SYLLABUS
EDCI 3336.01R
Teaching English Language Arts and Reading to Elementary Students

Department of Teaching and Learning

INSTRUCTOR INFORMATION

Instructor: Dr. Criselda Garcia
Office: EEDUC 3.102G
Office Hours: 12:30-1:30 p.m. MT and by appointment.
Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, virtual session, or a meeting.
Office Telephone: (956) 665-3448
E-mail: criselda.garcia@utrgv.edu

Term Fall 2018
Meeting Times and Location
Mondays 10:50-12:05 p.m. EEDUC 1.530 Wednesday 7:45-3:45 p.m. at McAllen ISD Campus

Response Time:
Generally, I will respond to emails or text messages (REMIND) within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 3-4 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION AND PREREQUISITES

This course focuses on the study and implementation of English Language Arts and Reading (ELA/R) methods and strategies for effective elementary teaching of culturally and linguistically-diverse populations, including students with exceptionalities. Topics include promoting student learning with appropriate assessments, effective use of classroom management skills, and the study of relationships between reading, writing, listening, speaking, viewing and representing. This course integrates educational technology and may require field experiences. Prerequisites: EDCI 3334.

*STEP UP-McAllen Cohort Course

TEXTBOOK AND/OR RESOURCE MATERIAL

Follet Book Store: Language Arts: Patterns of Practice 2016 (9th edition) by Gail E. Tompkins

This syllabus subject to change to better meet course objectives per discretion of instructor.
COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

PROGRAM LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

Student Learning Outcomes (SLO)

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, to use questioning and discussion techniques, to use research-based strategies, and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

COURSE LEARNING OBJECTIVES

Course Objectives (CO):

1. Recognize the power of creating a learning community of readers and writers through shared literary experiences through supportive instructional contexts (i.e., reading and writing workshops) for developing communicative competence using the six language arts.
2. Explore and analyze the reading and writing process and apply evidence-based instructional practices for the teaching and assessing of Texas Essential Knowledge and Skills (TEKS)-based ELA/R district curriculum.
3. Understand the importance of culturally relevant literature to support thinking across genres of written texts including narrative, expository/nonfiction, poetry.

STATE ELA/R AND PEDAGOGY & PROFESSIONAL RESPONSIBILITIES STANDARDS

English Language Arts and Reading Standards

❖ Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.
❖ Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
❖ Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
❖ Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
❖ Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.
❖ Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

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Pedagogy and Professional Responsibilities/Standards

❖ Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
  Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives (A – H)
  Competency 004 – The teacher understands learning process and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. (E – H and M – P)

❖ Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
  Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts (A – D)
  Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process (F – J)
  Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students (A – H)
  Competency 010 – The teacher monitors student performance and achievements; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students (A – E)

❖ Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
  Competency 011—The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
  Competency 012—The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
  Competency 013—The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Texas Teacher Educator Standards
Standard 1: Instructional Planning and Delivery
Standard 2: Knowledge of Students and Student Learning
Standard 3: Content Knowledge and Expertise
Standard 4: Learning Environment
Standard 5: Data-Driven Practice

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program. Teacher candidates in initial programs must demonstrate competence in the four categories of the InTASC standards.

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively. Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via BBL course and by visiting Texas Education Agency Curriculum Standards Texas Essential Knowledge and Skills [http://tea.texas.gov/index2.aspx?id=6148](http://tea.texas.gov/index2.aspx?id=6148) Teacher candidates must model and apply technology in their instruction.

Assignments identified as key assessments will be submitted and scored in Tk20 with the EPP-approved rubric.

