Course Syllabus
ED 4352
The University of Texas at Dallas

Comet Creed:

As a Comet, I pledge honesty, integrity, and service in all I do.

[Course Info](#) | [Tech Requirements](#) | [Access & Navigation](#) | [Communications](#) | [Resources](#)
[Assessments](#) | [Academic Calendar](#) | [Scholastic Honesty](#) | [Course Evaluation](#) | [UTD Policies](#)

Course Information

Course

Course Number Section	ED 4352.001 (1:00-2:15 MW)
Course Title	Reading I
Term and Dates	Fall 2016

Professor Contact Information

Professor	Dr. Angela McNulty
Office Phone	972-883-4406
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Office Location	Classroom Bldg 1.101C
Office Hours	By Appointment

About the Instructor

I have been a Senior Lecturer at UTD for 15 years. I currently teach Reading I and Art, Music, & PE Methods. I am a former classroom teacher and received teacher certification from the University of Louisiana at Monroe. I have a BA degree in Elementary Education, a Master's Degree in Administration and Supervision, and I received a Doctorate in Supervision, Curriculum, & Instruction from Texas A&M University-Commerce in 2000. My research interests include early literacy, effective use of grading rubrics, visual literacy, and teacher beliefs.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Check with your advisor or The Teacher Development Center for information on Pre-requisites, Co-requisites, and/or Other Restrictions

Course Description

This course explores the teaching of reading in grades EC-6. We will examine how the role of phonics, phonemic awareness, vocabulary, fluency, and comprehension play in how one learns to read. This course will provide comprehensive coverage of topics important in helping teachers

develop a constructivist, balanced literacy program agenda for their future classrooms. More specifically, ways to incorporate authentic literature, holistic instruction, active learning techniques, technological applications, and alternative assessment will be addressed.

Student Learning Objectives/Outcomes

- The student will effectively implement phonemic awareness techniques, phonics methods, and vocabulary strategies within a balanced literacy curriculum by actively participating in hands-on learning of reading strategies and skills, planning effective lessons, and creating effective teaching aids to supplement instruction.
- The student will differentiate between teacher-centered instruction and student-centered instructional methods within a balanced literacy curriculum by participating in various cooperative learning groups, creating a student-centered, teaching portfolio that shows evidence of growth during the semester, and successfully passing an objective test that models questions from the TExES exam.
- The student will develop a concept of the teaching of reading as it relates to a balanced literacy curriculum by planning and teaching reading lessons, utilizing the TEKS as it relates to appropriate grade levels and content, effectively reflecting on teaching experiences, and demonstrating a professional attitude at all times.

Standards

EC-6 Generalist: http://cms.texes-ets.org/files/3113/2949/1710/191_generalist_ec_6.pdf

- **Competency 001: Oral Language**
- The beginning teacher knows basic linguistic concepts and the developmental stages in the acquisition of oral language and recognizes that individual variations occur within and across languages.
- **Competency 002: Phonological and Phonemic Awareness**
- The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.
- **Competency 003: Alphabetic Principle**
- The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.
- **Competency 004: Literacy Development and Practice**
- The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.
- **Competency 005: Word Analysis and Decoding**
- The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.
- **Competency 006: Reading Fluency**
- The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
- **Competency 007: Reading Comprehension**

- ▸ The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of text and contexts.
- ▸ **Competency 008: Development of Written Communication**
- ▸ The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
- ▸ **Competency 009: Writing Conventions**
- ▸ The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in using writing conventions.
- ▸ **Competency 010: Assessment and Instruction of Developing Literacy**
- ▸ The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.
- ▸ **Competency 011: Research and Inquiry Skills**
- ▸ The teacher understands the importance of research and comprehension skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
- ▸ **Competency 012: Viewing and Representing**
- ▸ The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skill in this area.

