

**EDRE 4870: Cross-Curricular Literacy Materials and Resources
SUMMER 5W2 2020**

COURSE NUMBER/SECTION:

EDRE 4870.001 Tuesdays 5:30- 8:20pm, Summer Remote

INSTRUCTOR: Brittany L. Frieson, PhD

PREFERRED NAME: Dr. Frieson; *she/her/hers*

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VIRTUAL STUDENT HOURS: Tuesdays & Fridays 1pm to 3pm (or by appointment) via Zoom using this link: <https://unt.zoom.us/j/5900387431>.

CLASS MEETINGS: Mondays-Thursdays 10:00-11:50pm;

Please note that this course is a hybrid model. There will be asynchronous sessions with pre-recorded lectures and interactive coursework. All coursework is due on the date noted by 9:59pm. However, there are a few synchronous sessions that are noted in our course calendar; all synchronous sessions will occur during our allotted course time of 10-11:50am.

CATALOG COURSE DESCRIPTION

This class prepares pre-service teachers in the EC-6 program to plan for and implement literacy instruction across the curriculum. Selecting, evaluating, and teaching with developmentally and culturally appropriate literature and resources will be a focus as well as using disciplinary literacy strategies which support independent reading and writing in the content areas. *Prerequisite(s): Admission to the teacher education program; EDRE 4450 (for EC-6) or EDRE 4820 (for 4-8).*

PURPOSE

During this semester we will explore materials and resources to use in all content areas – resources that invite our students to be part of our literacy communities and support them as they use the language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living. While the emphasis is on resources, we know these resources must be accompanied by intentional instructional strategies to accomplish our goals of creating confident, critical thinkers and literacy users.

As we respond to and integrate children's literature, technology, and content reading strategies, a goal of this course is to become critically reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live. As a result, insight into your own learning processes will hopefully enhance your personal critical and creative thinking as well as help

you become a teacher who incorporates response-based engagements to inform your instruction. Therefore, our focus is on ourselves as learners, readers, and teachers as we learn about resources and strategies to involve our students. You and your contributions are a vital part of the literacy community we create here!

FOCUS ON EQUITY & EQUITABLE PRACTICES

Acknowledging the pluralism of linguistically minoritized populations, this course focuses on the literacy needs and the variety of language learning strategies of our diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of all students in their instructional planning, material selections, and proposed activities.

Critical Conversations: Critical discourse is essential for productive engagement in questioning our environments, addressing social injustices, and making a difference in our communities (Mittra, Serriere, & Burroughs, 2017). This course addresses material that may be personal and therefore, sensitive topics such as race, ethnicity, class, inclusion, gender, dis/ability, etc, will be discussed. As a member of our community, we are all expected to be respectful of ideas, beliefs, and opinions that may be different than our own. You are encouraged to engage in thoughtful and productive debate that will help us grow as critical scholars; however, personal attacks on individuals will not be tolerated. If you find yourself having difficulty with this, please come and immediately discuss this with me, so that we can collaboratively brainstorm solutions on how to proceed forward.

READING MATERIALS

Martinez, M., Yokota, J., Naylor, A., Temple, C., Freeman, E., & Naylor, E. (2010). *Children's books in children's hands: An introduction to their literature* (6th ed.). New York, NY: Allyn & Bacon.

Fleischman, P., & Pedersen, J. (1997). *Seedfolks*. New York: HarperCollins.

****Other course materials such as journal articles, book chapters, podcasts, and curriculum materials are available on our course Canvas site.****

Log on to this URL for access to Canvas tools and resources:

[https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?tab_group_id= 1 1](https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=11)

OTHER RELATED RESOURCES

Resources: Texas Education Agency websites, LPAC Manual, TAKS Tests Samples, TELPAS, and other approved tests in Texas.

COURSE OBJECTIVES

This course is designed to empower each participant to engage with knowledge and skills and to develop dispositions to make informed instructional decisions in the following areas:

1. Response to Literature

- Use texts of all kinds to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information and for pleasure.
- Read a variety of books at all levels of many genres and create a personal database.

2. Content Area/Disciplinary Literacy

- Develop knowledge of literacy and study strategies within the context of content instruction.
- Explain the relationship between the expressive and reflective language arts processes (reading, writing, listening, speaking, viewing, visually representing) and demonstrate how they can be capitalized upon for instructional and learning purposes.
- Develop a repertoire of teaching and learning strategies for helping students learn content area vocabulary and technical terms.
- Apply informal assessment tools to determine the students' ability to learn from printed materials.

3. Integrating Materials and Resources for Literacy Instruction

- Design, select, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and the needs of individual learners; develop the ability to modify curriculum materials to meet the needs of diverse learners.
- Exhibit your understanding of using a wide variety of print throughout the curriculum, including high-quality children's/adolescent literature and diverse expository materials appropriate to the age and developmental level of learners.
- Analyze the structure and content of various texts used for instruction within content areas.
- Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
- Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.

4. Professionalism and Reflective Teaching

- Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading process.
- Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.
- Determine which professional resources (websites, journals and publications) are a significant source of information concerning literacy resources and instruction.

