



**READ 5301**  
**Language, Literacy, and Culture**  
**The University of Texas at Tyler**  
**School of Education**

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<b>Course:</b>	READ 5301-060
<b>Semester &amp; Year:</b>	Summer 1 2020
<b>Location:</b>	Graduate - Online
<b>Instructor Information:</b>	Dr. Gina M. Doepker Associate Professor of Literacy Education M.Ed. in Reading Program Coordinator
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**Course Description:** *“Examination of the critical roles of language, and culture on the literacy development of all students, including English learners.”* <http://uttyler.cmsiq.com/2016-2017/Catalog/Courses/READ-Reading-Education/5000/READ-5301>

**Knowledge Base(s) and Rationale:**

This graduate level course explores children’s literacy development with particular emphasis on cognitive, linguistic, and socio-cultural factors. Course content focuses on understanding the ways in which literacy practices are closely linked with linguistic, socio-cultural, and political circumstances. This understanding challenges autonomous models of literacy (Street, 1995) in which reading and writing are viewed in technical terms as cognitive accomplishments unrelated to any particular social or political context. Issues and questions addressed draw from theories and research that describe processes, forces, and tensions among the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2010);*
- *Texas Examination of Educator Standards (TEXES)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE),*

- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*

**Student Learning Outcomes (SLOs):**

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop an understanding of language, its acquisition and role in first and second language literacy development.
2. Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.
3. Critically examine the ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.
4. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings

**Standards Matrix:**

<b>Student Learning Outcomes</b>	<b>Activities</b>	<b>Assessment</b>	<b>Standards Alignment</b>
1. Develop an understanding of language, its acquisition and role in first and second language literacy development.	Course Readings  Self-Selected Readings	Individual Choice-Book  Online Discussions  Quizzes  Portfolio Artifact	ILA: 1.3 & 4.1  TExES: Standard I11  TES: 2:Biii  TSBECS:IV (4.1k)  TPG: ii  InTASC: 1  CCRS: EIA(2A)
2. Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.	Course Readings  Self-Selected Readings	Individual Choice-Book  Online Discussions  Quizzes  Portfolio Artifact	ILA: 1.1  TExES: Standard I11  TES:2:Ci  TSBECS:I (1.1k) ISTE: 1c
3. Critically examine the	Course Readings	Individual Choice-	ILA: 4.1

ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.	Self-Selected Readings	Book Online Discussions Quizzes Portfolio Artifact	TEExES: Standard I11 TES: 2:Biii ISTE: 1c InTASC:2 CCRS: ELA(2C)
4. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings	Course Readings Self-Selected Research Articles	Literacy Research Synthesis	ILA: 4.3 TEExES: Standard I11 TES: 2:Ci TPG: ii CCRS: ELA (VB)

## COURSE EVALUATION AND REQUIREMENT DESCRIPTION

### Performance Assessments

**Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.**

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

#### **1. Whole Class Discussions (10 points).**

**Description:** As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course’s Canvas Discussion Forum feature for whole class discussions.

**Main Tasks:** Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical

questions, collaborating with others, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?

**Evaluation:** Your discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

## **2. Quizzes (5 points).**

**Description:** You will be quizzed weekly over whole-class assigned readings and videos from the textbook, articles, and videos. Research shows that quizzes help to reinforce learning. Multiple choice, and/or True-False are among the question formats that may be used.

**Main tasks:** Every week, you will be quizzed on that week's assigned, whole-class readings and viewings.

**Evaluation:** Each quiz question carries a point value; the grade will be available to be seen in the Canvas grade book.

## **3. Individual Choice-Book (20 points)**

**Description:** From a list of books provided to you for this purpose, you will select one and read it. As we are studying the intersections of language, literacy, and culture and how those intersections manifest in the lives of people, in general, and of children and youth, in particular, we will each read a book-length work. The stories that go with these intersections reflect the lives of actual people – a book length exploration is one important way that we, as scholars and practitioners, can really begin to understand what it means when we talk about the effects of language, literacy, and culture upon students.