Required Textbooks and Materials

Required Texts

Reutzel, D.R. & Cooter, R.B. (2015). *Teaching children to read: the teacher makes the difference.(7th ed)* New York: Pearson. (Loose-Leaf)

Children's books as designated in the assignments…may be available at libraries.
1. Teachers' Choices (International Literacy Association) 2016, 2015, or 2014 to use with guided reading lesson (post your choice on elearning discussion board – no duplicates)
2. Award winning Newbery Medal Book for vocabulary assignment (post your choice on elearning discussion board- no duplicates)

Required Materials

Supplies…markers, glue, scissors, tape, stapler, anything you might use to make visuals and in-class hands-on activities. Please do not get in the habit of borrowing other's supplies. Purchase your own! Please bring supplies to each class!

1 red pronged folder (for Double Entry Journal)

Microsoft Office Suite (including Microsoft Word and PowerPoint) is available on campus for a comparatively low price (about $40) because of a campus-wide purchase agreement. Take advantage of this opportunity! Your work must be in Microsoft Word and Microsoft PowerPoint. In addition, Office 365 is available to download for free from the UTD website.

Other Required Course Materials for Download

Dyslexia Handbook, Revised 2014
http://www.region10.org/r10website/assets/File/DHBwithtabs10214.pdf

ELPS Linguistic Instructional Alignment Guide (LIAG)
http://www.texasgateway.org/sites/default/files/resources/documents/ELPS-LIAG-2.pdf

Pre-K Guidelines
http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718

The following publication is an excellent resource, available online without charge. It is not required for class, but it might be helpful for the TExES exam or in your future teaching.
Essential Reading Strategies for the Struggling Reader & other Meadows Resources (ELL, LD, etc.)
– Download and print or save from
http://www.meadowscenter.org/vgc/materials/essential_reading.asp

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books or the UTD Bookstore. They are also available in stock at both bookstores.

Course Policies

Make-up exams

Only under extreme circumstances are exams to be made up, and eligibility will be based on individual circumstances. If a student fails to complete an exam on the date assigned, he/she will receive a score of zero. The ability to make up the exam is left up to the discretion of the instructor and the decision will be made at the end of the semester. This includes situations where students may have problems with technology, elearning, etc.

Extra Credit

None

Assignment Policies

1. All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a deduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
2. All assignments will be graded and returned at the same time.
3. All assignments are to be turned in to the instructor on the due date. Since most assignments will require you to submit via eLearning, you will have until 12 midnight of the same day to submit. No assignments will be accepted after the due date. Technology problems are <u>NOT</u> acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, eLearning,etc. No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through eLearning, unless the instructor has indicated that the assignment should be brought to class. **Points will be deducted from the student's total score if an assignment is turned in incorrectly.**
4. Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
5. All assignments must be typed. No handwritten assignments will be accepted.

Class Attendance

Attendance: **DO NOT MISS CLASS!** Attendance at all class meetings is required and is essential to your success in this class. Many class objectives are met during active participation in class, therefore your attendance is vital to your learning and success in this class. Failure to attend class will impact your grade. If you must be absent, you are expected to contact a class member to obtain notes and announcements. This is your responsibility! Your absence is not an excuse for being unaware of information presented in class, including changes in due dates and class requirements. Frequent tardiness and leaving early will also negatively impact your grade.

Any student missing more than 3 classes will have their final grade lowered by 1 letter grade for each absence. Absences are defined as missing a class meeting for any reason. Tardies are defined as arriving to class 15 min. or more after class begins. Students who maintain a perfect attendance record along with no tardies will be honored with a class award at the end of the semester.

Classroom Citizenship and Professionalism
- Respectful, positive interaction is expected in class.
- Do not use laptops or notebooks during onsite class. Surfing the web, working on other assignments, and reading emails is distracting and disrespectful to the instructor and your classmates.

