# EDRE/3350/501

Early Language and Literacy: EDRE 3350

## Instructor Information

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Adjunct Instructor

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## 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 inside 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

Virtual Office Hours: Tues-2-5 pm and Thursday 7:30-9:00am/12:00-2:00. I am also available via text, email and zoom. Please feel free to ask questions. If you send questions via email, make sure to do so before 5 pm as after 5 pm I will not be available to answer until the next day.

To be successful in this course you need to:

1. Begining 1/28/25 be in class and participate. 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 your assignments on time.

6. Communicate with me.

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 fully 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. 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 completed is worth 30 points. If you show up and your role sheet is not complete or with you, then you will earn partial credit of 20/30 which is for being in class to meet with your group. You should show up with your work complete. If you are absent and have an excused absence submit your COMPLETED role sheet to both me and your group BEFORE class and if and only if you have emailed me BEFORE class, you can earn up to 25/30 points for the first time. Each time after that it will result in more points lost- 2nd time is 15/30, third time is 5/30 and after that it is 0.  Book clubs are held in class so you must be there to participate properly. If you do not come to class, and you submit nothing to me or your group then you will not receive any of the 30 points. Always talk with me first as I can make exceptions, but I must know first. More Specific Directions and details will be provided in class.  For this section for Spring 2025 you will use The Gift of Story Exploring the Affective Side of the Reading Life by John Schu. You need to get the actual book as your work for the books clubs is going to be done in the book and that is how you will be graded. |
| **Book Club Group Presentation Final- Submitted Online**  For your presentation, you will be making a group presentation using CANVA over your Book Club Book. This presentation will be very engaging and include 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 have knowledge of books to share with your future students. It will also allow you class time to complete one of your key assignments for this class. |
| **Quizzes**  You will have random quizzes covering syllabus and canvas and phonics skills throughout the semester. These quizzes will be worth a varying number of points. You must be in class to take the quiz. Only excused absences (or your one freebie) will be allowed to make up quizzes. Those emails must be sent to me BEFORE class. Always check with me first because it is possible your reason for not being in class is excused. Communication is key between both you and me. |
| **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 | 250 points |
| Phonics Test | 200 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>).

**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 into 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]*