Course Number and Title

EDRE 4850 – 022 Teaching the Tools and Practices of Reading Across the Curriculum

Instructor Information

Instructor:	Jessi Murdter-Atkinson, Ph.D. (she/her/hers)
Please call me:	Dr. Murdter-Atkinson
Office:	Matthews Hall, 206P
Email:	jessica.murdter-atkinson@unt.edu
Office hours:	Mondays 12:00 - 4:00 PM (please let me know to expect you)

Course Description, Structure, and Objectives

Our class will meet in person on Monday mornings from 9:00 to 12:00 at UNT Denton. We will meet in MTH room 308.

This course's purpose is to prepare preservice teachers to teach reading as a process for meaning-making and a tool for inquiry. It will cover various teaching models, ranging from skills-oriented to process-oriented to practice-oriented perspectives. Each reading, assignment, and teaching demonstration will focus our minds and hearts on furthering our thinking about our roles as reading teachers.

READING MATERIALS
- Gunning, T. (2020). *Creating Literacy Instruction for All Students.* Pearson.
  - There are several editions of this book and several purchasing options. An eBook version costs about half the print version. If you have any questions, please ask me!

COURSE STRUCTURE
This course meets weekly, in person, for approximately three hours. We begin by comparing and contrasting traditional views of reading and learning to read with current theories of reading acquisition and reading processes. Through the five pillars of effective reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, we will discuss issues of development, difference, and disability related to learning to read. A heavy emphasis will be placed on developing skills and strategies surrounding using tools for assessing reading and how these assessments can inform effective teaching. Assessment strategies will be presented and demonstrated in class, and you will apply these strategies in your thinking and work with students.

TECHNICAL REQUIREMENTS & SUPPORT
In this class, students will need internet access to reference content and course assignments on Canvas. If circumstances change, you will be informed of other technical needs to access course content. For additional tech support, please reach out to the UNT Student Help Desk:

UNT Student Help Desk: helpdesk@unt.edu
Phone: 940-565-2324

COURSE OBJECTIVES
In this course, preservice teachers will:

- Develop an expanded understanding of literacy development that builds on the content of the Early Language Literacy course taken the previous semester;
- Practice teaching literacy using assessment and reflection to inform teaching;

- Consider the demands of literacy assessments associated with different audiences and how these forms of assessment can be used to better inform thoughtful instruction;
- Engage in asset-based, justice-oriented, and appreciative teaching to plan for instruction;
- Develop a critical understanding of the content of the "Science of Reading."
- Engage in critical inquiry into classroom teaching

Students will further explore:
- Learning within a community of practice (or PLC) 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, small group instruction, independent reading, book clubs, inquiry/study groups, etc.) in both hybrid and classroom contexts.

See additional Texas Educator Standards at the end of this syllabus.

F-1 VISA INFORMATION
Federal regulations state that students may apply only 3 fully online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (PDF) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to Succeed in this Course

> We care about your success in this course and beyond. Please read the following section to learn more about how you can succeed in this course. If you have any questions or concerns, do not hesitate to contact us.

COMMUNICATION
Communication: Communication is really important! Connect with me through email, Canvas, or by attending office hours. I may not be able to respond right away during busy times, but if you do not hear from me within 24 hours, please follow up. A gentle nudge is always appreciated! If the situation is urgent, please let me know. **For example, if you cannot attend class due to illness or injury, please email me.** It is important for me to ensure that you are safe and that I can get you any missed class material. **I** promise you there is no situation we can't work through together as long as you let me know what is happening.

I will be available for office hours on Monday afternoons. If this time does not work with your schedule (i.e., field placement hours), please email me, and we will find a time that works for you. Office hours offer you an opportunity to ask for clarification or find support with class materials and assignments. Your success is my goal!

ACADEMIC SUCCESS RESOURCES
UNT strives to offer you a high-quality education and a supportive environment, so you can learn and grow. As faculty members, we are committed to helping you be successful as a student. To learn more about campus resources and how to succeed at UNT, visit unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ADA ACCOMMODATIONS
The University of North Texas makes reasonable academic accommodations 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 the 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 (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

We share a commitment to the value of an inclusive learning environment.

We value the many perspectives students bring to our campus. Please work with us 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 (Code of Student Conduct) (https://policy.unt.edu/policy/07-012).

Required/Recommended Materials

In this section, you will learn where to find the materials required for this course.

