INSTRUCTOR NAME: DR. CRISELDA GARCIA  
TERM: SUMMER II 2017  
TELEPHONE NUMBER: (956) 665-3448  
EMAIL: criselda.garcia@utrgv.edu  
MEETING TIMES AND LOCATION: ONLINE  
OFFICE LOCATION: EDUC 3.102G  
OFFICE HOURS: 12:00-1:00 P.M. TUESDAYS 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, connect session, or a meeting.

Response Time:  
Generally, I will respond to emails or text via Remind application 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 online grades each time a grading session has been complete—typically 4-5 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.

Textbook and/or Resource Material  

Course Description and Prerequisites  
Study of the role of literacy in learning content with a focus on use of explicit strategy instruction in teaching and monitoring content area literacy, vocabulary development and study skills for all learners. Dyslexia and other literacy-related disorders will be addressed. Co/Prerequisites: Admission to COE Teacher Education Program.

Learning Objectives/Outcomes for the Course  
Student Learning Outcomes/Course Module Topics  
1. Describe the changing nature of literacy in the 21st century with attention on contemporary definitions such as new literacies, adolescent literacy, disciplinary literacy and content literacy and cultural differences impacting literacy process.

2. Explore disciplinary literacy for use of reading, investigating/inquiry, writing, speaking and thinking required to learn and form content knowledge appropriate to a discipline (McConachie, 2010).

This syllabus subject to change to better meet course objectives per discretion of instructor.
3. Plan discipline-specific explicit strategy instruction and assessment for content literacy across the TEKS curriculum.

4. Special literacy topics: Examine culturally responsive research-based literacy strategies for diverse students including ELs and RTI for struggling readers. Understanding of dyslexia and appropriate instruction.

COLLEGE OF EDUCATION AND P-16 INTEGRATION
PROGRAM POLICIES
PROGRAM LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

Student Learning Outcomes
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. 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.

Major Requirements, Demonstration of Mastery and Evaluation

Alignment of Course Objectives to National and State Standards and Assignments and Assessments
The table below includes alignment to standards relevant to the program. Teacher candidates in initial programs must demonstrate competence in the 4 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

This syllabus subject to change to better meet course objectives per discretion of instructor.
Teacher candidates must model and apply technology in their instruction

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEXAS TEACHER EDUCATOR STANDARDS</th>
<th>INTASC CATEGORIES</th>
<th>CAEP STANDARDS</th>
<th>ISTE</th>
<th>DISCIPLINE / SPA / OTHER REQUIRED STANDARDS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>STANDARD 2, 3</td>
<td>The Learner and Learning Content Knowledge</td>
<td>1.1; 1.5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>STANDARD 3</td>
<td>Instructional Practice</td>
<td>1.1; 1.3; 1.4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>STANDARD 3</td>
<td>Content Knowledge</td>
<td>1.1; 1.3; 1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2, 4</td>
<td>STANDARD 1, 3</td>
<td>Instructional Practice Professional Responsibility</td>
<td>1.1; 1.2; 1.3; 1.5</td>
<td>2</td>
<td></td>
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</tbody>
</table>

According to Texas Education Agency Administrative Code (TAC) ALL teachers should be competent in reading instruction. Specifically, all teachers should be aware of teaching strategies for 1) text structure, 2) vocabulary, 3) identifying the word (root, prefix, suffix), 4) fluency (words per minute) and 5) comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations). This section provides evidence of new teacher knowledge and skill in reading instruction. Includes an understanding of Dyslexia.


Course Technology

Computer Hardware
To participate in this online 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 from Blackboards resource page.

Technical Knowledge Requirements
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/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). A free download is available at
Virus protection UTRGV Software link
Microsoft Office UTRGV Software link

REMINDE Text Messaging Application

I’m using Remind to send important updates, assignments, and information for READ4305 SSII 2017. Click on the link below to join our class: https://remind.com/join/cg2c8

Seesaw (Online Journal/Blogging Site)

The Minilesson Plan and Assessment Project will be presented using this online application. You will need to use audio/video for the presentation. https://web.seesaw.me/ Use class code below before July 19th, 2017.

UMWT LFNB

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
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<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
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</table>

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:
This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on
Blackboard Learn. The course has menu with main topics listed as: Welcome/Start Here, Syllabus, About Your Professor, Announcements, Course Materials by Weeks, and Course Tools.

**Course Materials Organized by 6-Weeks (4 Learning Modules)**
The course is organized by 4-learning modules which are delivered through 6-weeks. The overall course is organized into weeks of instruction, as outlined in the Calendar of Activities and General Assignments below (specific list of activities and assignments with due dates are found on BBL). Each week generally contains an introduction, learning objectives, to-do list, specific assignments, readings, lessons/lecturers, videos, quizzes, discussion forum assignments, journal entries and other activities. All weekly activities are due each week; you will not be able to submit any late work. If you did not complete a weekly assignment on time, you will be credited a zero for that assignment.

**Note:** Most materials used in conjunction with the course are subject to copyright protection.

**Discussion Forums**
You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to readings, lessons, and other discussion assignments,

**Forums versus Email**
If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

**Assignments**
All assignments due per week will be included on a table that includes due dates and submission information. In addition, reminders may be sent via Remind text message. Submit all assignments per week by due date. Click on assignment link to submit your assignment(s). All weekly activities are due each week; you will not be able to submit any late work. If you did not complete a weekly assignment on time, you will be credited a zero for that assignment.

