**Teaching the Tools and Practices of Reading Across the Curriculum EC-6**

**EDRE 4850-026 (9676)**

Fall 2024, 3 credit hours (undergraduate)

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| Fall 2024  16 Weeks  Aug. 19th -Dec. 13th | **Class Meeting**  Thursdays from 5:30PM-8:20PM  **Matt 114** | **Assignments due**  Wednesdays and Thursdays by 11:59PM |

**Communication Practices:**

Please connect with me through CANVAS message for course related questions. I check several times/days Monday-Friday from 9AM-8PM. For absences and to schedule office hours, please use my email. During peak times, my inbox stays full, so if you contact me and do not receive a response in one or two business days, please send me a follow up email. A gentle nudge is always appreciated. 😊

**Student Office Hours:**

* Mondays 10AM-1200PM
* Tuesdays 10AM-12:30PM
* Thursdays 2PM-4PM

**Course Pre-Requisites and Concurrent Enrollment**

EDRE 3350; Admission to Teacher Education Program. Concurrent enrollment in EDRE 4860; EDEE 4350; EDSP 4350; EDCI 4010.

**Course Catalog Description**

This course prepares preservice teachers in reading as a process for meaning making, as a tool for inquiry, 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.

**Required Textbooks**

Fisher, D., Frey, N., & Lapp, D. (2022). *Teaching reading: A Playbook for Developing Skilled Readers Through Word Recognition and Language Comprehension*. Corwin Press. **(Required)**

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers*. Heinemann Educational Books. *(Recommended)*

*\*Course materials can be reviewed at Willis Library from service desk—Arts, Sciences, Education, Humanities, Social Sciences, World Languages and Spanish Courses section. Give the course information along with the instructor’s name.*

**Course Goals**

*In this course, pre-service 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”;

*Students will further explore:*

* Learning within a community of practice perspective;
* Expansive vs restricted views of what counts as reading;
* Models for assessment;
* Assessment and Teaching as woven together.
* Practice spaces for reading and teaching (e.g., read aloud(s), shared reading, guided reading; independent reading, book clubs, inquiry/study groups) in both hybrid and classroom contexts.

**Concurrent Experiences and Coursework**

You are taking this course in Block B of your Professional Development Sequence (PDS). We will coordinate 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, teacher, and 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 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.

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 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 in this course will be extended in the literacy courses this semester.

**Required Field Hours**

This course is part of Block B in the teacher preparation program. The students enrolled in this course are in classrooms for two days a week for the entire semester. The course sessions may be offered off-campus in a school site to provide opportunities for practicum experiences. This course is offered concurrently with the writing tools course. Some of the assignments may connect.

**Course Structure**

This is a 16-week in person course. This course is broken down into a weekly module. Each module holds all the work for one week. The course is organized around two aspects essential for understanding how an individual learns how to read.

The two parts are:

* Word recognition
* Language Comprehension

As we continue through the course, you will be introduced to the nuances of these two parts among other things.

Below, you will find the course schedule. Keep in mind that it is subject to change depending on your needs as pre-service teachers and life in general, but all changes will be communicated as soon as they occur.

**Assignment Breakdowns**

*All assignments (formative and summative performance tasks) are subject to change as directed by student needs and the demands of the content.*

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| **Course Assignment Breakdown** | |
| Professionalism and Engagement | 200pts |
| Read Alouds/ Reading Lessons | 100 pts |
| Literacy Notebooks | 200pts |
| Module Activities | 45 pts (x13) |
| Reading Responses Visual Aids | 50 pts each (at minimum 11) |
| Five Day Literacy Lesson Plan Assignment | 100pts |
| TOTAL | 1,735 pts |

Read Alouds with a Critical Reflection

Students will engage their classmates in a critical reading of a selection of a children’s picture book. The reading will be a mini lesson working specifically on an aspect of reading instruction that this course is working on. You will be required to also ask critical questions of the text and depending on the picture book's content. This will be a solo project, and each student will submit the lesson plan to the instructor and fill out a critical reflection based on your read-aloud experience.

Literacy Notebooks

You will receive a notebook for this course also used in EDRE 4050. The notebook will be split and organized to act as a resource for you to take into your journey from UNT to your classroom. You will complete notes, some homework assignments, and engage in critical reflection for both courses.

Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts)

Every week, you will be responding to the readings for this course. These are important in helping you prepare for discussions we will have in class while also helping you to make sense of what you are reading, learning, and interacting with.

There are three forms your visual aids can take:

* Mind Maps: A mind map is a diagram used to represent connections, concepts, and items arranged around a central concepts and subjects
* One Pagers: A one-pager is a document that clearly and visually lays out all the necessary information about a subject or concept.
* Anchor Charts: A visual tool teachers create to help their students remember important concepts and topics that have been discussed in the course.

Final Literature and Writing Unit Inquiry Project

This assignment will be shared with the Tools for Teaching Writing (EDRE 4860) course, and students will receive a point score for the reading portion and a point score for the writing portion. Students will develop a Literature and Writing Inquiry Unit to be taught during their student teaching. The assignment will be built on topics, methods, activities, and strategies learned by students during their Reading and Writing courses. Students will develop lessons in the Reading/Writing unit that incorporate a multimodal approach to include texts, media, art, music, and performance.

**Grading Policies**

**Course Grading Scale**

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| **A** | 100-90 |
| **B** | 89-80 |
| **C** | 79-70 |
| **D** | 69-60 |
| **F** | 59-0 |

**Due Dates**

Assignments are due on Wednesdays and Thursdays at 11:59PM. All due dates are subject to change, but students will be informed well in advance.

