EDUC 3312.001  
Language and Literacy Acquisition  
School of Education  
The University of Texas at Tyler  
3900 University Blvd.  
Tyler, Texas 75799

A. Instructor Information  
Name: Melanie Ward  
Contact number: 903-363-6096  
Office: BEP 212B  
Office Hours: Monday and Wednesday 9:45 am - 11:15 am

B. Catalog Course Description. Theories of language and literacy development in young children and English Language Learners. Explores ways educators can enhance language and literacy development through age appropriate, research-based approaches in diverse classrooms.

C. Knowledge Base(s). This foundations of language and literacy course presents a survey of key theoretical, research, and policy understandings about language acquisition, cultural influences, and social contexts, and how these understandings can be applied when designing instruction to support the language and literacy development of all students, including English learners. Course content incorporates the International Reading Association (IRA) as well as the Texas Examination of Educator Standards (TExES) for the preparation of classroom reading teachers (IRA, 2010; TEA, 2006). IRA standards pertain primarily to Standard 1: Foundational Knowledge and Standard 4: Diversity. TExES Standards pertain primarily to Domain 1: Instruction and Assessment-Components of Literacy, and Domain 3: Meeting the Needs of Individual Students.

D. Student Learning Outcomes  
Upon successful completion of the requirements of this course, students will have an opportunity to:  
1. Develop a working knowledge of essential understandings, informed by theory, research, and policy, about language and literacy development, cultural influences, and social contexts in schools.  
2. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings.  
3. Explore critical issues pertaining to the ways in which language, culture (and society) transact with literacy development today’s diverse classrooms.

E. Course Evaluation and Grading  
The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.
1. **Class Participation** (10 points or 10% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The following criteria will be used to evaluate your class participation and engagement.
   - 0-5 points = Low level of participation and engagement
   - 6-10 points = Moderate level of participation and engagement
   - 11-15 points = High level of participation and engagement

2. **Theoretical Orientation to Reading Profile (TORP)** (10 points or 10% of course grade). In this assignment, you will have an opportunity to develop your own theoretical orientation to literacy learning and teaching. Use the following starter topics or ideas to help you construct your theoretical orientation to literacy learning and teaching: Think about (a) your own memories of learning to read and write at home when you were growing up, (b) yourself as a literate person and what helped you become literate, (c) your definition(s) of reading and writing, and (d) your growth and maturity as a reading teachers via class readings and discussions.

   **End Product:** Turn in a 1-2 page typed, single-spaced mini paper submitted in two versions (5% of course grade each). Submit the first version of your theoretical orientation to reading profile during the second week of the semester (due first day of class), and the second version one during the 13th week of the semester (due first day of class) class. You will have an opportunity to rethink, upgrade, and/or refine your initial theoretical orientation to reading profile throughout the semester as you apply new knowledge and insights gained from class readings, assignments, and discussions. The criteria for evaluating your theoretical orientation to reading profiles include originality of thought and expression, synthesis of ideas, and writing quality.

3. **Language & Literacy Case Study** (20 points or 20% of course grade). In this small group assignment (select a partner), you will have the opportunity to apply your knowledge about language and literacy in a hypothetical instructional setting. Your task consists of the following:
   (a) Review the attached language transcript, read aloud, and writing sample from an English learner, Tasir, a sixth grade student, who is experiencing difficulties in her subject area classes.
   (b) With your partner, identify what you consider to be Tasir’s major strengths and needs relative to her language and literacy skills.
   (c) With your partner, draft a tentative weeklong unit (about one hour per day 5 day a week) aimed at addressing Tasir’s language and literacy needs.
   (d) With your partner, prepare a written report describing your approach in identifying Tasir’s language and literacy needs, your proposed unit for addressing the needs identified, how you plan to evaluate whether the unit objectives have been achieved, and what follow-up activities beyond the weeklong unit that will help Tasir strengthen her language and literacy skills so that she can do better in her subject area classes.
   (e) With your partner, turn in a copy of your written report. Attach a copy of the unit as an appendix.
I will provide a more detailed explanation of the guidelines for this project and offer guidance in completing this case study assignment at appropriate times during the semester. The criteria for evaluating your report will focus on the overall quality and depth with respect to (a) identifying critical language and literacy strengths and needs, (b) developing a reasonable unit to address the needs identified, and (c) producing a well written report, which describes the key components of this assignment.

4. **Quizzes and Final Exam** (40 points or 40% of course Grade). There are weekly scheduled quizzes (20 points each or 20% of course grade) throughout the semester and one final exam (20 points or 20% of course grade) that will cover material addressed in lectures, discussions, and assigned readings. The content of quizzes and final exam, which will consist of a mix of objective and/or constructed response answers, is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students’ language and literacy in your future classroom settings.

5. **Group Presentations** (20 points or 20% of course Grade). Beginning the 6th week of this course, students will be responsible for presenting the major points and contents of an assigned chapter as a group to their class peers. Each group will be assigned a chapter to read, compose a presentation, and provide handouts if necessary to the whole class.

F. **Evaluation and Grading Guidelines and Criteria:** All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. The criteria for determining your final grade are outlined below.

<table>
<thead>
<tr>
<th>Projects &amp; Grading Criteria</th>
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<tbody>
<tr>
<td><strong>Class Projects</strong></td>
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<td><strong>Weight</strong></td>
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<tr>
<td>1. Class Participation</td>
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<td>2. TORP</td>
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<td>3. Literacy Research Case Study</td>
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<td>4. Quizzes</td>
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<td>5. Group Presentation</td>
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<td>6. Final Exam</td>
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<td>Totals</td>
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<th>Performance Standards</th>
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<td><strong>Points</strong></td>
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<td>93-100</td>
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<td>84-92</td>
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<td>75-83</td>
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G. Required Texts, Materials, & Supplies

Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials (see readings list attached). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Required Texts:


As needed, additional readings to supplement course content may be selected from various journal publications (see sample journals below), book chapters and reports (see sample resources in attached references).

b. *Educational Leadership* (ascd.org)  
c. *Journal of Adolescent and Adult Literacy* (www.reading.org)  
d. *Journal of Learning Disabilities* (www.ldanatl.org)  
e. *Journal of Literacy Research* (www.nrconline.org)  
f. *Language Arts* (www.ncte.org)  
g. *Tapestry Journal* (tapestry.usf.edu)  
h. *The Reading Teacher* (www.reading.org)

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.
### H. Topical Outline & Schedule

The following 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 needed.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Topics</th>
<th>Readings &amp; Project Due Dates</th>
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</thead>
<tbody>
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<td>Specific weekly reading from texts and articles Designated activities based on weekly topics</td>
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I. SELECTED READINGS


J. University Policies

Students Rights and Responsibilities. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions

Grade Replacement/Forgiveness: If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade
replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services: If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the 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.

(i) “Cheating” includes, but is not limited to:

- Copying from another student’s test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
• Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• Paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution or computer program;
• Falsifying research data, laboratory reports, and/or other academic work offered for credit;
• Taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

K. College of Education and Psychology Vision & Mission Statements

Vision: The college of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

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, who contributes to knowledge through a scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service.

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a
complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to: (i) the nature, purpose, timing, and amount of the communication; (ii) the subject matter of the communication; (iii) whether the communication was made openly or the educator attempted to conceal the communication; (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; (v) whether the communication was sexually explicit; and (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35.