

# EDRE 4850: Teaching the Tools and Practices of Reading Across the Curriculum

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## DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Our faculty are focused on the preparation of highly competent educators, researchers, and administrators who employ current theory and research as they fill these important roles.

### Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

### Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

### Commitments

We are activists in providing strategies for teaching that are aligned with the core commitments of our UNT Teacher Preparation Program to transform teaching.

### COURSE PREREQUISITES

EDRE 3350; Admission to Teacher Education Program.

Concurrent enrollment in EDRE 4860; EDEE 4350; EDSP 4350; EDCI 4010.

Some of the assignments in these courses will overlap. We try to think of the curriculum (artificially divided into courses) as integrated. This is a challenge for both the course instructors and for students but in the best interest of learning. In your "teacher life", you will face similar challenges to integrate across curriculum areas that have been artificially divided.

## CATALOGUE DESCRIPTION

The purpose of this course is to prepare preservice teachers in the area of reading as a process for meaning-making, as a tool for inquiry, and as a tool for activism. This course will cover various models of teaching reading that range from skills oriented, to process-oriented, to practice-oriented perspectives.

## COURSE GOALS AND DESCRIPTION

In this course, preservice teachers will:

- Develop an expanded understanding of literacy development that builds on the content of the Early Literacy course taken the previous semester;
- Practice teaching literacy using assessment and reflection to inform teaching;
- Engage in asset-based, appreciative teaching to plan for instruction;
- Consider the demands of literacy assessment associated with different audiences and how these forms of assessment can be used to inform instruction;
- Develop an understanding of the content of the “science of reading”.
- Engage in critical inquiry into classroom teaching from an equity perspective.

### Students will further explore:

- Learning within a community of practice perspective;
- Expansive vs restricted views of what counts as reading;
- Cultural and linguistic variation with humanizing pedagogies;
- Models for assessment;
- Teaching as relational, appreciative, humanizing, and responsive (through assessment);
- Practice as a space for inquiry and growth in teaching;
- Assessment and Teaching as woven together.
- Practice spaces for reading and teaching (e.g., read alouds, shared reading, guided reading; independent reading, book clubs, inquiry/study groups) in both hybrid and classroom contexts.

## REQUIRED FIELD HOURS

This course contains a required field experience at an off-site location for two full days each week. Some of your assignments will be coordinated in this practicum setting.

**PLEASE NOTE: A Criminal Background Check is required.**

## REQUIRED TEXTBOOKS AND/OR MATERIALS

- [\*Critical Literacy\*](#) by Vivian Vasquez (**optional**)
- [\*Puzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms\*](#) (The Practitioner Inquiry Series) by Cynthia Ballenger
- Additional readings in Canvas drawn from the professional literature on literacy

## ATTENDANCE POLICY

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. Per [University Policy 06.039](#) an excused absence falls under the following categories:

- religious holy day, including travel for that purpose;
- active military service, including travel for that purpose;
- participation in an official university function;
- illness or other extenuating circumstances;
- pregnancy and parenting under Title IX; and
- when the University is officially closed.

If you are unable to attend a class for any reason (including those not listed above), please be sure to notify me **as soon as possible**. For reasons not listed above where missing class is unavoidable, please let me know so that we can come up with an alternate plan. ***It is my discretion to excuse absences for reasons not listed above***, and it is imperative that you communicate with me. It is also expected that you will arrive to class on time and not leave before the end of class.

For courses offered 1 time per week	For courses offered 2 times per week	For course offered 3 times per week
0 – 1 unexcused absence 10 points	0 – 2 unexcused absences 10 points	0 – 3 unexcused absences 10 points
2 unexcused absences 7 points	3 unexcused absences 7 points	4 unexcused absences 7 points
3 unexcused absences 3 points	4 unexcused absences 3 points	5 unexcused absences 3 points
4 unexcused absences F in the course	5 unexcused absences F in the course	6 unexcused absences F in the course

## COURSE ASSIGNMENTS

*(Please see Syllabus Supplement for detailed descriptions and tentative course schedule)*

MAJOR ASSIGNMENT OVERVIEW	
Essay (Reading Life-Line)	5%
Mentoring (process and report)	20%
Text Environment Analysis	20%
Literature (Inquiry) Unit	20%
Teacher Interview	5%
Readings and Class Discussion	10%
Oral Final	20%
<b>TOTAL</b>	<b>100%</b>

