

## EDRE 4870: Cross-Curricular (Content Area) Literacy Materials and Resources Spring 2026

	<u>Instructor</u>	<u>Office Location</u>
	<u>Email</u>	<u>Office Hours (Always email, text, or call first!)</u>
	<u>Phone</u>	

## DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

### CATALOGUE DESCRIPTION

Prepares pre-service teachers within 7-12 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating, and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas.

### COURSE INFORMATION

**Day/Time:**

**Location:**

### COURSE LEARNING 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. Content Area/Disciplinary Literacy
  - a. Understand the need for literacy instruction in academic content areas.
  - b. Develop knowledge of literacy and study strategies within the context of content instruction.
  - c. 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.
  - d. Develop an understanding of the various factors impacting reading comprehension.
  - e. Develop a repertoire of teaching and learning strategies for helping students learn content area vocabulary and technical terms.
  - f. Apply informal assessment tools to determine the students' ability to learn from printed materials.
2. Integrating Materials and Resources for Literacy Instruction
  - a. 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, independently, for information, and for pleasure.
  - b. 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.
  - c. Identify and describe major pedagogical approaches to teaching content area literacies to a diverse population of learners in today's classrooms.
  - d. Exhibit your understanding of using a wide variety of print throughout the curriculum, including

high-quality informational texts and diverse expository materials appropriate to the age and developmental level of learners.

- e. Analyze the structure and content of various texts used for instruction within content areas.
- f. Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
- g. Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.

3. Professionalism and Reflective Teaching

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

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## REQUIRED TEXTBOOKS/MATERIALS

- Texts, reading materials, and videos are found in the Required Readings section of each Module in Canvas. Some readings must be accessed via the UNT Electronic Library using your EUID and Password.

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## 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 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!

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## ATTENDANCE POLICY FOR THIS SECTION OF EDRE 4870:

- **First Absence:** You are provided with ONE free absence (excused or unexcused) without penalty, but you still must notify the professor and complete the readings or in-class assignments in Canvas you missed while absent.
- **Second Absence:** If you miss two (2) in-person classes and *neither absence* falls under the categories of [Pregnancy](#), [Military Service](#), [Religious Holy Days](#), [Official University Functions](#), OR documented [extenuating circumstances](#), you will be required to take a *Final Exam* during Finals Week as a make-up in addition to completing the work you miss in class. *This will be a written exam, it will take place in person, and will count as 15% of your final grade.*
- **Additional Absences:**
  - If three (3) or more of your absences are related to [Pregnancy](#), [Military Service](#), [Religious Holy Days](#), or [Official University Functions](#), or documented [extenuating circumstances](#), you must follow the procedures on the linked [UNT Student Absence Policy](#) page or via the [Dean of Students](#) office to be excused. You still must make up all missed work, and it will be graded according to assignment guidelines.
  - If three (3) or more of your absences are related to issues OTHER THAN the above, you could receive an automatic FINAL grade of **C** if you miss three (3) classes, **D** if you miss four (4) classes, and **F** if you miss five (5) or more in-person class sessions. Please see examples of absence types, below, for further clarification.
  - You will need to retake this class in the future to receive credit towards your degree plan if you receive a grade

of D or F. Retaking this class could delay your graduation and affect your financial aid.

- **Incomplete:** Beginning on April 11th, a grade of I for **Incomplete** can be requested from your professor ONLY IF YOU ARE PASSING at the time of request and have [documentation of extenuating circumstances](#). Receiving an Incomplete may delay your graduation and/or affect your eligibility to enter your student teaching placement.
- **Tardiness:** If you are late to class due to parking, weather, or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival three (3) 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 email the professor about your absences according to policy. Please do not ask the professor what you missed – everything will be in Canvas.

#### University Excused Absences:

- Religious holiday, including travel for that purpose
- Participation in an official university function
- Required military service, including travel for that purpose
- Pregnancy and parenting under Title IX
- When the University is officially closed

#### **Examples of absences considered to be extenuating circumstances include:**

- Temporary disability or injury
- Extended medical absence or hospitalization
- Illness of a dependent family member
- Major illness or death of a loved one, which may include immediate family members of the student, spouses/partners, and others as deemed appropriate by the Dean of Students office
- Car accident that takes away transportation
- Housing emergencies
- Significant mental health concerns

*\*For absences related to significant illness or any of the above extenuating circumstances, you must provide the professor with verification/documentation of absences through the [Dean of Students office](#).\**