**Main Tasks:**

**Week #1**, you will select your book. Upload a note to me in Canvas and identify your first and second choice.

**Week #2**, you will have your book and begin to read it.

**Week #3**, you will join a whole class, Canvas discussion board forum (Individual Choice Books-Week #3) and do an initial update on your book. This way we can learn more about all the other titles we did not select, and we can discover who else among us, if anyone, is also reading the same book. You will start a thread and briefly discuss:

- Tell us: Title, year, author, chapter titles.
- Discuss: What the book is ABOUT in an overview sense.
- **COMMENT**: No comments to peers required.

**Week #4**, you will again join a whole class, Canvas discussion board forum (Individual Choice Books-Week #4) and do another update on your book.

- In this update, you will let us know what's going on in the narrative.
- **Make connections with your text: Text to self; Text to text; Text to world**
- **COMMENT** No comments to peers required.

**Week #5**, you will again join a whole class, Canvas discussion board forum (Individual Choice Books-Week #5). **By this time, you will have finished your book.** In this week's post address each of the following four questions that tie back in with the course's learning objectives. (Aim for about 100 words PER QUESTION or *400-500 words overall*.)

- How has this book contributed to your understanding of language acquisition and literacy development?
- How has this book contributed to your understanding of historical and current research, policy, and practice related to children's literacy development?
- How has this book contributed to your ability to critically examine ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms?
- How has this book contributed to your ability to make changes to your own thinking and practice as an educator? Be specific.
- **COMMENT** Get around to at least **THREE** other people and leave very short, collegial notes for them (1-2 sentences).

**Evaluation:** You will be evaluated on your timely, substantive addressing of the questions, per week, outlined above.

**Choose from among these books BELOW for your choice book.**

*Note.* If you have located a similarly well written book about the intersections of language, literacy, and culture that you do not see here, please email me with your proposal. Include a full citation and your reasons.

- Brandt, D. (2001). *Literacy in American lives*. New York: Cambridge University Press.  
[http://www.amazon.com/Literacy-American-Lives-Deborah-Brandt/dp/0521003067/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1458328727&sr=1-1&keywords=literacy+in+american+lives](http://www.amazon.com/Literacy-American-Lives-Deborah-Brandt/dp/0521003067/ref=sr_1_1?s=books&ie=UTF8&qid=1458328727&sr=1-1&keywords=literacy+in+american+lives)
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: Norton.  
[http://www.amazon.com/Other-Peoples-Children-Cultural-Classroom/dp/1595580743/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1458329058&sr=1-1&keywords=other+people%27s+children](http://www.amazon.com/Other-Peoples-Children-Cultural-Classroom/dp/1595580743/ref=sr_1_1?s=books&ie=UTF8&qid=1458329058&sr=1-1&keywords=other+people%27s+children)
- Friere, P. (2014). *Pedagogy of the oppressed* (30<sup>th</sup> anniversary edition). New York: Bloomsbury.  
[http://www.amazon.com/Pedagogy-Oppressed-Anniversary-Paulo-Freire/dp/0826412769/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1458329150&sr=1-1&keywords=pedagogy+of+the+oppressed](http://www.amazon.com/Pedagogy-Oppressed-Anniversary-Paulo-Freire/dp/0826412769/ref=sr_1_1?s=books&ie=UTF8&qid=1458329150&sr=1-1&keywords=pedagogy+of+the+oppressed)
- Heath, S. B. (1983). *Ways with words*. New York: Cambridge University Press.  
[http://www.amazon.com/Ways-Words-Communities-Classrooms-Cambridge/dp/0521273196/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1458328902&sr=1-1&keywords=ways+with+words](http://www.amazon.com/Ways-Words-Communities-Classrooms-Cambridge/dp/0521273196/ref=sr_1_1?s=books&ie=UTF8&qid=1458328902&sr=1-1&keywords=ways+with+words)
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.  
[https://www.amazon.com/Dreamkeepers-Successful-Teachers-American-Children/dp/0787903388/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1491236685&sr=1-2&keywords=dreamkeepers+successful+teachers+of+african+american+children](https://www.amazon.com/Dreamkeepers-Successful-Teachers-American-Children/dp/0787903388/ref=sr_1_2?s=books&ie=UTF8&qid=1491236685&sr=1-2&keywords=dreamkeepers+successful+teachers+of+african+american+children)
- Lee, C. D. (2007). *Culture, literacy, and learning*. New York: Teachers College Press.  
[https://www.amazon.com/Culture-Literacy-Learning-Whirlwind-Multicultural/dp/0807747483/ref=sr\\_1\\_1?dchild=1&keywords=culture+literacy+and+learning+taking+bloom+in+the+midst+of+the+whirlwind&qid=1588955556&s=books&sprefix=culture+literacy%2Cstripbooks%2C161&sr=1-1](https://www.amazon.com/Culture-Literacy-Learning-Whirlwind-Multicultural/dp/0807747483/ref=sr_1_1?dchild=1&keywords=culture+literacy+and+learning+taking+bloom+in+the+midst+of+the+whirlwind&qid=1588955556&s=books&sprefix=culture+literacy%2Cstripbooks%2C161&sr=1-1)
- Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian*. New York: Teachers College Press.  
[http://www.amazon.com/Remain-Indian-Democracy-Education-Multicultural/dp/0807747165/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1458329318&sr=1-1&keywords=to+remain+an+indian](http://www.amazon.com/Remain-Indian-Democracy-Education-Multicultural/dp/0807747165/ref=sr_1_1?s=books&ie=UTF8&qid=1458329318&sr=1-1&keywords=to+remain+an+indian)
- Milner, H. Richard, IV., (2010). *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, MA: Harvard University Press.  
[http://www.amazon.com/Start-Where-Don%27t-Stay-There/dp/1934742767/ref=sr\\_1\\_5?s=books&ie=UTF8&qid=1457893267&sr=1-5&keywords=gloria+ladson-billings](http://www.amazon.com/Start-Where-Don%27t-Stay-There/dp/1934742767/ref=sr_1_5?s=books&ie=UTF8&qid=1457893267&sr=1-5&keywords=gloria+ladson-billings)

Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives* (2<sup>nd</sup> edition). New York: Routledge.

[http://www.amazon.com/Language-Culture-Teaching-Critical-Perspectives/dp/041599974X/ref=sr\\_1\\_5?s=books&ie=UTF8&qid=1457891232&sr=1-5&keywords=language+and+culture](http://www.amazon.com/Language-Culture-Teaching-Critical-Perspectives/dp/041599974X/ref=sr_1_5?s=books&ie=UTF8&qid=1457891232&sr=1-5&keywords=language+and+culture)

Phillips, S. U. (1983). *The invisible culture: Communication in classroom and community on the Warm Springs Indian Reservation*. Long Grove, IL: Waveland Press, Inc.

[http://www.amazon.com/Invisible-Culture-Communication-Classroom-Reservation/dp/0881336947/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1457894002&sr=1-1&keywords=The+invisible+culture%3A+Communication+in+classroom+and+community+on+the+Warm+Springs+Indian+Reservation](http://www.amazon.com/Invisible-Culture-Communication-Classroom-Reservation/dp/0881336947/ref=sr_1_1?s=books&ie=UTF8&qid=1457894002&sr=1-1&keywords=The+invisible+culture%3A+Communication+in+classroom+and+community+on+the+Warm+Springs+Indian+Reservation)

Sarroub, L. (2005). *All-American Yemeni girls: Being Muslim in a public school*. Philadelphia: University of Pennsylvania Press.

[http://www.amazon.com/All-American-Yemeni-Girls-Muslim/dp/0812218949/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1457891880&sr=1-1&keywords=yemeni+girls](http://www.amazon.com/All-American-Yemeni-Girls-Muslim/dp/0812218949/ref=sr_1_1?s=books&ie=UTF8&qid=1457891880&sr=1-1&keywords=yemeni+girls)

Smitherman, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2<sup>nd</sup> ed.). New York: Teachers College.

[http://www.amazon.com/Culturally-Responsive-Teaching-Multicultural-Education/dp/0807750786/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1457892827&sr=1-1&keywords=geneva+gay](http://www.amazon.com/Culturally-Responsive-Teaching-Multicultural-Education/dp/0807750786/ref=sr_1_1?s=books&ie=UTF8&qid=1457892827&sr=1-1&keywords=geneva+gay)

Tatum, A. (2005). *Teaching reading to Black adolescent males*. Portland, ME: Stenhouse.

