

# EDRE 4870 (PALS)



Cross-Curricular (Content Area) Literacy Materials and Resources (Spring 2020)

## Course Basics



**Instructor:** Jeannette L. Ginther, Ed.D.

**Class Location:** Ginnings Elementary

**Time of Class:** Wed 9:15am-11:15am

**Office:** Matthews Hall 204F

**Office Hours:** Mon 11:00-3:30pm

Wed 2:00-3:30pm

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"Once you learn to  
read, you will be  
forever free."

-Frederick Douglass

## Course Description

This class prepares pre-service teachers in the EC-6 program to plan for and implement literacy instruction across the curriculum. Selecting, evaluating, and teaching with developmentally and culturally appropriate literature and resources will be a focus as well as using disciplinary literacy strategies which support independent reading and writing in the content areas. *Prerequisite(s): Admission to the teacher education program; EDRE 4450 (for EC-6) or EDRE 4820 (for 4-8).*

## Purpose and Rationale

During this semester we will explore materials and resources to use in all content areas – resources that invite our students to be part of our literacy community and support them as they use the language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living. While the emphasis is on resources, we know these resources must be accompanied by powerful instructional strategies to accomplish our goals of creating confident, critical thinkers and literacy users.

As we respond to and integrate children's literature, technology, and content reading strategies, a goal of this course is to become reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live. As a result, insight into your own learning processes will hopefully enhance your personal critical and creative thinking as well as help you become a teacher who incorporates response-based engagements to inform your instruction. Therefore, our focus is on ourselves as learners, readers, and teachers as we learn about resources and strategies to involve our students. You and your contributions are a vital part of the literacy community we create here!

## Required Texts

Leland, C., Lewison, M., & Harste, J. C. (2013). *Teaching childrens literature: its critical!* New York: Routledge.

Fleischman, P., & Pedersen, J. (1997). *Seedfolks*. New York: HarperCollins.

## Professionalism and Participation

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. ***This includes arrival to class on time, participation during all learning activities, in-class and online discussions about content and readings, informal presentations, interaction/communication with peers, professors, and guest speakers, appropriate technology/cell phone use, cultural responsiveness, and overall professional behavior.***

## Course Objectives

This course is designed to empower each participant to gain knowledge and skills and to develop dispositions to make informed instructional decisions in the following areas:

### 1. Response to Literature

- Use texts of all kinds to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information and for pleasure.
- Read a variety of books at all levels of many genres and create a personal database.

### 2. Content Area/Disciplinary Literacy

- Develop knowledge of literacy and study strategies within the context of content instruction.
- Explain the relationship between the expressive and reflective language arts processes (reading, writing, listening, speaking, viewing, visually representing) and demonstrate how they can be capitalized upon for instructional and learning purposes.
- Develop a repertoire of teaching and learning strategies for helping students learn content area vocabulary and technical terms.
- Apply informal assessment tools to determine the students' ability to learn from printed materials.

### 3. Integrating Materials and Resources for Literacy Instruction

- Design, select, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and the needs of individual learners; develop the ability to modify curriculum materials to meet the needs of diverse learners.
- Exhibit your understanding of using a wide variety of print throughout the curriculum, including high-quality children's/adolescent literature and diverse expository materials appropriate to the age and developmental level of learners.
- Analyze the structure and content of various texts used for instruction within content areas.
- Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
- Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.

### 4. Professionalism and Reflective Teaching

- Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading process.
- Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.
- Determine which professional resources (websites, journals and publications) are a significant source of information concerning literacy resources and instruction.