MAJOR ASSIGNMENT DESCRIPTIONS
<b>Short Auto-Essay</b> Who are you as a reader? What experiences in school were impactful on you as a reader? Create a reading “life line”. Be creative and honest.
<b>Mentoring Experience (Artifacts, Reflections, and Final Report)</b> You will engage in the mentoring of a student using the web-based instructional support offered through PALs. This work will include both teaching plans and a final case study report.
<b>Text Environment Assessment</b> Students will assess the text environment in their classroom practicum placement using a modified TEX-IN3 inventory.
<b>Responses to Readings and Videos</b> Students will respond to chapter and other readings as scheduled on Canvas. Students will respond to videos in support of their mentoring also through Canvas.
<b>Literature/Inquiry Unit (SHARED assignment with Writing Tools course)</b> You will develop and teach a literature/inquiry unit in their placement classroom. This work will include both teaching plans and a final report. This unit will build directly on the work completed the previous semester in Science Methods and the Social Studies Methods course from the previous semester. You will submit an analysis of at least one “discussion” and how you reflect on the discourse moves you used in your discussion.

**Teacher Interview and Observation**

You will observe and interview your classroom teachers surrounding one reading instructional/practice activity structure in their classroom (e.g., guided reading; read aloud; book clubs) that the teacher is working to improve/innovate. Your interpretation will consider the features of this activity in the mentoring work you are doing and possibly toward your research project for the Practice Based Research Course in Block C.

**Oral Final (Optional for some sections, required for others; SHARED assignment with Writing Tools and Classrooms as Communities courses)**

You will participate, either individually or in a small group, in a focused discussion of reading assessment and development as your final. Questions will be provided one week prior to the exam. Preparation notes will be submitted.

**NOTE:** This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate.

**STANDARDS**

The content and activities you will engage with in this course reflect the State of Texas standards for teacher preparation. Following this link (<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>) you will see the specific standards addressed in this course. Some of the standards addressed in this course are new. Some are extensions of standards engaged with in previous courses. All of these standards will be assessed on the Texas certification exams.

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu). (UNT Policy 16.001)

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in Reading Tools 4850 are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & 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 Blackboard for contingency plans for covering course.

**Student Evaluation Administration Dates.** 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, 14 and 15 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](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

**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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

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### DEPARTMENT SYLLABUS STATEMENTS

**Foliotek ePortfolio** (where applicable). 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 may 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>

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## Syllabus Supplement

### EDRE 4850: Teaching the Tools and Practices of Reading Across the Curriculum

This supplement offers a more in-depth description of the activities and requirements of the course including a tentative schedule. While all sections of this course will address the same standards, there may be variations in the specific activities as a function of the context in which the course is offered (e.g., school placements, course sections taught in schools), as well as adjustments made at the discretion of the course instructor to enhance the effectiveness of the course.

## **Stance and Vision: Critical Literacy**

You will be challenged in this course to consider reading (and literacy) from a different perspective than you might have experienced in your own schooling. Literacy is a social practice. It is a rapidly changing social practice that is evolving in form and function. Literacy encompasses a set of tools used to access, represent, and make sense of the world around us. Literacy can be used to open minds or to close them. Access to literacy practices may be expansive or restricted. Limiting access to literacy has been used to marginalize groups – in particular based on race, ethnicity, linguistic diversity, and poverty. We see the effects of this marginalization in the discrepancies in achievement among minoritized youth. The institution of schooling can, without critical reflection, perpetuate these differences. Our work is to uncover these oppressive forces and improve literacy for all. In line with the commitments of the UNT teacher preparation program, we are striving not to fit in but to improve.

## **Concurrent Experiences and Coursework**

You are taking this course in Block B of your Professional Development Sequence (PDS). We will work to coordinate all of these experiences to support your growth in teaching.

You will be working in a classroom two full days per week. We will work to make connections between this practicum experience and this course in literacy. You will, no doubt, see things in your classroom placement that reflect the content of this course. You will, no doubt, see things in your classroom that are different from what we discuss in our course. Refrain from judging (your classroom and your teacher as well as your course instructor). Refrain from a “like” or “don’t like” stance. Focus on learning, understanding, and forming your vision for teaching literacy in the present and future. Focus on the ways that you can contribute to the improvement of practice. This is the stance that will serve you well in your future as a teacher.

At the same time as you are enrolled in this course focused on “reading as a tool” you will be taking a course focused on “writing as a tool”. In a perfect world, these two would be one course as we strongly believe that dividing literacy is not helpful to learners or teachers. We have worked hard in the design of these two courses to fit together philosophically and pedagogically. You may even have the same course instructor for the two courses. You will find that the lines between the two courses often get blurred. That’s a good thing. Mostly, we have worked to divide the assignments in ways that balance your load. Expect some repetition of core ideas. Question and contradictions you hear.