[http://www.amazon.com/Teaching-Reading-Black-Adolescent-Males/dp/1571103937/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1458328872&sr=1-1&keywords=teaching+reading+to+black+adolescent+males](http://www.amazon.com/Teaching-Reading-Black-Adolescent-Males/dp/1571103937/ref=sr_1_1?s=books&ie=UTF8&qid=1458328872&sr=1-1&keywords=teaching+reading+to+black+adolescent+males)

Valenzuela, A. (1999). *Subtractive schooling: US-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

[http://www.amazon.com/Subtractive-Schooling-U-S--Mexican-Politics-Caring/dp/0791443221/ref=sr\\_1\\_4?s=books&ie=UTF8&qid=1457891770&sr=1-4&keywords=valenzuela](http://www.amazon.com/Subtractive-Schooling-U-S--Mexican-Politics-Caring/dp/0791443221/ref=sr_1_4?s=books&ie=UTF8&qid=1457891770&sr=1-4&keywords=valenzuela)

#### **4. Literacy Research Synthesis/Literature Review (50 points)**

**Description:** In this assignment, that spans the whole five weeks of the summer session, you will have the opportunity to investigate a question or issue and expand your knowledge of this through the completion of a literature review. You will work within a small group collaboration team to share ideas, and drafts, and give and take feedback as fellow writers and thinkers.

**Main Tasks:** Your task consists of the following:

- (a) Select a research topic addressing a literacy and/or language issue or question that you have.
- (b) Find no fewer than **TEN highly relevant empirical research studies** published within the **last ten years**, that you find in high-quality, academic journals. You can also use additional sources (i.e. book chapters, research articles, etc...) which may be older than ten years.
  - i. **TEN Empirical Research Studies** may be found from various journal publications (see sample journals below).
    - a. [\*Journal of Adolescent and Adult Literacy\*](#)
    - b. [\*Journal of Literacy Research\*](#)
    - c. [\*Language Arts\*](#)
    - d. [\*Reading Research Quarterly\*](#)
    - e. [\*The Reading Teacher\*](#)
- (c) Read your **TEN research articles** and create a table-synopsis for each (**TEN individual tables**). This exercise will help you learn to quickly grasp the article as a whole and to identify salient features of each including the findings and conclusions. You will find that you become able to better see the “skeleton” of a research article as a result.
- (d) Prepare a research synthesis of the literature reviewed. The synthesis should be a distillation of what research says about the selected topic and the implications of this research on literacy practice, not just a summary or an annotated bibliography of the studies reviewed.
- (e) The final research synthesis paper/literature review should be no fewer than 5 pages and no more than 10 pages long (not including the cover page, abstract page, or References page) – Times New Roman font, size 12, black, double-spaced, paginated, and formatted using [APA style](#).
  - **Include:**
    - **Cover page formatted according to [APA style](#)**
    - **An abstract: 100 word limit.**
  - **In the body of the paper:**
    - **Introduction** to the topic, to its importance; to your interest in it and reason for reviewing: *at least* 250 words.
    - **Thematic discussions separated by headings (done according to [APA style](#))** of the ten+ research articles and up to five other sources – how they relate to your topic and question; and whether and how the articles “talk to each other”. This is the “meat” of the paper – *most of the page count should be here*.
    - **Implications and Conclusion.** So what do you think now that you’ve discussed all this research? What did you “used to think, but now you know”? What more do you need to investigate? Is there a study that you, yourself, might like to do? This section should address each question in Implications and Conclusion bullet, and be *at least* 250 words.
    - **References** page formatted according to [APA style](#).
    - **Appendices.** Include all **TEN table synopses of articles**.

**Small Group Collaboration:** Throughout the semester you will be a part of a research synthesis small group. The purpose of this group is to support each other by sharing your work in progress and providing substantive feedback to each other.

**Evaluation:** You will be evaluated on how you adhered to the weekly process of developing your topic and drafts; how you worked in your small group; the quality of your finished product in terms of focused discussion and meeting the tasks outlined above; and to the degree to which you adhered to [APA style](#). *You are highly encouraged to visit (in-person or virtual) with the UT-Tyler Writing Center <https://www.uttyler.edu/writingcenter/>.*

### **5. Final Exam (10 points)**

The final exam will consist of a final course reflection. This is a structured reflection geared toward uncovering applications of concepts that you have learned in this course. I will provide questions centering on your own learning, learning processes, and salient take-aways for the enhancement of your practice as a teacher and reading professional. More detailed instructions to follow.