Course Required Assignments	Points
<b>Professionalism and Participation</b> At the end of the semester, you will compose a self-evaluation of your professional behavior and participation throughout the duration of this course as it pertains to the guidelines presented in this syllabus and discussed in class.	15
<b>Reflections</b> You will compose two brief yet revealing, introspective, and insightful written reflections about your learning experiences in this course. Your reflections will be guided by a prompt and must demonstrate critical and evaluative thinking about the course content as it applies to the teaching profession and to your teacher identity. Each is worth 10 points.	20
<b>Literature Discussion Leadership</b> You will design and facilitate a Seedfolks literature discussion with a small group of your peers. You may select strategies that will be modeled in class or from our course text.	15
<b>Literature Unit (Planning and Reflection)</b> You will design and teach a literature unit to develop your understanding of and strategies for using literature study in the literacy curriculum. The goals for your students will relate to the development of literature appreciation, interests, vocabulary, comprehension strategies, author craft, critical thinking, advocacy, and activism. This project has two parts: (1) Selecting a set of powerful texts and creating a teaching plan and (2) Reflecting after the unit is taught. Each part is worth 25 points.	50

### Grading Scale

Please note that in order to receive an A in this course, ALL assignments must be completed and submitted. Points may be deducted for late or incomplete work.

**A= 90-100**

**B= 80-89**

**C= 70-79**

**D= 60-69**

**F= 0-59**

### Course Attendance Policy

This is a weekly performance-based, active learning class with limited lecture. Attendance is **mandatory** with the following exceptions:

- ✓ Contagious or severe illness with documentation.
- ✓ Death of immediate family member or friend.
- ✓ Court ordered appearances/jury duty with documentation.
- ✓ Life-threatening emergency with documentation.

You are permitted **ONE** excused absence without penalty. 2 or more absences will result in a **10 point deduction** from your **final grade for each absence after the first**. If you miss class, you are responsible for making up missed work and/or learning missed content.

## A Note About PALS

It is important for you to understand that this course (while having its own set of requirements and activities) is closely integrated with the other PALS courses you are (or may be) taking this semester (Assessment, Literature, EC-6 Literacy) as well as the courses you are taking in the two semesters of your PDS starting in the fall of 2020. There are overlapping assignments and themes throughout these courses. This may become confusing for you at times. Please ask for clarification. We try to think in terms of program (not individual courses) as the pathway into teaching.

Because we are just starting the program, not all of the students in the PALS pathway are enrolled in all four of the courses this semester. Please help each other to fill in the spaces on the concepts that are important for our growing together as community.

Expect that the PALS pathway is different than the traditional program at UNT in many ways. We have a guiding philosophy for the program that will flow through all of our work. We are a community that will care for each other. We are practice-based. You will be working with children every day and this work with children will center all of our discussions. This work with children puts a responsibility on us to be:

- Present and on time every day;
- Professional in our interactions with our colleagues at Ginnings;
- Prepared with plans and materials;
- Engaged in reflections with each other and with the faculty.

The first 45 minutes of each class session (starting promptly at 8:30) you will be mentoring a 1<sup>st</sup> or 2<sup>nd</sup> grade student. The preparation for this mentoring experience will largely come as part of your assessment course. If you are not enrolled in the assessment course this semester then we will need to meet with you separately for preparation. You will be credited for your work with this child in this course and in your assessment course. Plan on arriving at Ginnings early in order to be prepared. Our regular class sessions will start after the mentoring.

## Goals

- Work to develop your personal vision for teaching;
- Contribute to the building of a community and program vision for PALS;
- Engage with core concepts of teaching as a practice;
- Deepen your understanding of the forces that shape teaching practices;
- Develop a research stance that supports critical inquiry;

Become strategic in negotiating the tensions between schooling as it is and schooling as you imagine it for the children and youth you serve.