- Please turn your cell phone off during class and DO NOT leave your cell phone or other electronic devices out on your desk during class.
- Professionalism is shown by having books, materials, homework, assignments, and participating in class learning opportunities (respect for the classroom environment, class policies, and procedures). Bring textbooks to class every time. Bring other materials designated in calendar and assignments or requested by the instructor.
- *As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.*

Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: http://www.utdallas.edu/elearninghelp, 1-866-588-3192. The UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Top

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

Top

Course Access and Navigation

This course uses a web course tool called eLearning. Reading I is to be delivered in class (onsite) with online submissions, activities, support, and interaction. Students will use their UTD NetID account to login at: http://elearning.utdallas.edu. Please see more details on course access and navigation information.

To get familiar with the eLearning tool, please see the Student eLearning Tutorials.

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an

online chat service. Please use this link to access the UTD eLearning Support Center:
http://www.utdallas.edu/elearninghelp.

Top

Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage for video demonstrations on numerous tools in eLearning.

Interaction with Instructor
- The instructor will communicate with students mainly using the Email, Announcements, and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails within 2 working days under normal circumstances.
- In person meetings should be made by appointment.
- NO emailed assignments will be accepted!
- Only emails that are signed with your name, class, and section number will be answered. Put the course and section number in the subject line of your email to ensure that it gets through and will be opened. Please address the recipient respectfully and use correct grammar and spelling. Email correspondence should be appropriate and should not contain requests for handouts, notes, grades, etc. to be sent or faxed to you, and should NEVER be a request to treat your coursework and grade differently than what is outlined in the syllabus. Additionally, you should not request special favors or expect special consideration be given to you that is not afforded to other students in the class. Emails containing such content will not be answered.

Student Resources

The following university resources are available to students:

UTD Distance Learning:
http://www.utdallas.edu/elearning/students/cstudents.htm

McDermott Library:
Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the

McDermott Library. For more information on library resources go to http://www.utdallas.edu/library/distlearn/disted.htm.

Top

Student Assessment

Using Lockdown Browser (Student Guide)

If your eLearning assessment requires LockDown Browser, you will need to do the following:

1. Go to the UT Dallas LockDown Browser download site, and install the LockDown Browser. (This site will take you step by step through the installation process.)
2. Once you've installed LockDown Browser and you are ready to take your assessment, close all programs you currently have open, then double-click on the icon on your desktop. (Mac users -- lauch "LockDown Browser" from your Applications folder.)

3. Log into eLearning using LockDown Browser. Navigate to your assessment, then click the [Begin] button. (If this button is disabled, this means you are not currently using LockDown Browser.)
4. While taking an assessment using the Lockdown Browser, you will not be able to use any other programs, copy any content, or print screen or print the assessment..
5. Once the assessment has been started using LockDown Browser, you cannot exit until the [Save and Submit] button is clicked.

If you have any questions, please contact the 24/7 eLearning Helpdesk at 1-866-588-3192.

Grading Information

Weights

Exam I	50 points	9%
Exam 2	50 points	9%
Quizzes	50 points	9%
Literacy Autobiography	25 points	4.5%
Guided Reading Lesson	100 points	18%

Vocabulary Word Wall	50 points	9%
TExES Group Tests	25 points	4.5%
Portfolio	30 points	5%
Double-Entry Journals	40 points	7%`
Group Discussions	35 points	6%
Syllabus Quiz	10 points	1%
Professionalism	40 points	7%
Modules	45 points	8%
Total	550 points	100%

Grading Policy

- You are responsible for determining and making up any work that you miss due to an absence. You should arrange to have a "class buddy" collect handouts, communicate information, and inform you about the material covered.
- The instructor will not "pre-grade" assignments. Pre-grading gives some students an unfair advantage and should not be necessary for upper-level or post-graduate students. The writing lab in the library can provide assistance. Also, peer review and study groups can be very helpful.
- Quality, neat work is expected. Work will be graded based upon the instructor's evaluation of the quality of the work as well as completion of the work. Average work will result in average grades.

Accessing Grades

Students can check their grades by clicking "My Grades" on the course menu after the grade for each assessment task is released.