**Evaluation and Grading Guidelines and Criteria:** All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use [APA guidelines](#) for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

### **6. Program Portfolio Artifact (QEP) (5 points)**

**Description:** This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select a national standard AND a state standard about which this artifact is evidence of your mastery; (3) write your rationale for including this artifact to serve as professional evidence; and (4) write your reflection on ways in which the creation of this artifact stimulated within you a set of experiences the outcome of which is your own learning/change of mind/deeper understanding that is centered on the national and state standards for literacy professionals and leaders.

**Main Tasks:** Your task is to first complete the major assignments for this course. Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth. Third, you select standards that your work exemplifies. Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards. Expect to write a four to six sentence paragraph for

each. You will submit the already-graded artifact and, on a separate Word document, the standards and written work required. You can expect instructor feedback and a grade on this assignment. At the conclusion of the course, it is expected that you will incorporate any feedback you receive and improve your rationale and/or reflection and that you will insert the artifact and your writing into your ongoing Wix portfolio.

**Evaluation and Grading Guidelines and Criteria:** All written work should be typed (single-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use [APA style](#) when citing references used in your work. The criteria for determining your final grade are outlined below.

***Last day to Withdraw from Course: Tuesday, June 23<sup>rd</sup>***

### Projects & Grading Criteria

Assignment	Weight	Points	Due Dates
Whole Class Discussions	10%	10	On-going
Individual Choice Book	20%	20	On-going
Small Group Collaborations	15%	15	Weeks 2,3,4
Research Synthesis	35%	35	Week 5
Quizzes	5%	5	On-going
Final Exam	10%	10	Week 5
Portfolio Artifact	5%	5	Week 5
<b>TOTAL=</b>	<b>100%</b>	<b>100 Points</b>	

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped)Average
66=74	66%	D	(Poor) Below Average
00-65	65% or below = "F"	F	(Unacceptable)Mediocre

### Required Texts, Materials, & Supplies:

\*Get the edition noted – older editions are not acceptable.

1. Open Education Resource – [Steps to Success: Crossing the Bridge Between Literacy Research and Practice](#)

**Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. **The same textbook may also be available from an independent retailer, including an online retailer.**

3. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
- a. *American Educational Research Journal* ([www.aera.org](http://www.aera.org))
  - b. *Educational Leadership* ([www.ascd.org](http://www.ascd.org))
  - c. *Journal of Adolescent and Adult Literacy* ([www.reading.org](http://www.reading.org))
  - d. *Journal of Educational Psychology* ([www.apa.org](http://www.apa.org))
  - e. *Journal of Learning Disabilities* ([www.ldanatl.org](http://www.ldanatl.org))
  - f. *Journal of Literacy Research* (<http://www.literacyresearchassociation.org/> )
  - g. *Language Arts* ([www.ncte.org](http://www.ncte.org))
  - h. *Reading Research Quarterly* ([www.reading.org](http://www.reading.org))
  - i. *Tapestry Journal* ([www.tapestry.usf.edu](http://www.tapestry.usf.edu))
  - j. *The Reading Teacher* ([www.reading.org](http://www.reading.org))

**Course Alignment:**

Learning Outcomes	Course Topics	Readings & Projects
1. Develop an understanding of language, its acquisition and role in first and second language literacy development.	<b>Lecture:</b> Overview of first & second language acquisition; Key components of language (phonology, morphology, semantics, and pragmatics)	<ul style="list-style-type: none"> <li>• Specific readings will be assigned weekly from course texts, articles and videos.</li> <li>• Quiz</li> <li>• <b>E-Learning Activities Assigned &amp; Due Weekly, as Indicated</b></li> </ul>
Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.	<b>Lecture:</b> What research says about children’s literacy development; impact of policies; research-based literacy instruction	<ul style="list-style-type: none"> <li>• Specific readings will be assigned weekly from course texts, articles and videos.</li> <li>• Quiz</li> <li>• <b>E-Learning Activities Assigned &amp; Due Weekly, as Indicated</b></li> </ul>
Critically examine the ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.	<b>Lecture:</b> Roles of language, culture, and society in children’s literacy development and learning	<ul style="list-style-type: none"> <li>• Specific readings will be assigned weekly from course texts, articles and videos.</li> <li>• Quiz</li> <li>• <b>E-Learning Activities Assigned &amp; Due Weekly, as Indicated</b></li> </ul>
Apply the knowledge	<b>Lecture:</b> Theory Meets Practice -	<ul style="list-style-type: none"> <li>• Specific readings will be</li> </ul>

gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings	Designing learning environments and invitations that are research-based for diverse learners	assigned weekly from course texts, articles and videos. <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Literacy Research Synthesis</li> <li>• <b>E-Learning Activities Assigned &amp; Due Weekly, as Indicated</b></li> </ul>
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**READ 5301-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES  
Tentative Schedule SUMMER 2020**

**Topical Outline & Schedule:** The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

<b>WEEK # MODULE # Begin Date</b>	<b>Activities and Assignments</b>	<b>DUE DATE</b>
<b>Week 1 Module 1 M 6/1</b>	<p><b>Important:</b> <i>The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.</i></p> <p><b>START of WEEK:</b> For READ 5301, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday.</p> <p><b>END of WEEK:</b> All your work is due BY Sunday nights at 11:59pm. This means that each week’s work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this.</p> <p><b>EXCEPTION:</b> Week 5 – Last week of Summer 1 – see below.</p> <p><b>Thematic Overview I:</b> Develop an understanding of language, its acquisition and role in first and second language literacy development.</p> <p><b>READ:</b>  -<b>Textbook:</b> Chapter 1 – A Brief Introduction to Literacy  Chapter 2 – Key Ideas for Evaluating Scientifically-Based Approaches to Literacy Instruction  -<b>Chapter:</b> Menyuk (1999) <i>Reading and Linguistic Development – Language Development Over the Early School Years</i>  -<b>Article:</b> Martinez (2010) Spanglish as literacy tool. <i>Research in the Teaching of English</i>.</p>	<b>6/7/20 11:59 pm</b>

**LECTURE:**

-**Content:** Overview of first & second language acquisition; Key components of language (phonology, morphology, semantics, pragmatics, etc.)

**VIEW:**

-**Video 1:** Introduction to Linguistics [Introduction and Overview] (14 minutes) <https://www.youtube.com/watch?v=DF679Ks8ZR4>

-**Video 2:** The Linguistic Genius of Babies, 2010, Patricia Kuhl (10 minutes)  
[http://www.ted.com/talks/patricia\\_kuhl\\_the\\_linguistic\\_genius\\_of\\_babies](http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)

**WHOLE CLASS DISCUSSION: FLIPGRID VIDEO**

-**Introductions – Flipgrid Classmate Meet and Greet:** Post a short self-introduction video made up of a short bio, and a fun fact. SAY HI: Get around to TWO people you don't know and respond in a brief and friendly way to their videos.

-**Course Texts –** Textbook, Menyuk, Martinez Article, and Videos.

**INDIVIDUAL CHOICE BOOK:**

Select your book from list above. Write me a note, and tell me what book you ordered/acquired. If you've not yet ordered/acquired your book, tell me your first choice and second choice books.

**RESEARCH SYNTHESIS:**

Begin to consider THREE QUESTIONS or ideas that you might undertake in your research synthesis. Draw from your own teaching experience; or, draw from ideas you've encountered in your program here at UT-Tyler. What are your burning questions that have to do with the intersection of language, literacy, and culture?

Begin to complete a preliminary investigation of your research questions to see which question has the most relevant, substantive, and current research that will 1) help you to answer your question, and 2) help you to complete this research synthesis project.

