. Harvard Education Press.
<http://hepg.org/hep-home/books/educating-english-learners>.

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

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

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

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

Course Alignment:

Learning Outcomes	Course Topics	Reading
1. Develop a working knowledge of essential understandings, informed by theory, research, and policy, about language and literacy development, cultural influences, and social contexts in schools.	<ul style="list-style-type: none"> • Literacy processes: reading, writing, listening, and speaking • Reading Instruction for Struggling Readers • Patterns of Reading Difficulty • The Structure of Intervention Sessions 	Reutzel & Cooter (2015). Chapters 1-3 Nutta, Strelbel, Mokhtari, Mihai, & Crevecoeur, (2014). <i>Educating English Learners—Teaching language arts and literacy to English learners.</i>
2. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in EC-6 settings.	<ul style="list-style-type: none"> • Word Identification Instruction: Phonics • Word Identification Instruction: Fluency • Prior Knowledge and Concept Development • Vocabulary Learning 	Reutzel & Cooter (2015). Chapters 5-7 Nutta, Strelbel, Mokhtari, Mihai, & Crevecoeur, (2014). <i>Educating English Learners—Part 1: Teaching Academic Subjects to English learners.</i> Chapters 1-5.
3. Explore critical issues pertaining to the ways	<ul style="list-style-type: none"> • Comprehension Instruction: 	Reutzel & Cooter (2015).

<p>in which language, culture (and society) transact with literacy development in today's diverse classrooms.</p>	<p>Retelling Narrative Text Expository Retelling Answering Questions General Interactive Strategies</p> <ul style="list-style-type: none"> • Factors impacting literacy development among diverse learners • Understanding student needs relative to oral language, reading, and writing development • Designing the Intervention Structure 	<p>Chapters 1-12</p> <p>Nutta, Strebels, Mokhtari, Mihai, & Crevecoeur, (2014). <i>Educating English Learners—Teaching language arts and literacy to English learners.</i> Chapters 6-10.</p>
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READ 4323.460: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule SUMMER 2021

DATE	READINGS	ASSIGNMENTS DUE
<p>MODULE 1 WEEK 1 7/5 – 7/11</p>	<ul style="list-style-type: none"> • Reutzel & Cooter: Chapters 1 & 2 • Article: What I've Learned About Effective Reading Instruction 	<ul style="list-style-type: none"> • Show Me Your Thinking • Literacy Profile 1 • Quiz: R&C Ch. 1&2 • Reading Response (R&C 1&2)
<p>MODULE 2 WEEK 2 7/12 – 7/18</p>	<ul style="list-style-type: none"> • Reutzel & Cooter: Chapters 5 & 6 • Nutta et.al.: Introduction & Conclusion 	<ul style="list-style-type: none"> • Show Me Your Thinking • Quiz: R&C Ch. 5&6 • Reading Response (R&C 5&6) • Choose EL Writing Sample
<p>MODULE 3 WEEK 3 7/19 – 7/25</p>	<ul style="list-style-type: none"> • Reutzel & Cooter: Chapters 7 & 8 • Nutta et.al.,: Chapters 1 & 6 	<ul style="list-style-type: none"> • Show Me Your Thinking • Quiz: R&C Ch. 7&8 • Reading Response (R&C 7&8) • PHASE I: Language Arts Protocol
<p>MODULE 4 WEEK 4 7/26 – 8/1 Last Day to Withdraw 7/28</p>	<ul style="list-style-type: none"> • Reutzel & Cooter: Chapters 11 & 12 • Nutta et.al., Chapters 7, 8, 9, 10 	<ul style="list-style-type: none"> • Show Me Your Thinking • Quiz R&C Ch. 11&12 • Reading Response (R&C 11&12) • PHASE II: Language Arts Protocol
<p>MODULE 5 WEEK 5 8/2 – 8/6</p>		<ul style="list-style-type: none"> • Show Me Your Thinking • SIOP Lesson Plan & Reflection • Literacy Profile 2

COURSE POLICIES:

This is an undergraduate course that is online and worth three credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling this summer (for example) it is still expected that you will do what you must to meet course expectations.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email on a daily basis for schedule change or announcements. A Canvas course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and, 2) contacting me if either Canvas and/or email (gdoepker@uttyler.edu) become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email itsupport@patriots.uttyler.edu or phone (903)565-5555 Option 2.

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g. emergency) circumstances may result in a lowering of the assignment grade.

BIBLIOGRAPHY:

- August, D., & Shanahan, T. (Eds.). (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. New Jersey: Erlbaum.
- Barone, D. (2006). *Narrowing the literacy gap: What works in high-poverty schools*. New York: Guilford Press.
- Block, C. C., Parris, S. R., Reed, S. R., et al. (2009). Instructional Approaches That Significantly Increase Reading Comprehension. *Journal of Educational Psychology*, 101 (2), 262–281.
- Curzan, A., & Adams, M. (2006). *How English Works: A Linguistic Introduction*. New York, NY: Pearson Longman.
- Edwards, P. (2004). *Children's literacy development: Making it happen through school, family, and community involvement*. Boston, Mass: Boston.
- Farstrup, A.E., & Samuels, S.J. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association—Selected readings.
- Goldenberg, C. (2008). Teaching English Language Learners: What research says—and does not say. *American Educator*, 32 (2), 8-44.
- National Early Literacy Panel. (2008). Report of the national early literacy report. <http://www.nifl.gov/publications/pdf/NELPReport09.pdf>
- National Literacy Panel. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children*. http://www.cal.org/projects/archive/nlpreports/executive_summary.pdf
- National Reading Panel. (2000). *Report of the National Reading Panel*. Available at: <http://www.nichd.nih.gov/publications/nrppubskey.cfm>
- National Staff Development Council. (2001). *Standards for Staff Development*.
- Pressley, M., Allington, R. L., Wharton-MacDonald, R., Collins-Block, C., & Morrow, L. (2001). *Learning to read: Lessons from exemplary first-grade classrooms*. New York:

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

UNIVERSITY POLICIES

UT Tyler Honor Code

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

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

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

UT Tyler Resources for Students:

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

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry,

and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

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

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

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

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

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