Assignments

A. **Literacy Autobiography (25 pts.)** For this assignment, you are required to reflect on yourself as a reader dating back to your first memories of books to your present day practices and attitudes. By examining your own literacy history, you can better understand how one learns to read and the discoveries that are made in the process. Here are some questions to guide your thinking: How did you learn to read? Who taught you? Who read to you as a child? Was learning to read easy or hard for you? What were your favorite books as a very small child, as an elementary school student, as an adolescent? Are you a reader now? Is your reading mostly fiction or nonfiction? Who is your favorite author of adult

fiction and/or informational text? Were there any strengths or weaknesses in your reading skills as a child or an adult? Did your attitude towards reading ever change? If so, what prompted it? Why did that change occur? You are to share your "story" in a powerpoint presentation. Your story should have a beginning, middle, and end, and should include relevant text and visuals. Here are some tips to ensure that your presentation is successful: Condense and simplify your material into as few bullet points as possible. Make sure your visuals are relevant and not distractive. Make sure that they help "sell" your message. Your slides should give a snapshot of your story, not the whole story! Stay away from distracting fonts. Keep It Simple Stupid! Be mindful of your background color and font color. Make sure they compliment each other. Your powerpoint should be uploaded to elearning by the due date. Please view the grading rubric for this assignment to ensure you have met all the requirements.

B. **Guided Reading Lesson: (100 pts.)** You will be required to work with a K-8 student this semester in an effort to plan and teach a short guided reading lesson centered around a Teacher's Choice Book. You will need to meet with your student at least twice to complete the following tasks: 1) administer a pre-assessment, and 2) conduct a read aloud which focuses on before, during, and after reading strategies. You will also be responsible for preparing a 3 min. video clip of your teaching to be shown in class. In addition, you will need to submit a written guided reading lesson plan and a 2-page double-spaced reflection. Your video will need to be posted on elearning.

C. **Vocabulary Word Wall: (50 pts.)** You will be required to read a Newbery Medal Book and create a Word Wall on a tri-fold poster board. You should find 25 Tier 2 vocabulary words from your reading. Your board should be organized by all the letters of the alphabet, and at least one word should be added to each section. In addition, you will need to prepare handouts which include a description of 3 vocabulary strategies you could use in the classroom to assist students with learning the new words. Your handouts should include the name and author of your Newbery book and a photo of your board. A wide-range of vocabulary strategies can be found in Chapter 6 of your textbook.

D. **TExES Group Tests: (25 pts.)**   You will be divided into groups and given 25 TExES questions throughout the semester. You will deliberate as a group and decide on the appropriate answers to the questions. Each group member will receive 1 point for each correctly answered question. We will discuss the correct answers the next class period.

E. **Portfolio: (30 pts.)**   You will be required to maintain a notebook that will contain the results of all your efforts in this class and other courses you have taken towards your certification. Your portfolio will contain 4 sections that should be clearly marked with dividers which identify the T-TESS (Texas Teacher Evaluation and Support System) dimensions adopted by the Texas Education Agency: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

I will be evaluating each assignment as it is submitted; however, I want to examine your growth on a broader scale at the end of the course to ensure that you reflect upon your own growth in this class. Each student will be required to participate in a

portfolio conference at the end of the semester. We will discuss portfolios in detail throughout the semester. This assignment will help prepare you for standards-based assessment requirements, proficiency exams, and teacher certification. Following are specific items which should be included in your portfolio:

- Significant papers and projects from your professional teacher certification courses
- Samples of effective writing
- Awards, certificates
- Letters of recommendation
- Sample lesson plans/units
- Current resume
- Autobiography
- Philosophy of teaching
- Photos of actual teaching experiences
- Successful TExES exam results
- Evidence of staff development
- Use of technology

F. **Exams: (100 pts.)** You will be required to take 2 online exams. Each exam will consist of objective components (T/F, multiple choice, short answer, matching). The exams will be timed.

G. **Quizzes: (50 pts.)** You will be given 5 unannounced quizzes throughout the semester. The quizzes are worth 10 pts. each. The quizzes will reflect your required readings and classroom discussions.