This syllabus subject to change to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>SLO Course Objectives (CO)</th>
<th>ELA/Reading &amp; PPR Standards/Competencies</th>
<th>INTASC Categories</th>
<th>CAEP Standards</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1, 2 CO 1</td>
<td>ELA/R Standard VII, IX, X PPR Standard I Competency 003, 004</td>
<td>The Learner and Learning</td>
<td>Standard 1. Content and Pedagogical Knowledge</td>
<td>STANDARD 1. LEARNER</td>
</tr>
<tr>
<td></td>
<td>ELA/R Competency 007 Reading Comprehension and Applications ELA/R Competency 009 Reading, Inquiry and Research</td>
<td>Content</td>
<td>Standard 2. Clinical Partnerships and Practice</td>
<td>STANDARD 2. LEADER</td>
</tr>
<tr>
<td>SLO 2, 3, 4 CO 1, 2, 3</td>
<td>PPR Standard III Competency 007, 008, 009, 010 ELA/R Competency 007 Reading Comprehension and Applications ELA/R Competency 009 Reading, Inquiry and Research ELA/R Competency 010 Writing Conventions ELA/R Competency 012 Viewing and Representing ELA/R Competency 013 Assessment of Developing Literacy</td>
<td>Instructional Practice</td>
<td>Standard 3. Candidate Quality, Recruitment, and Selectivity</td>
<td>STANDARD 3. CITIZEN</td>
</tr>
<tr>
<td>SLO 1 CO 1, 2, 3</td>
<td>PPR Standard III Competency 010 ELA/R Competency 013 Assessment of Developing Literacy</td>
<td>Content</td>
<td>Standard 5. Provider Quality Assurance and Continuous Improvement</td>
<td>STANDARD 5. DESIGNER</td>
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**TECHNICAL REQUIREMENTS**

**Computer Hardware**
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](http://example.com) from Blackboards resource page.

**Student Technical Skills**
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION
If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
Visit the Blackboard Student Help Site
UTRGV’s Blackboard Support:

<table>
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<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tbody>
<tr>
<td>Location: Casa Bella</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 613</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
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</table>

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk – 956-882-6792 or 956-665-5327
Online: Submit a help request via Create Case

COURSE ASSIGNMENTS

In-Class and Online Activities and Assignments (50%)
In-class and online activities and assignments may include connections to classroom in the field, group work—reading and writing workshops, reflection, analysis of teaching, etc. Dates to be announced and details will be provided via BBL.

English Language Arts and Reading Lesson Plan and Assessment (30%)
An ELA/R Lesson Plan and Assessment will be developed. Full description, instructions, materials including grading rubric will be provided via BBL.

Paper (20%)
Full description, instructions and materials including grading rubric will be provided and available via BBL.

GRADING POLICIES
Final grade will be based on quizzes, exams, assignments/activities and case studies. Weighted percentages are described below. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

LETTER GRADE

A = 90-100%
B = 80-89%
C = 70-79%

This syllabus subject to change to better meet course objectives per discretion of instructor.
D = Below 69%

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Weight</th>
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<tbody>
<tr>
<td>ELA/R Lesson Plan and Assessment Project</td>
<td>30</td>
</tr>
<tr>
<td>Class and Online Activities (i.e., Reading and Writing Workshops, teaching and learning observations and analysis, readings and reflection, etc.)</td>
<td>50</td>
</tr>
<tr>
<td>Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### CALENDAR OF ACTIVITIES

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates include:

- **August 27**: First day of classes
- **August 29**: First full day at McAllen Elementary Campus (follow district calendar on Wednesdays in fall).
- **August 30**: Last day to add a course or register for fall 2018
- **September 3**: Labor Day – NO classes
- **November 14**: Last day to drop a course; will count toward the 6-drop rule
- **November 22-24**: Thanksgiving Holiday – NO Classes
- **December 5**: Last day at McAllen Elementary Campus for fall term.
- **December 6**: Study Day – NO class
- **December 7-13**: Final Exams
- **December 14-15**: Commencement Exercises

### COURSE POLICIES

#### ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

#### LATE WORK POLICY

No late submissions of quizzes, exams or case studies will be accepted. For in-class assignments, activities and homework, a 10-point penalty will be applied if late and approved by instructor.

#### ASSIGNMENT SUBMISSION

This syllabus subject to change to better meet course objectives per discretion of instructor.
Assignments may be submitted via BBL Assignments or handed in class. Students will be notified in advance.

PROFESSIONAL DISPOSITIONS AND CODE OF ETHICS

Teacher candidates are expected to demonstrate professionalism based on critical and effective self-reflection with views of the profession as a process of continually developing new knowledge for the purpose of becoming an effective teacher that inspires children, works collaboratively with educators and connect with families and communities. Teacher candidates must demonstrate this level of professional disposition and code of conduct for educators in classes, field experiences, clinical teaching and all other university-sponsored activities.

All Texas educators must adhere to Title 19, Part 7, Chapter 247 RULE §247.2 Educators’ Code of Ethics found at:


COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

INSTITUTIONAL POLICIES

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at
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According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

TENTATIVE COURSE TOPICS and CALENDAR OF GENERAL ASSIGNMENTS AND ACTIVITIES available via BBL.