INSTRUCTOR INFORMATION

Instructor: Dr. Criselda Garcia
Office: EEDUC 3.102G
Office Hours: 1:00-2:00 p.m. Monday-Thursday
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 SSI 2018
Meeting Times and Location 11:20-12:50 p.m. M-R face-to-face; F virtual; EEDUC 2.502

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

READ 3320 - Early Literacy Development

This course focuses on emergent literacy from oral language development to fluent reading and writing. Participants explore developmentally appropriate pedagogical strategies, practices, and assessments as they learn about the graphophonetic, semantic, syntactic, and cultural knowledge that diverse children, including students with dyslexia, build as they develop literacy in and out of schools. Included are skills like the alphabetic principle, phonological awareness, and word analysis.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT


RECOMMENDED TEXTS & OTHER READINGS

Available via BBL.
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. define the process of reading rooted in socio-cultural and cognitive learning theories; compare theoretical models of the reading process. ILA 1
2. develop foundational knowledge of the process of language and literacy development along with second language acquisition implications. ILA 1, 2
3. understand the interactions between developing language, literacy and linguistic differences for English language learners. ILA 4
4. assess reading performance. ILA 3
5. apply understanding to effective literacy instruction and assessments. ILA 5

STATE AND NATIONAL STANDARDS

International Literacy Association (ILA) Standards 2017 OVERARCHING STANDARDS

<table>
<thead>
<tr>
<th>Standard Title</th>
<th>Overarching Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Foundational Knowledge</td>
<td>Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.</td>
</tr>
<tr>
<td>2: Curriculum and Instruction</td>
<td>Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.</td>
</tr>
<tr>
<td>3: Assessment and Evaluation</td>
<td>Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions;</td>
</tr>
</tbody>
</table>
participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

6: Professional Learning and Leadership

Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

TExES 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.
❖ Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
❖ 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.

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below should include alignment to standards relevant to the program. The columns below are used as examples

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

<table>
<thead>
<tr>
<th>SLO Course Objectives (CO)</th>
<th>Texas Teacher Educator Standards</th>
<th>INTASC Categories</th>
<th>CAEP Standards</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1, 2 CO 1</td>
<td>Domain 1 Competency 1 Oral Language</td>
<td>The Learner and Learning</td>
<td>Standard 1. Content and Pedagogical Knowledge</td>
<td>Standard 1. Learner</td>
</tr>
<tr>
<td>CO 2</td>
<td>Domain 1 Competency 1 Oral Language Domain 1</td>
<td>Content</td>
<td>Standard 2. Clinical Partnerships and Practice</td>
<td>Standard 2. Leader</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
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**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>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rustenberg Hall</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 108</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</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**

**Quizzes (10%)**

For reading assignments, you will have 10-question, multiple-choice, 25minute timed quizzes over readings via BBL Quizzes. You will only be able to log in one time for one attempt. If you miss a quiz, you will receive a zero. The lowest quiz grade will be dropped.

**Midterm (15%) and Final Exams (15%)**

An in-class midterm exam will be administered. The midterm and final exam are scenario-based exams similar to the state certification exam format. An 882 scantron will be required.

**In-Class Assignments, Activities and Homework (30%)**

Weekly assignments and activities (individual or group) along with homework will be required for gaining a better understanding of material learned. Application of concepts will be assessed through these types of activities.

**Case Studies (30%)**

Two major assignments are case study #1: Literacy Development and #2: Assessment of Reading. Full description and rubric will be provided 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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
</tbody>
</table>

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D = Below 69%

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes-10%, Exams (Midterm-15% and Final-15%)</td>
<td>40</td>
</tr>
<tr>
<td>In-class assignments, activities, and homework</td>
<td>30</td>
</tr>
<tr>
<td>Case studies (#1: Literacy Development and #2: Assessment)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**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 at the bottom of the screen, prior to login. Some important dates include:

- June 4 (Mon.) First day of summer I classes
- June 5 (Tues.) Last day to add a course or register for Summer I classes
- June 6 (Wed.) Last day to withdraw (drop all classes) and receive 80% refund
- June 7 (Thurs.) Census Day (last day to drop without it appearing on transcript)
- June 11 (Mon.) Last day to withdraw (drop all classes) and receive a 50% refund
- June 28 (Thurs.) Last day to drop (DR grade) a class or withdraw (grade of W)
- July 9 (Mon.) Study Day. No classes.
- July 10 (Tues.) Final Exams
- July 11 (Wed.) Grades Due by 3 p.m.

**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

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 located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Summer I 2018 July 1 – July 10

**SCHOLASTIC INTEGRITY**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**DEFINITIONS**

“**Plagiarism** is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

**Course policies are subject to change.** It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

**SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus.
The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**COURSE DROPS**

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,
## Calendar of General Assignments and Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Activities</th>
<th>Readings/Quizzes/Assignments</th>
<th>Alignments</th>
</tr>
</thead>
</table>
| **WEEK 1** | Reading Process and Theoretical Models  
- Cognitive View of Reading  
- Schema Theory  
Foundations of Language and Literacy Development  
- Developmental Stages/Phases | Perspectives on Learning to Read p.16  
Schema Theory p.19  
Models of Reading p.25  
RTI p.28  
Language & Literacy Phases p.78-80  
**Quiz 1** | CO 1, 2 |
| **WEEK 2** | Foundations of Language and Literacy Development  
- Developmental Stages/Phases  
Second Language Acquisition  
Relationship between Speech and Print | Foundations of literacy development p.78  
Literate Learning Environments p.87  
**Speech & Print p. 99**  
**Phases of Development p. 155**  
**Quiz 2**  
**Case Study #1 Literacy Development** | CO 2, 3 |
| **WEEK 3** | Interactions between Language & Literacy Development and Linguistic Differences for ELLs  
Dyslexia  
Assessing Reading Performance  
- Informal Assessments  
- Miscue Analysis | Linguistic Diversity p.52  
Dyslexia p. 67  
Chapter from Fountas & Pinnell’s *Meeting Diverse Needs of ELLs*  
Assessing Reading p.112  
IRI p. 126  
Oral Reading & Miscues p. 129  
**Midterm Exam** | CO 3, 4 |
| **WEEK 4** | Assessing Reading Performance  
- Kidwatching  
Reading Fluency  
- Characteristics  
- Developing Fluency | Assessing Reading p. 112  
Oral Reading Errors p. 127  
Reading Fluency p. 189 & 205  
**Quiz 3** | CO 4 |
| **WEEK 5** | Effective Literacy Instruction and Assessment for the Classroom  
- Instructional Strategies for ELLs  
- Instructional Strategies for Developing Oral Fluency | Strategies for ELLs p. 57  
Developing Oral Fluency p. 192  
**Quiz 4**  
**Case Study #2 Assessment** | CO 5 |
| **WEEK 6** | **Final Exam** | **DATE:____________________**  
**TIME:____________________** | |

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