H. **Double-Entry Journal: (40 pts.)** You will be required to complete a double-entry journal throughout the semester as you read and we discuss the assigned chapters in our textbook. The journal is to help you analyze concepts, express your opinion about what you are reading, and respond or comment on new learning. The double-entry journal is a two-column journal. In the left column, you will write information from the text, such as quotes, concepts, vocabulary words, or anything you find interesting. In the right column, you will analyze the information and reflect on its meaning. The journals will be graded on completeness, analytical thought, and neatness. Be prepared to make at least 5 entries per chapter in your journal. You will be reflecting on your textbook chapters AND The Daily 5 book. Bring your journals to each class, as I will check them periodically.

I. **Professionalism: (40 pts.)** You are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, interacting appropriately with instructor and other students, exhibiting self-control, using mature judgment, being reliable and responsible, maintaining personal and professional integrity, and consistently demonstrating professionalism during class and on assignments. At the end of the semester, the instructor will assign a

professionalism score to each student. Attendance penalties could affect your professionalism score.

J. **Syllabus Quiz: (10 pts.)** You will be required to read your syllabus and answer questions relating to the syllabus. The quiz will be posted on elearning.

K. **Modules: (45 pts.)** You will be required to complete module assignments worth 15 pts. each. Each module will need to be completed and the required documents uploaded to elearning by the designated dates in the syllabus. Late submissions will receive 0 points.

Group Projects

TExES Group Tests

Assignment submission instructions

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s). For additional information on how to submit assignments, view the Submitting An Assignment video tutorial.

Please Note: Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

Participation/Discussions

- Professionalism, respect, positive participation, and timely fulfillment of the assignments are expected. Completion of all assignments is essential. A student's grade could be raised or lowered based on the instructor's subjective evaluation of overall performance in the aforementioned areas.
- Read the assigned material and complete homework assignments BEFORE class. Take part in discussions (online or in class), in-class assignments, and group work. Be prepared to ask questions about material you do not understand.

Academic Calendar

Date	Topic/Assignments	Date	Topic/Assignments
Week 1: Aug 22, 24	Introductions, Syllabus, Course Requirements Ch. 1: Effective Reading Instruction Syllabus Quiz due (W)	Week 2: Aug 29, 31	Ch. 1: TD5 Ch. 2: Developing Children's Oral Language to Support Literacy
Week 3: Sept 5, 7	Labor Day Holiday (M) Ch. 2 con't Ch. 3: Early Reading Instruction	Week 4: Sept 12, 14	Ch. 4: Phonics and Word Recognition Ch. 2: TD5 Group Test (W)
Week 5: Sept 19, 21	TBD (M) Ch. 5: Reading Fluency Literacy Autobiographies due (W)	Week 6: Sept 26, 28	Module I (M) Group Test (W) Ch. 6: Increasing Reading Vocabulary Ch. 3: TD5
Week 7: Oct 3, 5	Ch. 6: Increasing Reading Vocabulary con't Group Test (W) Pre-Assessments due (W)	Week 8: Oct 10, 12	Exam I (M) Module 2 (W)
Week 9: Oct 17, 19	Ch. 6: Increasing Reading Vocabulary Con't Vocabulary Word Wall due (W)	Week 10: Oct 24, 26	Ch. 4: TD5 Ch. 5: TD5
Week 11: Oct 31, Nov 2	Ch. 7: Teaching Reading Comprehension Group Test (W)	Week 12: Nov 7, 9	Ch. 8: Writing Ch. 6: TD5 Group Test (W)
Week 13: Nov 14, 16	Teaching Assignments due (MW)	Week 14: Nov 21, 23	Fall Break
Week 15: Nov 28, 30	Portfolio Conferences Ch. 10: Assessment Ch. 7: TD5	Week 16: Dec 5, 7	Exam 2 (M) Module 3 (W)

Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the UTD Judicial Affairs web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Top

Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

Top

University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to http://go.utdallas.edu/syllabus-policies for these policies.

These descriptions and timelines are subject to change at the discretion of the professor.

Top