**Late Work**

Assignments submitted after the due date are late and points will be deducted from the final grade. For each day the assignment is late, at least 5pts will be deducted from the score earned. On the 8th day after the due date, the assignment will remain a zero in the grade book. All work turned in after the deadline will receive a grade of zero unless the student has a university-excused absence and provides documentation within 48 hours (about 2 days) of the missed deadline. Please note that to receive a final grade of A in this course, ALL assignments must be completed and submitted before the last day of the course **(12/5/24)**.

**Grade Disputes**

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect you will review the assignment details and reflect on the work's quality. If you would still like to meet, message me on CANVAS to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

**Revise & Resubmit**

If you are dissatisfied with your grade for a particular assignment that was turned in ON TIME, then you are welcome to revise it according to instructor feedback and then resubmit to recapture half of the points deducted from the first submission.

**Turnaround Time**

I aim to return graded work to you within one week of the due date. If this is not possible, I will send an announcement to the class.

**Attendance Policy**

Since this class meets only once per week, in-person attendance in this class is *REQUIRED* and *NECESSARY*. Our time in class will consist of small group and whole class discussion, as well as critical learning with respect to the key content and concepts. You are a *VITAL* part of this learning community, and your contributions are part of the knowledge that we will create in our classroom. Please attend all classes and arrive on time!

The following attendance polices are in effect for this section of EDRE 4850:

* **First Absence**: You are permitted ONE absence (excused/unexcused) without grade penalty. To notify the instructor of ANY absence, you must notify the instructor as soon as possible so that make-up work can be discussed
* **Second Absence:** If excused (with appropriate, verifiable documentation submitted via email/canvas message), no grade point deduction if make-up assignment is completed. If unexcused, a full letter grade will be deducted from your final grade in the course. (Ex: B becomes a C)
* **Third Absence**: If excused (with appropriate, verifiable documentation submitted via email/canvas message), no grade point deduction if make-up assignment is completed. If unexcused, two full letter grades will be deducted from your final grade in the course. (Ex: B becomes a D)
* **Fourth Absence:** ANY four (4) absences (whether they are excused or unexcused) will result in an automatic failure of the course because attendance is deemed necessary AND required. Missing four (4) classes is the equivalent of missing more than 30% of the course material/learning and is not acceptable.
* **Withdrawal:** If you reach four (4) absences between the dates of September 13-November 18, you can withdraw from the class with a grade of W. Please note, withdrawing from courses may impact financial aid and degree completion, and you must still pay tuition for the course in full.
* **Incomplete:** Beginning on November 11, a grade of I for Incomplete can be requested *ONLY IF YOU ARE PASSING* at the time of request. If you are missing assignments and/or have three or more absences, an Incomplete cannot be granted.
* **Tardiness**: If you are late to class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival three or more times), one or more full letter grades will be deducted from your final grade at the professor’s discretion.
* **Attendance Reporting**: It is YOUR responsibility to sign the attendance sheet AND complete the absence reporting form on the day of your absence. Failure to do so will result in an unexcused absence.
* **Make-Up Work:** YOU are responsible for checking Canvas to complete readings/work you missed during an absence. DO NOT EMAIL the professor asking for missed work due to absence.

**University Excused Absences (MUST SUBMIT OFFICIAL DOCUMENTATION on the ABSENCE REPORTING FORM):**

* 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

**If you need help generating/providing official documentation for your absence:**

* Contact the Dean of Students Office via phone: 940-565-2648 or via email: deanofstudents@unt.edu

**PLEASE NOTE**: It is truly unfair to expect or demand exceptions to the attendance policies outlined above. To maintain the integrity of the coursework/content of our Teacher Education program, and to avoid placing me in situations where my compassion and kindness are exploited or taken advantage of, you must follow the attendance policy as written. That being said, I reserve the right to excuse absences for reasons not listed above.

**How to Succeed in this Course**

**Accommodations**

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 accommodation 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 can ask students to discuss such letters during their office hours to protect the student's privacy. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

**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/).

**Academic Integrity**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology to complete course work, or the use of any other materials/ methods/means not one’s own, is prohibited. These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues. Course of actions include:

1. **Admonition:** The student may be issued a verbal or written warning.
2. **Educational Assignment:** The student may be required to perform additional coursework not required of other students in the specific course.
3. **Partial or No Credit for an Assignment or Assessment:** The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic misconduct.
4. **Course Failure:** The instructor may assign a failing grade for the course.
5. **Lower Grade:** The instructor may lower the student’s final grade by one letter grade.
6. **Probation:** A student may be placed on probation for up to two (2) long semesters. Students on probation may remain at the University but may be required to satisfy specific conditions or requirements, such as, report regularly to the AIO, or be barred from holding any office or participating in any activity in which the student represents the University or University-recognized student organizations, either within or outside the University community. The sanction of probation prohibits graduation until the probation period ends, and the student has complied with all AIO requirements.
7. **Suspension:** A student may be suspended from the University for up to one year, during which time the student is ineligible for the privileges associated with registration, including living in university housing. Suspension anticipates that the student may return once applicable conditions are satisfied.
8. **Expulsion from the University:** The student is removed from good standing with the Office of Academic Integrity and must leave the University permanently without an expectation of return to the University.
9. **Revocation of Degree:** The student’s official and unofficial transcript may reflect that revocation of degree assessed as an academic misconduct penalty.

**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 https://deanofstudents.unt.edu/conduct.