

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



“If literacy [and language] education isn’t for liberation, then what is it for?”

-Dr. Yolanda Sealey-Ruiz

Instructor: Elizabeth Moore, M.Ed.	Pronouns: she/her/hers
Meeting Place/Time: Monday, 8:00-10:45 Lang, 323	Student Hours: Mondays 12:50-1:50 & by virtual appointment
Contact info: elizabeth.moore@unt.edu (Canvas preferred) (M-F; 9-5pm)	Office Location: Matthews Hall 205-D (Denton)

COURSE 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, 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.

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. Its focus is 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.

COURSE GOALS & INTENTIONS

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, justice-oriented, and appreciative teaching to plan for instruction;
- Consider the demands of literacy assessments associated with different audiences and how these forms of assessment can be used to better inform thoughtful instruction;
- Develop a critical 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.

COURSE STANCE & VISION

You will be challenged in this course to consider reading and literacy from a different perspective than you might have previously 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 & 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 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 in this course will be extended in the literacy courses this semester.

FIELD EXPERIENCE 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 with this practicum setting in mind. A criminal background check is required to participate in these activities.

REQUIRED TEXTBOOKS AND/OR MATERIALS

Germán, L. E. (2021). *Textured Teaching: A Framework for Culturally Sustaining Practices*. Heinemann.

https://www.amazon.com/Textured-Teaching-Framework-Culturally-Sustaining/dp/0325120412/ref=sr_1_1?crid=2BKA9ZG73P1TL&keywords=textured+teaching&qid=1691774108&srefix=textured+teaching%2Caps%2C128&sr=8-1

Critical Literacy by Vivian Vasquez

https://www.amazon.com/Critical-Literacy-Across-K-6-Curriculum/dp/1138188492/ref=sr_1_5?dchild=1&keywords=critical+literacy&qid=1596642551&s=books&sr=1-5.

**Other course materials such as journal articles, book chapters, podcasts, and curriculum materials are available on our course Canvas site. The readings will be posted in Canvas or through a Course Guide.

STUDENT EVALUATION

Assignment	Points	Final Grade Percentage
Critical Response Journal	10 points each; 3 total	20%
Reimagining Community Literacies	20 points	20%
Critical Book Club	20 points	20%
PLC Critical Literacy Mini Unit Project	50 points	30%
Attendance & Engagement	10 points	10%

COURSE GRADING SCALE

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

MAJOR ASSIGNMENTS

Brief descriptions of major assignments are described below with corresponding due dates. Please refer back to this throughout the semester. A more detailed assignment sheet and rubric will be provided a few weeks before each assignment is due. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

Critical Response Journal (20%); Due on various weeks (see calendar)

Students will prepare three journal responses to the assigned course readings and materials. In these responses, you will make connections between your academic and personal experiences

and the course material. Responses should be between 300-450 words and must contain APA citations to readings and course material.

Reimagining Community-Based Literacies (20%); Due October 26 (Week 11)

In their PLCs (Professional Learning Communities), students will create a community-based literacy activity. In this assignment, students will apply theoretical orientations that we have learned in this course to their community-based literacy activity. This assignment must be reimagined from an asset-based lens (ie. no remedial-type or subtractive approaches to literacy). Students will share their creations in a 10-15 minute multimodal presentation. A rubric will be provided in class.

Book Club (20%); Due October 12 (Week 8)

In their PLCs (Professional Learning Communities), students will form a professional book club. You will choose and read a diverse chapter book that addresses social justice topics (environmental justice, women's rights, racism, sexism, gender rights, ableism, etc.). In a group presentation, you will share a summary of major topics covered along with a brief literacy activity for your future students.