NEXT WEEK be prepared to share with your small group collaboration team:

- your three research questions
- identify your final research question based on your preliminary investigation
- draft outline for your research synthesis (see syllabus for more

	<p>details)</p> <ul style="list-style-type: none"> <li>• preliminary findings</li> </ul> <p><b>QUIZ:</b> -Week #1: Textbook Chapters, Menyuk, Martinez Article, and Videos</p>	
<p><b>Week 2</b> <b>Module 2</b> <b>M 6/8</b></p>	<p><b>Thematic Overview II:</b> Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.</p> <p><b>READ:</b> -<b>Textbook:</b> Chapter 3 – Word Recognition Skills...  Chapter 4 – Language Comprehension Ability...  Chapter 5 – Types of Literacy Assessment...</p> <p>-<b>Article:</b> Anyon (1980) Social class and the hidden curriculum of work. <i>Journal of Education.</i></p> <p><b>LECTURE:</b> -<b>Content:</b> What research says about children’s literacy development; impact of policies; research-based literacy instruction</p> <p><b>VIEW:</b> -<b>Video 1:</b> Stephen Lawrence The Future of Reading: It’s Fast (10 minutes) <a href="https://www.ted.com/watch/ted-institute/ted-state-street/stephen-lawrence-the-future-of-reading">https://www.ted.com/watch/ted-institute/ted-state-street/stephen-lawrence-the-future-of-reading</a>  -<b>Video 2:</b> Ann Morgan, My Year of Reading A Book From Every Country (12 minutes) <a href="https://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world">https://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world</a></p> <p><b>WHOLE CLASS DISCUSSION:</b> -<b>Course Texts</b> – Textbook chapters, Anyon Article, and Videos.</p> <p><b>INDIVIDUAL CHOICE BOOK:</b> Begin reading your book.</p> <p><b>SMALL GROUP COLLABORATION:</b> Post the research question that you have chosen and a short outline of your research synthesis (see directions above for project details) in your small group collaboration team. Share your progress with the group (i.e. early draft). Name articles and key findings, questions you are still having, and begin to address how these articles will help you answer your question. Respond briefly (appreciatively and with helpful</p>	<p><b>6/14/20</b> <b>11:59 pm</b></p>

	<p>thoughts and suggestions) to each member in your group.</p> <p><b><u>RESEARCH SYNTHESIS:</u></b></p> <p>Search for and select research articles that will answer your research question and that addresses aspects of language, literacy, and culture. Select <b>THREE ARTICLES</b> and create a <b>TABLE SYNOPSIS</b> for each article.</p> <p><b><u>QUIZ:</u></b></p> <p>-Week #2: Textbook Chapters, Anyon Article, &amp; Videos.</p>	
<p><b>Week 3</b> <b>Module 3</b> <b>M 6/15</b></p>	<p><b>Thematic overview III:</b> Critically examine the ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.</p> <p><b><u>READ:</u></b></p> <p>- <b>Textbook #1:</b> Chapter 8 – Helping English Language Learners... Chapter 10 – Twenty-First Century Perspectives... Chapter 12 – Culturally Responsive Disciplinary...</p> <p>-<b>Article:</b> Brandt, 1999, Sponsors of literacy. <i>NRCELA</i> Report.</p> <p>-<b>Optional Reading:</b> Godley &amp; Carpenter 2007 “I’ll speak in proper slang”: Language ideologies in a daily editing activity. <i>Reading Research Quarterly</i>.</p> <p><b><u>LECTURE:</u></b></p> <p>-<b>Content:</b> Roles of language, culture, and society in children’s literacy development and learning</p> <p><b><u>WHOLE CLASS DISCUSSION:</u></b></p> <p>-<b>Course Texts:</b> Textbook Chapters, and Brandt Article.</p> <p><b><u>INDIVIDUAL CHOICE BOOK:</u></b></p> <p>POST: an initial introduction to your book. Briefly discuss:</p> <ul style="list-style-type: none"> <li>• Subject line: Last Name_Short Title_Week 3 (i.e. Doecker_Ways With Words_Week 3)</li> <li>• Tell us: Title, year, author, and names of chapters.</li> <li>• Discuss: What the book is ABOUT in an overview sense. <ul style="list-style-type: none"> <li>○ Aim for about 100-200 words.</li> </ul> </li> </ul> <p>Keep reading your book.</p> <p><b><u>SMALL GROUP COLLABORATION:</u></b></p> <p>Share your research synthesis draft at this point with your small group collaboration team. Name articles and key findings, questions you are</p>	<p><b>6/21/20</b> <b>11:59 pm</b></p>