COURSE EVALUATION

Participation	15%
Critical Reflections (10% each)	20%
Literature Discussion Leadership	15%
Literature Unit (Planning & Reflection)*	50%
Total Evaluation Points	100%

***Please submit Literature Unit to Foliotek!**

COURSE GRADING SCALE

A	100-90%
B	89-80%
C	79-70%
D	69-60%

F	59% and below
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MAJOR ASSIGNMENTS

Brief descriptions of the major assignments are described below with corresponding due dates. A more detailed assignment sheet and evaluation rubric will be provided on Canvas. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. Please submit as a WORD document please!

Critical Reflections (20%); 10 points each; Due Jan. 21st and Feb. 4th
You will compose two, revealing, introspective, and insightful, yet brief, written reflections about your learning experiences in this course. Your reflections will be guided by a prompt and must demonstrate critical and evaluative thinking about the course content as it applies to the teaching profession and to your teacher identity. Each is worth 10 points.
Literature Discussion Leadership (15%)
You will design and facilitate a <i>Seedfolks</i> literature discussion with a small group of your peers that include various strategies that will be modeled in class or from our course text.
Literature Unit (Planning & Reflection)
You will design and teach a literature unit to develop your understanding of and strategies for using literature study in the literacy curriculum. The goals for your students will relate to the development of literature appreciation, interests, vocabulary, comprehension strategies, author craft, critical thinking, advocacy, and activism. This project has two parts: (1) Selecting a set of powerful texts and creating a teaching plan and (2) Reflecting after the unit is taught. Each part is worth 25 points.
Participation & Professionalism (10%)
Students will be expected to be an active participant during our class; both online and offline. At the end of the semester, you will complete a self-evaluation of your professional behavior and participation throughout the duration of this course as it pertains to the guidelines presented in this syllabus and discussed in class, given our present circumstances.

COURSE OUTLINE

*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance the academic needs of the students. Our course outline can be found on our Canvas page.

COURSE POLICIES:

Canvas: We will be using Canvas to maintain our class website throughout the course and all assignments should be uploaded there. Course materials (i.e. Course modules, Zoom sessions, syllabus, etc.) and announcements will be available on Canvas. You are expected to check Canvas and your UNT email accounts frequently regarding announcements (inclement weather, make-up days, messages, etc.) .

Attendance: Class attendance and punctuality is a requirement for this course. Along those lines, *we are all human*. We have lives that stretch far beyond the four walls of any institution. If you need to miss a synchronous class, or arrive late, for any emergency, please contact me first. I treasure the relationships with my students, so if you miss class and I have not been previously warned, I will genuinely be concerned about you (please take this into consideration). If you must miss class, it is expected that you will consult with a classmate to review any course material that you missed, as well as view the uploaded course materials and read the assigned literature for the class session.

Any absences and tardies will affect your participation **and** final grade. Each student may miss **1** class without penalty (excused or unexcused). If you miss more than 1 class, 1 point will be deducted from your final grade for each class missed. On the 4th absence, you will be dropped from the course or referred to the ARR committee. Absences due to religious observances, military duty, or UNT-sponsored events will be excused. All other absences will be dealt with at the discretion of the instructor.

Tardies: Excessive tardiness (more than 10 minutes) will be considered as an absence. Likewise, leaving class 10 or more minutes before the end of class will be counted as an absence. Three tardies (more than 10 minutes) count as **1** absence.

****Note:** Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Bulletin: Undergraduate Catalog. "Regular and punctual class attendance is expected. Absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member."

Participation: This course will be largely based on digital lectures with interactive activities and critical discussions to help us *grow* as scholars and future educators, with some lecture to facilitate and scaffold our foundational knowledge and learning. Therefore, active participation (including your reading, writing, and inquiry) largely determines our journey together through this course. We are a unit and your participation *is* and *will always* be an integral part of this class. By not attending class and/or actively participating each time (participation doesn't always look the same—we will discuss this) will negatively impact your final grade.

Late Work: All assignments and postings are due on the day designated in the course agenda by 11:59pm (for example, if an assignment is due on 7/10, the assignment is due by 11:59pm on 7/10). If you need extra time before a due date, please discuss it with me and I will determine what procedures we will follow. **Points will be deducted for late work (1 point for each day it is late) and must be turned in within a week after it is due.**

Kid-Friendly Environment: Balancing school and life as a parent is quite the challenge! It is my personal belief that individuals can have dual roles as parents and students if they choose to. Therefore, our classroom space will always be welcoming and inviting of children of all ages!

Instructor Communication Policy: Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. **Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m.** Please plan accordingly!

Teacher Education & Administration Departmental Policy Statements

ACADEMIC DISHONESTY: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity:

<http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-StudentAffairs-AcademicIntegrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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 classroom 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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ADA STATEMENT: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

E-PORTFOLIO: Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course will require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

EMERGENCY NOTIFICATION & PROCEDURES: UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

SPOT: The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

TECHNOLOGY INTEGRATION POLICY: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner-centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations that advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. *Content and curricular knowledge* refers to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. *Knowledge of teaching and assessment* refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. *Promotion of equity for all learners* refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. *Encouragement of diversity* refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. *Professional communication* refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. *Engaged professional learning* refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

NOTEWORTHY

COVID-19 Information: The university has created an official webpage to house information and university updates pertaining to the global pandemic. Please visit the website for more details: <https://healthalerts.unt.edu>

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

Title IX Services: 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, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

University Mental Health Services: I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>