#### **Examples of absences that may not be excused in this section of EDCI 3800:**

- Personal short-term illness OR illness of friend or pet; doctor/dentist appointments, etc.
- Professional Interviews or Conferences
- Completing assignments or studying for exams (including teacher certification exams)
- Personal Travel or Work
- Sorority/Fraternity Events (these are not considered Official University Functions)

*\*You are provided with one free absence to use for any of these events or issues, please save it for this purpose!\**

### **COURSE ASSESSMENTS AND WEIGHTS**

#### **Annotated Text/Media Set and Analysis (60%)**

An annotated text set is a curated collection of diverse, thematically linked texts (fiction, non-fiction, multimedia, visual art) accompanied by teacher-written annotations explaining their pedagogical value. For a secondary English teacher, this tool is designed to support differentiated instruction, build student background knowledge, and facilitate deep, standards-based, and critical analysis of a topic or unit.

#### **Class Participation and Activities (40%)**

This includes weekly discussions, presentations, Parting Thoughts, group work, and reflective activities.

### **GRADING**

A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.

B: 80-89% Proficient. The student performs slightly above the minimum criteria.

C: 70-79% Average. The student meets the minimum criteria.

D: 60-69% Below Average. The student does not meet the minimum criteria.

F: 0-59% Improvement Required. The student does not complete the coursework.

## SPRING 2026 COURSE SCHEDULE WITH DUE DATES

**(Subject to change at ANY time as needed)**

Week	Date	Course Topic	Assignments with Due Dates
1	1/13	Introduction and Course Overview	DUE: <i>Student Information Survey</i> in Canvas on Sunday, January 18 <sup>th</sup> DUE: <i>"Hi, My Name Is..."</i> Slide in Canvas by Sunday, January 18 <sup>th</sup> DUE: <i>Week 1 Parting Thoughts</i>
2	1/20	<i>Making Meaning Through Reading; Disciplinary Literacy; Building Content Knowledge</i>	Readings/Videos in Canvas DUE: <i>Week 2 Parting Thoughts</i>
3	1/27	<i>Genres; Evaluation of Literacy Materials</i>	Readings/Videos in Canvas DUE: <i>Week 3 Parting Thoughts</i>
4	2/3	<i>Characteristics of Adolescent Learners</i>	Readings/Videos in Canvas DUE: <i>Week 4 Parting Thoughts</i>
5	2/10	<b>Workshop Session: Text/Media Set Design (First 5 Selections)</b>	Readings/Specified Activities in Canvas
6	2/17	<i>Vocabulary Development</i>	Readings/Videos in Canvas DUE: <i>Week 6 Parting Thoughts</i>
7	2/24	<i>Strategic Reading Behaviors</i>	<b>DUE: Text/Media Set Selections w/Descriptions (in Class)</b>
8	3/3	<i>Questioning Techniques; Inquiry-Based Learning</i>	Readings/Videos in Canvas DUE: <i>Week 8 Parting Thoughts</i>
9	3/10	<b>Spring Break Week</b>	<b>No Class Meeting</b>
10	3/17	<b>Workshop Session: Text/Media Set Analysis</b>	Readings/Specified Activities in Canvas
11	3/24	<i>Visual, Digital, and Media Literacy</i>	Readings/Videos in Canvas DUE: <i>Week 11 Parting Thoughts</i>
12	3/31	<i>Writing Across the Curriculum; Instructional Design</i>	<b>DUE: Text/Media Set Design and Instructional Analysis (in Class)</b>
13	4/7	<i>Assessment Purpose, Types, and Methods</i>	Readings/Videos in Canvas DUE: <i>Week 13 Parting Thoughts</i>
14	4/14	<b>Workshop Session: Literacy Lesson Plan</b>	Readings/Specified Activities in Canvas
15	4/21	<i>Differentiation, Inclusion, and Diversity of Thought</i>	Readings/Videos in Canvas DUE: <i>Week 15 Parting Thoughts</i>
16	4/28	<i>Tying it All Together and Looking Ahead</i>	<b>DUE: Text/Media Set Design Presentations (in Class)</b> Attendance is mandatory on the last day!
17	<b>Finals</b>	<b>Final Exam Week</b>	

**NOTE:** In order to receive an A in this class, all assignments must be completed and submitted in Canvas. If there are ANY missing assignments, even if your average is above 90%, a grade of A will NOT be awarded.

