

**University of Arkansas - Fort Smith**  
**5210 Grand Avenue**  
**P. O. Box 3649**  
**Fort Smith, AR 72913-3649**  
**479-788-7000**

**General Syllabus**

**READ 3503 Methods and Materials for Teaching Literacy**

Credit Hours: 3      Lecture Hours: 3      Laboratory Hours: 0

Prerequisite: Admission to the Educator Preparation Program

Prerequisites and corequisites: ELML 3403 Practicum II, SPED 3003 Teaching Diverse Learners, and READ 3803 Literacy Assessment and Intervention

Effective Catalog: 2024-2025

**I. Course Information**

**A. Catalog Description**

Examines methods and materials for teaching literacy and literature.

**B. Additional Information**

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

**II. Student Learning Outcomes**

**A. Subject Matter**

Upon successful completion of this course, the student will be able to:

1. Apply knowledge of the speech sound system of language, including the rules and patterns by which phonemes are combined into words and phrases.
2. Apply strategies for teaching and assessing language and literacy skills using an integrated system of listening, speaking, writing, and reading.

3. Apply the knowledge of the science of reading research.
4. Apply knowledge of cultural and linguistic diversity including ELLs.
5. Apply the knowledge of developmentally appropriate literacy instruction including integrating with other areas of learning.
6. Apply knowledge of vocabulary development and design developmentally appropriate instruction for academic language acquisition.
7. Apply knowledge of the role of phonological awareness, phonemic awareness, and phonics in reading development and fluency.
8. Apply reading comprehension skills and strategies to imaginative/literary and information/expository texts
9. Identify developmentally appropriate literary texts across genres, cultures, and centuries.
10. Integrate and compare written, visual, and oral information from literary texts and multimedia resources.
11. Demonstrate the knowledge of concepts of print.
12. Apply measures of text complexity to determine grade-band levels of the text.
13. Demonstrate understanding of the characteristic of common types of writing

#### **B. University Learning Outcomes**

This course enhances student abilities in the following areas:

##### **Global and Cultural Perspectives**

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

##### **Analytical Skills**

##### **Critical Thinking Skills**

Students will draw conclusions and/or solve problems. Students will access and evaluate appropriate information through written and electronic means. Students will reach viable solutions to a problem and be able to justify those solutions.

### **III. Major Course Topics**

- A. Selecting literature for diverse populations
- B. Elements of fiction
  1. Genre
  2. Story schema
  3. Evaluation of literature
  4. Reading across the curriculum
  5. Writing across the curriculum
  6. Comprehension
  7. Fluency
  8. Integrating technology

9. Censorship, copyright laws, and public domain
10. Parents and families
11. Leading and managing the literacy classroom