In addition, you will be enrolled in courses in Mathematics methods, classrooms and learning communities, and an introduction to special education. You will see “literacy” in all of these courses – this is the understanding that literacy as a tool. Explore and look for connections.

Finally, all of you completed a course in “Early Literacy”. You can expect that many of the concepts engages with in this course will be extended in the literacy courses this semester.

## **Course Assignments**

The assignment load for this course is quite heavy. It is important that you to work out a schedule for your work that keeps you ahead not behind. Canvas will be used throughout the course. Assignments are described. Discussions over readings and videos will be posted there. Announcements will flow through Canvas. Teaching plans for mentoring will be posted on Google Drive.

## **Reading Essay (Life Line)**

Who are you as a reader? (Now, and in your early development) What experiences have impacted you? How will your teaching reflect your experiences?

## **Mentor A Child in Reading**

You will mentor a child for the semester in reading following the PALs framework. You will need to plan for the mentoring with your cooperating teacher and your cadre coordinator for a time and a child. The mentoring sessions are 45 minutes once a week. This needs to be the same child for the entire semester. If you are in a split placement then you need to arrange with your two cooperating student teachers to identify a child, you can work with for the entire semester. Use a pseudonym or just the first name for your child in all of your reports. You will likely take images of the work you are doing. Do not include any photos of the child you are mentoring. You may adjust this assignment to do a twenty (+) minute session each day you are in your placement.

### **Our goals through this mentoring experience are:**

1. To engage with you in evidence-based practices in the teaching of reading;
2. To reflect on and grow these practices;
3. To relate these practices to the content in your Reading Tools course.
3. To consider how these practices may look similar in classroom teaching;
4. To grow through reflection and discussion with your colleagues;
5. To consider how some practices you are engaged within your mentoring could become part

of your classroom teaching in the future; and,

6. To learn the power of teaching from an appreciative (not deficit) stance.

There will be a minimum of 12 sessions (one each week) or more if you can. You will post a reflection on each mentoring session to be posted in anticipation of your regular class meeting (by 8:00 pm the night before class). You will post these reflections on a google doc that will be developed over the semester. There will be an allotted time for you to share your reflection in class. The reflection should include:

- What went well for the child?
- What surprised you?
- What adjustments did you make in your teaching (changes from what you had planned)?
- What did you learn about your child that will be important for you upcoming teaching?
- What was added to your “beautiful board”?
- What did you learn about yourself as a teacher?
- What challenges are you facing that you would like support in?
- What would you like to share that your classmates may want to take up?

You will submit a final “case report” on your child (and yourself) that (a) documents your work – by activity structure and with images; (b) describes the growth of your child as a reader and the evidence in support of your claims; (c) summarizes your growth as a teacher of reading.

This final report must also include images from running records (at least 3) that you completed with your child and your interpretation of patterns that reveal positive strategies that you are working to extend.

## Text Environment Analysis

What do the texts that surround the child in your classroom say? How do they say it? Do the children participate in the construction of that text environment? What access and understandings do the children have of these texts? Are the texts used intentional on the part of the teacher? You will be provided with guidelines for creating a “text” report on your classroom. The project will focus on three areas:

- An **Inventory** of the texts in your classroom (by form, type, and function)
- An **In-Use observation** of children (selected) in the ways that they engage with the texts in their environment;
- An **Interview** with the children and your cooperating teacher regarding the texts in their classroom.

You will prepare a Power Point to report your findings and your interpretations. You will present your findings to your peers in class. If you are in a split placement, you can conduct the text project in one or the other of your classroom settings – or across the two.

Your goal is not to ‘judge’ but to appreciate and inquire. Focus on your classroom of the future and what you plan for. Focus on this project as a tool for you to use to grow your own teaching. Your text project will focus on a point in time. We will ask you at the end of the semester how the environment changed over time. You should also consider the kind of text environment you are creating as part of your mentoring work.

## **Create AND Teach a Literature (or Inquiry) Unit**

Read alouds are a space for promoting joy, interests, knowledge, identity, fluency, vocabulary, stamina, criticality, and comprehension strategies with high quality literature – with all ages and grade levels. A ‘unit’ approach requires you to think across multiple texts that are experienced in both read-aloud format as well as choice reading (individually and in groups – book clubs). For this project, you will be tasked with creating and teaching a mini-unit. For the purposes of this project, we will consider picture books primarily – although units can be created with chapter books and novel study.

You will need to plan for this project with your cooperating teacher. You will teach your unit across four days – with four texts. This will likely require four days (toward the end of the semester) allocating around 30 minutes of instructional time each day. We encourage you to work with your teacher to identify a focus that is aligned with the curriculum in your classroom and with TEKS.