PLC Critical Literacy Mini Unit Final Project (30%); Due December 7 (Week 16)

In PLCs, students will create an interdisciplinary critical literacy mini unit plan grounded in at least one of the pedagogical approaches covered in the course. You will design 3 lesson plans using this approach. Lesson plans will include content and language objectives, academic and language standards (TEKS & ELPS), instructional strategies, activities, and assessments that align with critical pedagogical approaches that support and advocate for culturally and linguistically diverse students. You will present this mini unit to another PLC, who will provide constructive feedback. Your PLC will utilize this feedback to revise your mini unit prior to submission.

Participation/Classwork (5%)

Students will be expected to be an active participant during class. This includes class attendance, completing all coursework, and participating in discussions.

COURSE OUTLINE/CALENDAR

*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 learning experiences of students.

Week/ Dates	Topics	Readings/Activities Due (before class)	Assignments Due
Introduction to Justice-Oriented Literacy Instruction & Theoretical Concepts			
Week 1 August 24	Course Introduction/ A Dynamic View of Literacy & Critical Literacy	Vasquez Ch. 1	Course Survey
Week 2 August 31	Creating a Textured Teaching Classroom Landscape	Germán Ch. 1 & 2	

Week 3 September 7	Cultivating Critical Consumers of Reading	Vasquez Ch. 2 “Critical Engagement with Materials” (Learning for Justice)	Critical Response Journal #1
Week 4 September 14	Honoring Funds of Knowledge in Literacy Classrooms	Souto-Manning & Martell (2017) Ch. 2	Critical Response Journal #2
Critical Approaches to Language, Identity, & Culture in Literacy Instruction			
Week 5 September 21	Justice-Oriented Listening & Oral Language; Addressing Linguistic Privilege	Souto-Manning & Martell (2017) Ch. 4 Lippi-Green - The Standard Language Myth (p. 55 – 64) Grammar Not-zi Podcast Episode	
Week 6 September 28	Disrupting Inequities in Writing; Culturally Sustaining Writing	Vasquez Ch. 3 Dyson (2020)	Critical Response Journal #3
Week 7 October 5	Prioritizing Multilingual in the Reading Process	Espinosa & Ascenzi-Moreno Ch. 3 Espinosa & Ascenzi-Moreno Ch. 4 <i>For more guidance on critically selecting diverse texts: Celic & Seltzer (2011) p. 11-19</i>	
Critical Pedagogical Approaches & Curriculum Practices in Literacy			
Week 8 October 12	Translanguaging & Reading Assessments from Critical Perspectives	Espinosa & Ascenzi-Moreno Ch. 5 Germán Ch. 5	Book Club Talks
Week 9 October 19	Critical Literacy Across Various Disciplines: Mathematics	Germán Ch. 3 Vasquez Ch. 4	
Week 10 October 26	Critical Literacy Across Various Disciplines: Science & Social Studies	Vasquez Ch. 5 Vasquez Ch. 6	
Week 11 November 2	Critical Literacy Across Various Disciplines: The Arts	Jigsaw: Vasquez Ch. 7, 8, & 9 All: Germán Ch. 4	Reimagining Community Based Literacies
Week 12 November 9	Culturally Sustaining Literacy Instruction	Machado, Vaughn, Coppola, & Woodard (2017)	
Week 13 November 16	Growing Critical Literacy Consumers of Media	Vasquez Ch. 10 Vasquez Ch. 11	Final Project Drafts/ Peer Conferences
Week 14 November 23	Final Project PLCs	Thanksgiving Break- NO CLASSES	

Week 15 November 30	Prioritizing Texture in Literacy Instruction/ Final Project PLCs	Germán Ch. 6 Dr. Frieson @ LRA	
Week 16 December 7	Final Reflections & Course Wrap-Up	Last class day	PLC Critical Literacy Mini Unit Project

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas
Core Commitments

Commitments	As Teachers	Children and Youth	In our Practice	to Radically Imagine
Identity	We are individuals with unique cultural histories, knowledge, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace that people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as places where teachers are valued and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating.	We practice curriculum as inquiry and research that the children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by local goals and influenced by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in love and other forms of resistance to discrimination.	We value and embody caring for all its forms – personal, cultural, linguistic, and logical – as essential to living a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.