- Gunning, T. (2020). *Creating Literacy Instruction for All Students.* Pearson. This book has several editions and several purchasing options. An eBook version costs about half the print version. If you have any questions, please ask me!
- Additional readings in Canvas drawn from professional literature on teaching reading
- Technology requirements:
  o This course has digital components. Students need internet access to reference content on the Canvas Learning Management System to participate fully in this class. You will be informed of other technical needs to access course content if circumstances change. 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

This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion in response to the local context (e.g., inclement weather, COVID-19) or to enhance students' learning experiences. Any changes made to topics, readings, or assignments will be communicated well in advance.

Week/Date	Topic	Readings	Assignments Due
Week 1 January 12	Course Introduction/ A Dynamic View of Literacy Who are you as a reader and writer? As a teacher of readers and writers?	N/A (In class) Self-portrait	Survey
Week 2 January 19	*No class - MLK Holiday*		
Week 3 January 26	Principles of Classroom Literacy Instruction Teaching Reading in 2026	Gunning Chapter 2 Miller, G. E., & Khatib, S. M. (2023).	Literacy Autobiography (January 30)
Week 4 February 2	Revisiting Emergent Literacy & Oral Language The Pillars of Reading Instruction: Phonemic & Phonological Awareness	Gunning Chapter 4	Reading Response #1
Week 5 February 9	Selecting and Utilizing Children's Literature Whole group practices: Interactive Read Aloud & Shared Reading	Gunning Chapter 12 Giroir, Grimaldo, Vaughn, & Roberts (2015). Interactive read-alouds for English language learners in the elementary grades.	Book Clubs begin
Week 6 February 16	The Pillars of Reading Instruction: Phonics & Word Study	Gunning Chapter 5	Reading Inventory
Week 7 February 23	The Pillars of Reading Instruction: Fluency	Gunning Chapter 6 Worthy & Broaddus (2002)	Reading Response #2
Week 8 March 2	The Pillars of Reading Instruction: Comprehension	Gunning Chapter 8	Case Study Part 1
Week 9 March 9	*No Class - Spring Break*		

Week 9 March 16 *Asynchronous Work Time*	Curriculum Analysis: Analyzing a reading and writing lesson		Curriculum analysis (March 22) Reading Response #3
Week 10 March 23	The Pillars of Reading: Vocabulary	Gunning Chapter 7	
Week 11 March 30	Differentiating Instruction for all learners	Gunning Chapter 2	
Week 12 April 6	Reading Assessment	Gunning Chapter 3	
Week 13 April 13	Reading Assessment	Sulzby (1985) Afflerbach et al. (2008)	Reading response #4
Week 14 April 20	Small group instruction	Jocius & Shealy (2017) TBD	
Week 15 April 27	Multimodality and cross-curricular connections Presentations, Final Reflections & Course Wrap-Up	TBD	Book Club Presentations Final Case Study Report (May 1)

*Details about assignments will be posted on Canvas.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The calendar is subject to change per the Emergency Notifications and Procedures Policy (https://policy.unt.edu/policy/06-049).

Assessing Your Work

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

COURSE EVALUATION

Attendance and Participation	15%
Curriculum Analysis	15%

Reading Responses	20%
Reading Inventory	10%
Book Clubs	20%
Case Study	20%
Total Evaluation Points	**100%**

Attendance and Participation (15%); Ongoing

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 everyone's learning in our course.

Reading Responses (20%)

Each week, you will be assigned a course reading. Please take notes and/or annotate as you read and be prepared to co-construct learning as a community. You will compose a response four times this semester in response to the course readings. Your response might make connections between texts, raise questions or tensions, and push back on or pull out specific threads. It may also include connections to reading instruction that you are observing in your placements. Your reading responses are a space for you to synthesize your own reading, capturing what will be important for your current and future teaching. Your response should reflect how you draw meaning in preparation for our class discussions. I will assess/grade responses based on the depth of your engagement with the texts, the thoroughness of your meaning-making, and how you attend to the course's themes. Reading responses should be approximately 300-400 words in length.

Due: February 2; February 23; March 16; April 13

Curriculum Analysis (15%)

Students will analyze one reading and one writing lesson for their district-approved curriculum. Additional details will be posted to the Assignment Description on Canvas.

Due: March 22

Reading Inventory (10%)

Students will assess the text environment in their classroom library (field placement) using a modified TEX-IN3 inventory. Additional details will be posted to the Assignment Description on Canvas.

Due: February 16

Book Clubs (20%)

Building on our work around small group instruction, you will join one of four book clubs. Each book club will be assigned one middle-grade text to read independently and discuss/make meaning together (during class). This project aims to introduce you to a key instructional practice that you may use with your future literacy students.