	<p>still having, and continue to address how these articles are helping you to answer your question. Respond briefly (appreciatively and with helpful thoughts and suggestions) to each group member’s post.</p> <p><b><u>RESEARCH SYNTHESIS:</u></b> Finish finding research articles and create table synopses for all articles. Consider finding and adding any additional texts.</p> <p><b><u>QUIZ:</u></b> QUIZ over Week #3: Textbook Chapters, and Brandt Article</p>	
<p><b>Week 4 Module 4 M 6/22</b></p> <p><b>LAST DAY TO WITH- DRAW 6/23/20</b></p>	<p><b>Thematic Overview IV:</b> Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings</p> <p><b><u>READ:</u></b> - <b>Textbook</b> – Chapter 6 – Approaches to Writing Instruction... Chapter 11 – Teaching as a Writer... Chapter 13 – World Language and Literacy Learning</p> <p>-<b>Article:</b> Moll, Amanti, Neff &amp; Gonzalez. (1992). Funds of knowledge. <i>Theory into Practice</i>.</p> <p>-<b>Optional Reading:</b> McCloud (2015). “Just like me”: How immigrant students experience high school. <i>The High School Journal</i>.</p> <p><b><u>LECTURE:</u></b> -<b>Content:</b> Discourses, Multimodal and Semiotic Approaches to Literacy</p> <p><b><u>WHOLE CLASS DISCUSSION:</u></b> -<b>Course Texts:</b> Textbook Chapters, Moll et.al. Article.</p> <p><b><u>INDIVIDUAL CHOICE BOOK:</u></b> At this point you should be almost finished reading your book.</p> <p>POST: In this update, you will let us know what’s going on in the narrative. A kind of short, chronology of what you’ve read up to now. Make connections with your text: Text to self; Text to text; Text to world. Title your post with your last name and the short title of your book (i.e. Doepker_Ways_with_Words).</p> <p><b><u>SMALL GROUP COLLABORATION:</u></b> SUBMIT: your research synthesis draft (minimum of three pages) or whole synthesis to your small group collaboration team. What do you</p>	<p><b>6/28/20 11:59 pm</b></p>

	<p>want some final co-thinking about?</p> <p><b><u>RESEARCH SYNTHESIS:</u></b> Keep going! You need to start working on the final draft for your research synthesis. <b>All TEN research articles</b> should be selected, found, and synopsised in <b>TEN individual tables</b>. Any additional sources should also be selected by now. Please see project requirements for final draft paper above.</p> <p><b><u>QUIZ:</u></b> Week #4: Textbook Chapters, and Moll et.al. Article.</p>	
<p><b>Week 5</b> <b>LAST</b> <b>WEEK</b> <b>Module 5</b> <b>M 6/29</b></p>	<p><b><u>INDIVIDUAL CHOICE BOOK:</u></b> By this time you will have finished your book. You will complete your FINAL Canvas Post by answering questions regarding your choice book.</p> <p><b><u>RESEARCH SYNTHESIS:</u></b> Submit your final draft research synthesis. Make sure that the research synthesis follows <a href="#">APA guidelines</a> and is ONE complete document which includes:</p> <ul style="list-style-type: none"> <li>• Cover Page</li> <li>• Abstract</li> <li>• Body (introduction, discussion, implications, and conclusion)</li> <li>• References</li> <li>• Appendices (ten + individual research article synopsis tables)</li> </ul> <p><b><u>FINAL EXAM:</u></b> Please respond to final exam response questions in Canvas and submit your word document by no later than July 3<sup>rd</sup> at 11:59 p.m.</p>	<p><b>7/3/20</b> <b>11:59 pm</b></p>

**COURSE POLICIES:**

This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

**CANVAS/EMAIL:**

**You will need Canvas learning management system; sound capacity; and to check your Patriot email on a daily basis for schedule change or announcements.** A Canvas course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1)

**immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and, 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email **[itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu)** or phone **(903)565-5555 Option 2**. You can also stop by Business (building) #101 where the Help Desk is located if you are in the Tyler area.

#### **TURNING IN WORK:**

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top. All assignments will be turned in as ONE document.

#### **LATE ASSIGNMENTS:**

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g. emergency) circumstances may result in a lowering of the assignment grade.

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>

- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [\*Code of Ethics and Standard Practices for Texas Educators\*](#).