## Course Schedule (Subject to Change As Needed – Please Check Canvas Regularly for Updates)

Week/Topic	Class Activities/Due Dates
<b>Week 1</b> Jan. 15 <i>Introduction to the Course</i> <i>Stories, Lenses, and Perspectives</i>	<b>Due: Student Information Survey by midnight on Tuesday, January 14<sup>th</sup></b>
<b>Week 2</b> Jan. 22 <i>Concepts for Critical Reading and Activism in Literature</i>	<b>Read: TCL (Teaching Children's Literature) Chapter 1 prior to class on this day</b>
<b>Week 3</b> Jan. 29 <i>Reading Aloud and Teaching with Literature</i>	<b>Read: TCL Chapters 2&amp;3 prior to class on this day</b> <b>Due: Reflection #1 in Canvas by midnight on Sunday, February 2<sup>nd</sup></b>
<b>Week 4</b> Feb. 5 <i>Evaluating and Selecting Children's Literature</i>	In Class: Topic Selection for Literature Unit <b>Read: TCL Chapter 4 prior to class on this day</b>
<b>Week 5</b> Feb. 12 <i>Disciplinary and Cross-Curricular Literacy</i>	In Class: Seedfolks Literature Discussion <b>Read: Seedfolks Chapters 1-4 prior to class on February 12<sup>th</sup></b>
<b>Week 6</b> Feb. 19 <i>Genre Study</i>	In Class: Preparation of Literature Unit Text Set <b>Read: TCL Chapter 7 prior to class on this day</b>
<b>Week 7</b> Feb. 26 <i>Language Study</i>	<b>Note: I will be out of town on this day, but class will meet as scheduled with Dr. Hoffman!</b> In Class: Preparation of Literature Unit Text Set <b>Read: TCL Chapter 5 prior to class on this day</b>
<b>Week 8</b> Mar. 4 <i>Supporting Literature Discussions</i>	In Class: Seedfolks Literature Discussion <b>Read: Seedfolks Chapters 5-8 prior to class on March 4<sup>th</sup></b> <b>Read: TCL Chapter 6 prior to class on this day</b>
<b>Week 9</b> <b>Mar. 11 Spring Break</b>	<b>No Class Session</b>
<b>Week 10</b> Mar. 18 <i>Responding to Literature</i>	In Class: Preparation of Literature Unit Teaching Plan <b>Read: TCL Chapters 8&amp;10 prior to class on this day</b> <b>Due: Reflection #2 in Canvas by midnight on Sunday, March 22<sup>nd</sup></b>
<b>Week 11</b> Mar. 25 <i>Responding to Literature, Continued</i>	In Class: Preparation of Literature Unit Teaching Plan
<b>Week 12</b> Apr. 1 <i>Designing Literature Instruction</i>	In Class: Seedfolks Literature Discussion; Preparation of Literature Unit Teaching Plan <b>Read: Seedfolks Chapters 9-13 prior to class on March 25<sup>th</sup></b>
<b>Week 13</b> Apr. 8 <i>Designing Literature Instruction, Continued</i>	In Class: Peer Review of Literature Unit Teaching Plan <b>Due: Literature Unit Teaching Plan in Canvas by midnight on Sunday, April 12<sup>th</sup></b>
<b>Week 14</b> Apr. 15 <i>Media Literacy</i>	<b>Read: Article TBD prior to class on this day</b>
<b>Week 15</b> Apr. 22 <i>Teachers as Change Agents and Challengers</i>	<b>Read: TCL Chapter 9 prior to class on this day</b>
<b>Week 16</b> Apr. 29 <i>Teaching the Literature Unit</i>	<b>LAST DAY OF CLASS – ATTENDANCE REQUIRED</b> In Class: You will be teaching your literature unit to third grade students in class this week!
<b>Week 17</b> May 6	<b>Finals Week – No Class Session</b> <b>Due: Literature Unit Reflection due in Canvas by midnight on Wednesday, May 6<sup>th</sup></b>

**Please note that additional readings and assignments may be added to this course as the semester progresses. The schedule may also change based upon what is best for our class!**

## University and Department Policy Statements:



### ***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.



6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

### **Teacher Education & Administration Departmental Policy Statements**

*UNT Career Connect:* All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

*Disabilities Accommodation:* "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*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>.

**Attendance: See the instructor's attendance policy.**

*Eagle Connect:* All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptops:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

*SPOT:* The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

*Collection of Student Work:* In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*Foliotek e-Portfolio.* 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>

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TEXES Test Preparation.* To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TEXES) are available at [www.texas.ets.org](http://www.texas.ets.org).

*"Ready to Test" Criteria for Teacher Certification Candidates.* Teacher certification candidates should take the TEXES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.