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:
BILINGUAL AND LITERACY STUDIES DEPARTMENT

ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm (15%) and Final Exam (15%)</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (1-time 25-time limit per quiz)</td>
<td>15%</td>
</tr>
<tr>
<td>Class Activities/Assignments (Mini-lesson)</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Discussion</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Journal Entries</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Collaborate

In addition to the learning activities noted above, I may hold Live sessions using Collaborate during the semester at dates and times to be announced and sent as reminders. For more information about Collaborate, visit Blackboards website Collaborate Handouts For Participants.

Grading Policies

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F). A = 90-100%  B = 80-89%  C = 70-79%  F = Below 70%

UTRGV University Policies

UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

Students with Disabilities:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. 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 course evaluations will be available: August 9-18

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.

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.

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 in an environment 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.

Course Policies
Participation
Online courses require your active participation. Here are some tips for success:
In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.

Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.

Be aware of and keep up with the Course Schedule in the Syllabus.

Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Participation in this course will be monitored through Blackboard tracking, and completion of weekly discussion(s) and journals entries.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Naming and Submitting Documents (optional, specific to your course needs)

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<table>
<thead>
<tr>
<th>The name of your...</th>
<th>should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>LastNameFirstInitial_Essay.doc</td>
<td>SmithJ_Essay.doc</td>
</tr>
</tbody>
</table>

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. As future teachers, the expectation is professional, appropriate and grammatically correct writing. Do not use lower case “i” in any writing; deductions on grading will be applied. Students must be proficient in their discussions, journal entries, and 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 an 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, avoid using these. These are not appropriate for academic writing (includes discussion, communication with professor, and all course writing assignments. 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.

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Calendar of Activities

Calendar of Activities

The list and table below provides information regarding important dates, assignments or activities. The UTRGV academic calendar can be found at http://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for Summer Session II 2017 include:

Thursday, July 13: Classes Begin
Friday, July 14: Last day to add a class or drop
Tuesday, July 18: Census day
Tuesday, Aug. 8: Last day to drop (DR grade) a class or withdraw (grade of W)
Thursday, Aug. 17: Study Day. No Classes
Friday, Aug. 18: Final Exam

*Online student course evaluation period is August 9-August 18

Tentative Course Topics, Calendar of Activities, General Assignments/Activities

This syllabus subject to change to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Modules/Topics/Activities</th>
<th>Readings/Quizzes</th>
<th>Alignments</th>
</tr>
</thead>
</table>
| 1    | **Changing Nature of Literacy including Disciplinary Literacy and Reading within the Disciplines**  
  - Overview of Disciplinary Literacy  
  - Student Introductions  
  - Weekly Discussion on Disciplinary Literacy  
  - Weekly Journal Entry on Disciplinary Literacy | Chapter 1 & 2 (Lent, 2016)  
  Chapter 1 Quiz (5-Question) | Standard II Knowledge of Students and Student Learning  
 Standard III Content Knowledge & Expertise |
| 2    | **Reading within the Disciplines and Writing within the Discipline**  
  - Overview of Disciplinary Reading and Writing (Content)  
  - Weekly Discussion on Reading & Writing in Contents  
  - Weekly Journal Entry on Reading & Writing in Contents | Chapter 2 & 3 (Lent, 2016)  
  Chapter 2 & 3 Quiz (10-Question) | Standard II Knowledge of Students and Student Learning  
 Standard III Content Knowledge & Expertise |
| 3    | **Writing within the Discipline and Inquiry within the Discipline**  
  - Overview of Disciplinary Writing & Inquiry (Content)  
  - Weekly Discussion on Writing & Inquiry in Content Area  
  - Weekly Journal Entry on Writing & Inquiry in Content Area  
  - Understanding Vocabulary as Tool of Disciplinary Talk | Chapter 3 & 4 (Lent, 2016)  
  **Midterm Exam** | Standard III Content Knowledge & Expertise  
 TExES PPR Standard I Competencies 002-004 |
| 4    | **Plan Discipline-Specific Explicit Strategy Instruction & Assessment**  
  - Overview of Teacher-Led Modeling of Strategy Use  
  - Discipline-Specific Explicit Strategy Instruction and Assessment Plan—Minilesson (use of TEKS)  
  - Major Assignment --Minilesson | 1. Reading on Exploring Teacher-Led Tasks Modeling Expert Thinking and Explicit Strategy Instruction (available online via BBL) | Standard I Instructional Planning & Delivery  
 Standard II Knowledge of Students and Student Learning  
 Standard III Content Knowledge & Expertise |
| 5    | **Special Topics: Els, RTI and Dyslexia**  
  - English language learners and literacy  
  - Response To Intervention (RTI) and Dyslexia and learning activities  
  - Weekly Journal Entry Reflection on Minilesson and Peer Feedback | Journal articles (available online via BBL)  
 Interactive Dyslexia Handbook | Standard II Knowledge of Students and Student Learning  
 Standard III Content Knowledge & Expertise |
| 6    | **Final Exam** |  | TExES PPR Standards I Competencies 002-004  
 TExES PPR Standards I, III, Technology Competencies 007-009 |