Early Language and Literacy: EDRE 3350

## Instructor Information

Dr. Randall

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Office Hours: Tuesday- 8:30-9:30; Wednesday- 12-2:00; Thursday- 10:00-1:00

## Course Description, Structure, and Objectives

**Catalog Description**

The course focuses on theoretical and practical applications of early language and literacy development (birth through grade K). With an emphasis on family and community literacy practices, this course will explore the ways in which children use and play with language as their earliest form of literacy and how teachers can capitalize on family and community literacy practices to create culturally sustaining classrooms. The course critically focuses on language and literacy development, including the Science of Teaching Reading, and how those perspectives instantiate themselves in programs for young children.

**Course Structure**

This course meets face-to-face. There are 15 Modules, with each module containing all the information for that week’s assignments.

**COURSE GOALS AND DESCRIPTION**

1.Describe major theories that inform language and literacy development in early childhood classrooms.

2.Describe the developmental processes of oral language and literacy and the cultural, linguistic, and home actors that influence language and literacy development.

4.Discuss the role of motivation, comprehension, phonological awareness (including phonemic), alphabetic principle, phonics, and fluency in reading acquisition and instruction in promoting reading development (understand the science of teaching reading); and

5.Demonstrate an understanding of multimodalities and semiotic systems as an expanded notion of “texts”.

## How to Succeed in this Course

To be successful in this course, you need to:

1. Be in class. See the attendance policy.

2. Read your weekly announcements. I have important information in these messages.

3. Become familiar with the Course Organization

4. Read through the assignments and ask questions if you do not understand.

5. Turn in your assignments on time.

6. Communicate with me.

**AI: While I can appreciate AI, it is not to be used to make your final presentation or to write your discussion posts. I do not mind you using AI to help research creative ideas, but you need to come up with your own original thoughts and ideas. If you use it to research and get creative ideas, always provide a paragraph at the end explaining what you used it for. For example, if looking for a link to a children's book that has the same theme as the book we read in class, in the way you wish to look at it, you might use AI for this but tell me about the process. It doesn't need to be a long paragraph but tell me. You can also search for creative ideas, as AI is great for that, but do the writing yourself.**

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to [unt.edu/success](https://www.unt.edu/success/) and explore [unt.edu/wellness](https://wellness.unt.edu/). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu/).

Eagle Alert

You will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Emergency Notifications and Procedures Policy (<https://policy.unt.edu/policy/06-049>).

ADA accommodation statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Share your availability with students and communication preferences in a way that reveals the value of connecting outside of class and normalizes success through goals and challenges. You **must** include your office hours, and you might also share what success means to you or include common feedback you receive from students when they utilize office hours and/or other academic success resources.

## Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

## Required/Recommended Materials

**Required Textbooks and/or Material**

The Gift of Story: Exploring the Affective Side of the Reading Life by John Schu

All other Supplementary materials and/or readings will be provided.

This course has digital components. To participate in this class, students will need internet access to reference content on the Canvas Learning Management System and [faculty member to include other required equipment or software such as a webcam, microphone, Adobe Photoshop, etc.]. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (<https://online.unt.edu/learn>).

## Course Requirements/Schedule

See Course Summary in Canvas

|  |
| --- |
| **Book Clubs (Literature Circles)**  For this assignment, you will be working in groups of 5-7. You will be using a book chosen by your instructor.   You will meet every other class to go over your assigned role in the book (total of 6 weeks), but the work MUST be done PRIOR to coming to class to earn credit. Showing up without your assigned role done for your group is not acceptable. Each week you meet is worth 30 points out of 180. Meeting with your group IN class with your role sheet submitted is worth 30 points.   If you show up and your role sheet has NOT been submitted, then you will earn partial credit of 15/30 for being in class. Book Clubs occur in class, and you need to be prepared with your work submitted to earn full points. If you submit your work late- as in before class- you will lose late points.  If you miss class on a day, we have book clubs, and you submit your work on time, you can still earn partial credit of 15/30 points if and only if you have submitted your work on time. If you miss class and have not submitted your work on time, you can earn up to 10 points as long as your work is submitted by the evening of class.  After that, it will be a zero. Book Clubs occur in class, and you need to be present to work with your group.  If you miss class because you are sick AND email me BEFORE class, then you can earn 25/30 points as long as the work has been submitted on time. You can only use this one time.  Book clubs are held in class, so you must be there to participate properly.  All late work for Book clubs must be submitted no later than 11:59 pm on the day of class.  For this section for Fall 2025, you will use The Gift of Story: Exploring the Affective Side of the Reading Life by John Schu. |
| **Book Club Group Presentation Final- Submitted Online**  For your presentation, you will be making a group presentation using CANVA on your Book Club Book. This presentation will be very engaging and includes outside links and lots of visuals and examples. Detailed directions will be given in class.  Class time will be provided for you to plan and work as a group. You will, of course, need time outside of class to work on this. |
| **In-Class Book Discussion Questions:**  To try and make it so you do not have so much outside of class work, this will be done during class. It could be at the beginning, end, or middle of class, depending on the day. The book reading will be done in different ways, either by me or in a group setting. After reading, you will have a group activity.  After you will post in DQ following a specific format. This activity will expose you to children’s books, which will help you gain knowledge of books to share with your future students. It will also allow you to complete one of your key assignments for this class.  This is worth 30 points for each of the 6 meetings. This is an in-class activity, and to get credit, you must be in class.  I realize there will be times you may be sick and can't be in class when we have a DQ. If you are sick and have emailed me BEFORE class, then you earn partial credit of 25/30 points for this assignment as long as you submit the alternate assignment by the eve of the following day we meet for class. For each day after this that you have not submitted your work, you will lose 5 points. If you miss class again when we have a DQ because you are sick, then you can earn up to 20/30 points again as long as the alternate work is done on time. You cannot miss more than 2 DQ class days and still earn credit. The activity occurs in class and the DQ write-up is just a reflective piece of that. |
| **Quizzes**  You will have random quizzes covering the syllabus, canvas, and phonics skills throughout the semester. These quizzes will begin in either week 3 or 4. Quizzes are worth a varying number of points for a total of 200 points. You must be in class to take the quiz. All makeup quizzes are done at the end of class in week 13. |
| **Phonics Test**  You will have a test on the phonics skills learned in class. I will provide a study guide, and all the weekly notes from the phonics quizzes will be all you need for this end-of-the-semester test. |

