This syllabus subject to change to better meet course objectives per discretion of instructor.
This syllabus subject to change to better meet course objectives per discretion of instructor.
3: Assessment and Evaluation
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; 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.

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 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.

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 Standard &amp; Competencies</th>
<th>INTASC Categories</th>
<th>CAEP Standards</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1, 2 CO 1, 2</td>
<td>STANDARD IV, V Competency 004 Literacy Development 005 Word Analysis and Identification Skills 008 Vocabulary Development</td>
<td>The Learner and Learning</td>
<td>Standard 1. Content and Pedagogical Knowledge</td>
<td>STANDARD 1. LEARNER</td>
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<tr>
<td>CO 2, 3, 4, 5</td>
<td>STANDARD VII, VIII, XI Competency 007 Reading Comprehension and Applications 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 2, 3, 4, 5</td>
<td>STANDARD VII, VIII, X, XI, XII Competency 007 Reading Comprehension and Applications Competency 009 Reading, Inquiry and Research Competency 010 Writing Conventions Competency 012 Viewing and Representing 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</td>
<td></td>
<td></td>
<td>Standard 5. Provider Quality Assurance and Continuous Improvement</td>
<td>STANDARD 5. Designer</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
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 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>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg 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, 25-minute 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. HEB read 3 Program will be implemented at communities of the Edinburg Housing Authority. Dates to be announced and details will be provided via BBL.

This syllabus subject to change to better meet course objectives per discretion of instructor.
MiniLesson Plan and Delivery (30%)

Using explicit strategy instruction with appropriate TEKS alignments, a Minilesson plan will be developed and demonstrated. Full description, instructions, materials including grading 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).

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
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<tbody>
<tr>
<td>A = 90-100%</td>
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<tr>
<td>B = 80-89%</td>
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<tr>
<td>C = 70-79%</td>
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<tr>
<td>D = Below 69%</td>
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</table>

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Quick Write-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>Minilesson Plan and Delivery</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100%</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:

- July 12 (Thurs.) First day of summer II classes
- July 13 (Fri.) Last day to add a course or register for Summer II classes
- July 16 (Mon.) Last day to withdraw (drop all classes) and receive 80% refund
- July 17 (Tues.) Census Day (last day to drop without it appearing on transcript)
- July 19 (Thurs.) Last day to withdraw (drop all classes) and receive a 50% refund
- Aug. 8 (Wed.) Last day to drop (DR grade) a class or withdraw (grade of W)
- Aug. 16 (Thurs.) Study Day. No classes.
- Aug. 17 (Fri.) Final Exams
- Aug. 20 (Mon.) Grades Due by 3 p.m.

COURSE POLICIES

ATTENDANCE

This syllabus subject to change to better meet course objectives per discretion of instructor.
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 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 II 2018  August 9 – August 16

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.

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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)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Activities</th>
<th>Readings/Quizzes/Assignments</th>
<th>Alignments</th>
</tr>
</thead>
</table>
| **WEEK 1** | Global Phases of Literacy Learning  
  o Visible learning for literacy  
  Reading as Thinking  
  o System of strategic actions | Visible Learning for Literacy (Fisher, D., et.al, 2016) via BBL.  
Reading is Thinking: Within, Beyond, and About the Text (Fountas, I. C. & Pinnell, G. S., 2006) via BBL. | CO 1       |
| JULY 12-13| **WEEK 2** Reading as Thinking  
  o Scaffolding the process: Explicit Strategy Instruction  
  Exploring TEKS alignments  
  Vocabulary and Comprehension Relationship | Reading is Thinking: Within, Beyond, and About the Text (Fountas, I. C. & Pinnell, G. S., 2006) via BBL  
Texas Essential Knowledge and Skills for ELA/Reading http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html  
Quick Write #1  
Vocabulary Knowledge and Concept Development-Chapter 8 p. 212 | CO 2       |
| JULY 16-20| **WEEK 3** Guidelines for Teaching Vocabulary  
  o Effective practice  
    ▪ Instructional Strategies  
  Midterm Exam in Class | Vocabulary Knowledge and Concept Development-Chapter 8 p. 212  
Quiz #1 | CO 3       |
| JULY 23-27| **WEEK 4** Reading Narrative Texts  
  o Effective strategies  
  Reading Expository/Informational Texts  
  o Effective strategies | Comprehending Narrative Text- Chapter 9 p. 246  
Quick Write #2  
Comprehending Informational Text—Chapter 10 p.275  
Quiz #3 | CO 4       |
| JULY 3-AUG 3| **WEEK 5** Applying Effective Instruction  
  o Explicit Strategy Instruction: Minilessons and Assessment  
  o Use of TEKS  
  o Survey of Literacy Strategies  
  o Classroom Environment Minilesson Delivery and Assessment | Explicit Strategy Instruction p. 47  
BBL Materials | CO 5       |
| AUG 6-10| **WEEK 6** Minilesson Delivery and Assessment  
  Final Exam | BBL Materials | CO 5       |
| AUG 13-17| **WEEK 7** Final Exam | BBL Materials | CO 5       |

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