Your unit (of four books) can focus on:

- A theme (e.g, imagination,
- A topic (e.g. science topics, social studies topics)
- An author/illustrator (e.g., Kevin Henkes, Jacquilyn Woodson)
- A genre (e.g, mysteries, fantasy, myths)

You must connect your unit explicitly to BOTH the TEKS and to the Core principles of UNT’s teacher preparation program. Your unit must include students working in a response journal (that is used to provoke and evoke discussion) and a language chart that surfaces key topics in focus for the unit. In anticipation of your teaching the unit, you will submit a plan that includes:

- The “big idea” you are focused on
- Links to the TEKS and UNT commitments (and how these will be addressed intentionally)
- Book selections (and why)
- A culminating activity that focuses on activism
- A pre-assessment and post-assessment

In teaching the unit, you will focus on strategies to promote growth through dialogic interactions. You will record at least one short discussion and include an analysis of the

discourse moves used by you to promote engagement. You will compose a final report on your teaching that describes: the activity; the engagement, the growth of students and what you learned about teaching. You CAN work with a partner on this assignment and teach together.

## Course Readings and Video Responses

There will be one textbook chapter reading and one professional reading (to be provided) each class session. You will post your responses to the readings on CANVAS. The guidelines for these responses are included at the end of this supplementary syllabus. Two class members, each week, will take the lead in summarizing the responses of the class to the required textbook chapter reading. The course instructor will be responsible for any additional course readings.

We encourage your creativity in these responses. **In addition to your own posting, you will be expected to respond to at least one other person from the class.** Choose a different classmate each week to respond to for the readings. Of course, you can respond to more than one. YOU CAN POST EARLY (days early!). You do not need to wait till the last minute to post – please. We will give specific guidelines for posts to readings. It is important that you bring your texts that are the focus for discussion to class.

Read course materials (articles, chapters, etc.) as they are assigned. These documents will be sent to you in electronic form. We will be using a blog for this purpose. All responses must be posted by 6:00 pm on the day before the readings are to have been completed for credit.

## Oral Final

Participate, either individually or in a small group, in a focused discussion of reading assessment and development as your final. Contribute to the discussion in a way that reveals your understanding of the course content. We will provide guiding questions for the final. You will schedule with your group to meet for the final with the course instructor for the week following the Thanksgiving break. Groups must not be larger than four people. You must post a description of your preparation for the final and any notes you prepared in advance of your final meeting.

## Scoring Rubric for Final Tutorial Reports

- |    |  |
|----|--|
| 30 | Excellent and thorough documentation of student needs, instructional decisions, and progress. Clear connections established between student needs, assessments, instructional strategies and student evaluation. All drafts completed on time.       |
| 20 | Good documentation of student needs, instructional decisions, and progress. Many connections established between student needs, assessments, instructional strategies and student evaluation. All drafts completed on time.                          |
| 10 | Fair documentation of student needs, instructional decisions, and progress. Unclear or limited connections established between student needs, assessments, instructional strategies and student evaluation. Drafts may have been late or incomplete. |

## Reading Responses

You will use canvas to respond to the posted assignments. Use the reply mode (we will elaborate on this later in class).

- |              |   |
|--------------|---|
| ID:          | Author, Title, Date of your response, and Your Name   |
| Summary:     | List the three most important ideas you got from this reading.<br>Quote directly from the text. Include this quote in your response with the page number.   |
| Connections: | Does this article connect in any ways to: Course lecture content? Your field experiences? Other readings in this course? Other readings elsewhere? Your prior knowledge? Does your response connect the responses of other students in the class?<br>Describe and explain the connection. |
| Puzzles:     | What puzzles you about this article?<br>What didn't you understand?<br>What questions does it raise in your mind?   |
| Comments:    | (Optional) additional comments you would like to make.<br>Be prepared to discuss your postings in class.  |

## Scoring Rubric for Reading Responses (Packets/Handouts):

- |   |  |
|---|--|
| 3 | Three important ideas identified, perhaps even additional ones.<br>Responses use both paraphrasing and direct quotes from the author.<br>At least two different connections are described.<br>At least two important questions are identified that are germane to the topic. |
| 2 | Less than three ideas are identified, or some of the ideas are minor.<br>Responses are simple restatements of propositions from the text.  |

Connections are limited to one source or type. Connections have limited application or importance.

The questions have either obvious answers or are unanswerable.

1. Important ideas are not identified.

Descriptions of ideas are severely limited and superficial.

Connections are trivial.

The questions are unrelated to the content and/or insignificant to the course focus.

0 Assignment not turned in or response not following format guidelines.

You will not receive a grade for each of your responses. If a response is less than a “3” level you will be informed and suggestions made to improve the quality.