## Assessing Your Work

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| --- | --- |
| Book Clubs | 180 Points |
| Book Club Group Final | 150 Points |
| In Class Book Discussions | 180 Points |
| Quizzes | 200 points |
| Phonics Test | 250 Points |
| Attendance | Up to 40 Points/ or 45 points |
| Total Points | 1000 Points |

**Grading Scale:**

900-1000 points =A; 800-899 points =B; 700-799 points = C; 600-699 points= D; Below 600 points = F

**Late Work:**You will lose points each day your assignment is not turned in without checking in with me BEFORE it is due. See Canvas for more details for each assignment.

**Extra Credit:** Your grade is earned during the semester, and I do not offer extra credit at the end of the semester.

Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu/) (<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Focus on areas where you are struggling in this course by attending scheduled study group sessions with me the week before each exam. Forward together!

[Academic Integrity Policy (PDF)](https://policy.unt.edu/policy/06-049) (<https://policy.unt.edu/policy/06-049>).

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: Academic Integrity Policy (PDF) (https://policy.unt.edu/policy/06-003).

AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at UNT Policy 07.012 Code of Student Conduct.

ADA Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it’s important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your

privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access).

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and

crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources\_0. UNT’s Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

**EDUCATOR STANDARDS**

In order to recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum includes alignment to standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

**TEXAS TEACHING STANDARDS**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1-Instructional Planning and Delivery.

a. Standard 1Ai,ii,iv

b. Standard 1Bi,ii (Lesson design)

2. Standard 2--Knowledge of Students and Student Learning

3. Standard 3--Content Knowledge and Expertise

4. Standard 4--Learning Environment

5. Standard 5--Data-Driven Practice

6. Standard 6--Professional Practices and Responsibilities

Full description of the standards and competencies can be accessed using this link: [Texas Teaching Standards Adopted in Chapter 149](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)

**EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:**

A full description of the standards and competencies can be accessed using this link: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

*[List the standards here, using this format:*

*• Standard I 1.1k-1.2k, 1.1s-1.7s (Comprehensive Knowledge of SS)*

*• Standard II 2.1k-2.3k, 2.1s-2.2s (Integration)*

*• Standard III 3.1k-3.8k, 3.1s-3.7s (TEKS)*

*• Standard IV 4.1k-4.18k, 4.1s-4.11s (History)*

*• Standard V 5.1k-5.12k, 5.1s-5.14s (Geography)*

*• Standard VI 6.1k-6.23k, 6.1s-6.12s (Economics)*

*• Standard VII 7.1k-7.13k, 7.1s-7.11s (Government)*

*• Standard VIII 8.1k-8.10k, 8.1s-12s (Citizenship)*

*• Standard IX 9.1k-9.21k, 9.1s-9.12s (Culture)*

*• Standard X 10.1k-10.9k, 10.1s-10.10s (Science, Technology and Society)]*

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: <https://tea.texas.gov/academics/curriculum-standards>

*[List the standards here, using this format:*

*• Pre-K Guidelines VII for Social Studies • Chapter 117 TEKS for Fine Arts Subchapter A. Elementary Grades K-5 117.1-117.19 • Chapter 117 TEKS for Fine Arts Subchapter B. Middle Grade 6 117.32-117.34 • Chapter 113 TEKS for Social Studies Subchapter A. Elementary Grades K-5 113.1-113.7 • Chapter 113 TEKS for Social Studies Subchapter B. Middle Grade 6 113.21-113.22 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]*

**ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)**

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

**TEXAS COLLEGE AND CAREER READINESS STANDARDS**

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: <http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

**TECHNOLOGY APPLICATIONS**

[Technology Applications (All Beginning Teachers, PDF)](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539612985) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

*[List the Technology Application standards for all beginning teachers here, using this format:*

*• Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*

*• Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*

*• Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*

*• Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*