Communities	We are members of a multiple communities— connected in ways that make our successes intertwined.	value inclusive learning unities that connect us within and outside of our classrooms.	We practice humility ugh our vulnerability; hope in the face of sity; and resilience in se to our efforts that have fallen short.	We imagine schools as ining intersecting ways of being, knowing, and languaging.
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COURSE POLICIES

ACADEMIC INTEGRITY/ USE OF ARTIFICIAL INTELLIGENCE

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.

ASSIGNMENT EXPECTATIONS

Transmit only WORD documents to Canvas (no PDFs). Please do not email assignments. All assignments should:

1. present evidence of material read, evidence that the assignment is addressed in a well-organized and coherent manner, and include evidence of reflective thought, clarity of expression, criticality, creativity, and initiative.
2. include APA citations. You must give credit for other people's work. NO EXCEPTIONS!
3. be submitted in an organized and polished fashion.

ATTENDANCE EXPECTATIONS

Class attendance and punctuality is a requirement for this course. Along those lines, *we are all human and we are living in unprecedented times*. We have lives that stretch far beyond the four walls of any institution. If you need to miss class 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 review any course material that you missed, as well as review the uploaded recordings (if applicable), course materials, and read the assigned literature for the class session.

Any unexcused absences and tardies will affect your participation grade. Each student may miss 2 classes without penalty (excused or unexcused). If you miss more than 2 classes, 5 percentage points will be deducted from your final grade for each additional class missed (unexcused absences). On the 4th unexcused absence, you will be referred to the ARR committee. If you have more than 5 unexcused absences, you will not get credit for the course. According to University policy 06.039, absences due to religious observances, active

military duty, UNT-sponsored events, illness or extenuating circumstances, pregnancy and parenting, and official university closure will be excused. All other absences will be considered at the discretion of the instructor.

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. PowerPoint slides, syllabus, videos, readings, etc.) and announcements will be available on Canvas. You are expected to check Canvas frequently regarding announcements.

ENGAGEMENT

This course will be largely based on critical discussions and practical applications to help us *grow* as future literacy teachers, with some conversations 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. Come to class each session prepared to discuss the assigned readings and course materials. Please share your connections, understandings, wonderings, questions, disagreements, and/or agreements. By not attending class and/or actively engaging each time (participation doesn't always look the same—we will discuss this) will negatively impact your final grade.

INSTRUCTOR COMMUNICATION

Emails to me 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 will be extended during the weekend. Your instructor will not respond to emails/other methods of communication between the hours of 5:00 p.m. and 9:00 a.m. Please plan accordingly!

KID-FRIENDLY ENVIRONMENT

Balancing school and life as a parent or caregiver is quite the challenge! It is my personal stance 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 and family members of all ages!

ZOOM LEARNING ENVIRONMENT

Due to the inevitable changing nature of our society, there may be times where we have to hold virtual sessions in place of our face-to-face class (emergencies, other things that may impact our class time). In thinking about limited time we have together on a weekly basis, the following are highly recommended for an engaging Zoom session:

- Please use the name you would like to be called and share pronouns if you are comfortable. Eg. Dr. Frieson (she/her/hers)
- Please keep your microphone on mute when not engaging with the class.
- Use the chat function to ask questions, make comments, or engage with your classmates!
- Sharing video can help our relationship building as I would love to see your face! However sometimes sharing video slows down internet connections and/or is disruptive

to the environment around you (ie. little sister might be doing homework or you may be cooking dinner for your family in the background). It is your personal decision to use the camera function or not. Regardless, please know that you can always count on me to share my camera unless there are connectivity issues so that you can build familiarity and community with me!

UNT CAMPUS-WIDE POLICIES

STANDARDS

The content and activities you will engage with in this course reflect the State of Texas standards for teacher preparation. Following this link () 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. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] 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) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

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 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.

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>