Book clubs will begin in class on February 9, 2026. You do not need to purchase the books, as we have TE&A department book sets.

Due: Final book club presentation and (ongoing) participation notes on April 27.

Case Study of an Elementary Student (20%)

This assignment aims to apply what you've learned in class about assessment and instruction with a young reader. You will need to plan to meet with the same elementary-aged student **three times** this semester. During your sessions with the student, you will select a variety of assessments to administer and then analyze the data. We will provide the assessments for you to choose from (e.g., Running Records, Spelling Inventories). Based on this analysis, you will write a report describing the student's current strengths and areas of need. Additional details will be posted to the Assignment Description on Canvas.

Part 1: March 2
Part 2: May 1

COURSE GRADING SCALE

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

ACADEMIC INTEGRITY

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. *Students who use other people's work (including AI) without citations will violate UNT's Academic Integrity Policy.* Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this or any UNT policy, please email me or come discuss this with me during my office hours.

UNT Student Honor Code: *"I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

ARTIFICIAL INTELLIGENCE (AI): 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 coursework, or the use of any other materials/ methods/means not one's own, is prohibited. In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools such as Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete assignments, tests/quizzes, or coursework will be considered a violation of academic integrity, as it prevents the development of your own critical thinking and will be addressed according to the Student Academic Integrity policy.

VIDEO/AUDIO RECORDING: You are not permitted to record any part of a class lecture or discussion unless you have explicit accommodations through the Office of Disability Access (ODA). Creating and distributing a video or voice recording of lecture/discussion could result in disciplinary action.

LATE WORK

All assignments and postings are due on the day designated in the course agenda by 11:59 p.m. (for example, if an assignment is due on 9/8, it is due by 11:59 p.m. on 9/8). In the case of an emergency, if you need extra time before a due date, please discuss it with me, and together, we will decide on a timeline for completion. Please remember to honor this commitment.

ASSIGNMENT EXPECTATIONS

Please submit only Word or Google documents to Canvas (no PDFs). *Please do not email assignments unless an instructor asks for them via email.*

Attendance and Participation

> To be successful in this course, you must attend class regularly and come prepared. If you find this challenging, please reach out to Dr. Murdter-Atkinson to develop a plan for moving forward.

YOU are an important member of our class community. Your attendance and participation are important to our work as future educators and our collective work in this class. I understand that certain absences are unforeseen, but your regular attendance and participation are essential to feeling successful in this course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for excessive attendance issues. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must inform the instructor as soon as possible if they miss class. All assignments are due on dates indicated on the syllabus regardless of student absences unless discussed otherwise. A second absence will result in a loss of points from the total grade. In the event that a student misses four (4) or more classes, they will receive a failing grade. Chronic tardiness or early departure will result in lowering a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early).

In addition to your regular attendance, our class participation grade is based on active participation, including sharing your thoughts and questions as well as listening to the thoughts and questions of others. This is the expectation in every class. As we meet only once weekly, your class participation grade is based on these specific questions:
- Did my presence in class make the class better today?
- Did I actively engage with my peers in our community?
- Did I conduct myself in a way to ensure I learned?
- Did I help my colleagues learn?
- Did I take advantage of what was offered?

I greatly respect students balancing the demands of their coursework with their work, family responsibilities, etc. If you run into challenges that require you to fall behind in attending our class or completing the assignments, please contact me. There may be some flexibility we can offer to support your academic success.

Educator Standards

To recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum aligns with 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

focus on 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

A full description of the standards and competencies can be accessed using this link: Texas Teaching Standards Adopted in Chapter 149

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

English Language Arts and Reading Generalist EC–6 Standards
- Standard I. Oral Language
- Standard II. Phonological and Phonemic Awareness
- Standard III. Alphabetic Principle
- Standard IV. Literacy Development and Practice
- Standard V. Word Analysis and Decoding
- Standard VI. Reading Fluency
- Standard VII. Reading Comprehension
- Standard X. Assessment and Instruction of Developing Literacy
- Standard XI. Research and Inquiry Skills
- Standard XII. Viewing and Representing

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 website using the A-Z index at the following URL: https://tea.texas.gov/academics/curriculum-standards

- PreK Guidelines Domain III. 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 to improve English learners' language acquisition and content area knowledge. Teacher candidates will implement the ELPs during instruction of the subject area for 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 website 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) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers. They are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

• 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]