### LATE WORK

The only way to receive full credit on any assignment in this course is to submit it to Canvas on or before the designated due date. However, if you have a [university-excused absence](#) and provide appropriate documentation with 48 hours of the missed deadline, work may be accepted up to three (3) late without penalty. If you do NOT have an excused absence, an assignment may be turned in up to 3 (three) days after the due date with a deduction of *one full letter grade*. Work that is more than 3 (three) days late **may not be accepted** and/or may receive a deduction larger than a full letter grade at the instructor's discretion.

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## FORMATTING

The only type of document formats I will accept for a grade in this course are **Word** and **PDF**. If you submit a **.pages** document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date. Blank documents or incorrect documents will also receive grades of 0. It is YOUR responsibility to ensure you have submitted the correct assignment using the designated formatting.

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## REVISING/RESUBMITTING

If you would like the opportunity to revise/resubmit a graded assignment in order to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within 48 hours of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

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## NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances and I do not judge anyone when they struggle. But, you **MUST** let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class and this may affect your financial aid/tuition payment and degree completion date. January 24<sup>th</sup> is the last day you can drop this course without it appearing on your transcript, but it could still affect your financial aid and degree completion. If you withdraw between January 25<sup>th</sup> and April 10<sup>th</sup>, a grade of W will appear on your transcript and tuition and fees will remain. However, a W could affect your financial aid and degree completion. You cannot withdraw from class after April 10<sup>th</sup>. A grade of "I" for Incomplete cannot be awarded if you are failing the class at the time of grade submission.

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## TECHNICAL REQUIREMENTS

This course has digital components. To participate in this class, you will need internet access to reference content on the Canvas Learning Management System and complete assignments using Microsoft Word Processing. You will also need Adobe Acrobat. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (<https://online.unt.edu/learn>).

- Microsoft Office (for creating Word Documents and PDFs)
- Internet Access
- Adobe (for reading PDF articles/documents)
- Phone, tablet, laptop, or desktop with video/microphone/sound

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## PROFESSIONAL BEHAVIOR IN CLASS

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 engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to *deduct one or more letter grades from your final grade* and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

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## AI (ARTIFICIAL INTELLIGENCE) AND PLAGIARISM IN EDCI 4870

*The unauthorized use of any person or technology that assists in a student's assignment, project, or paper is considered cheating under the [UNT Student Academic Integrity Policy](#) (UNT Policy 6.003). Unless a professor or instructor gives*

*explicit "authorization," AI cannot be used to complete assignments, projects, or papers. Doing so will result in a "cheating" violation.*

As future educators, it is completely necessary that you engage fully in the learning process throughout this course. Plagiarizing and/or using AI to complete assignments in place of your own work will seriously undermine your ability to pass your [TexES Certification Exams](#), weaken your confidence during your clinical practice experience, and ultimately compromise your ability to successfully teach your future students. If AI does the thinking for you now, it can delay or prevent your personal growth, and you will not be as prepared to make real time decisions as an educator. While some assignments may seem to invite the use of online tools, the core expectation for our class is that **the work you submit is your own original writing**. Using the work of someone else (including AI) **without citing it** is a form of [plagiarism and is treated as such at UNT](#). UNT employs AI detection software through Canvas LMS, so please be aware of this when submitting your work.

If you use AI this semester in this course, I encourage you to reflect on this guiding question: ***"Am I using this tool to support my learning, or to avoid it?"*** Please establish a reasonable relationship with emerging technologies that enhances your authentic growth as a reflective, capable, and compassionate educator.

**You may use AI (with full disclosure to your professor) to:**

- Refine grammar and organization after drafting your own writing/responses FIRST.
- Ask follow-up questions to deepen your understanding of course concepts.
- Brainstorm ideas based upon your own thoughts and suggestions.

**You may NOT use AI to:**

- Write assignments, assessments, reflections, lesson plans, discussion board posts, etc.
- Generate written work without SIGNIFICANT personal input, revision, and citation/disclosure of AI use.
- Fabricate personal experiences or interactions.

As your instructor, I promise to NEVER use AI to replace the deep engagement and individualized attention you each deserve from me. I strive to provide consistent, high-quality support, and I vow to read every word you write or share with me. I do not use AI to grade assignments. I will deliver customized, authentic, and meaningful feedback on your work. While I may occasionally use AI to enhance my ability to provide consistent, high-quality support so that I may serve you more efficiently, I assure you that all of my interactions with you and our class will be genuine, unique, personal, and guided by my professional judgment and ethical commitment to your success. I will also be sure to fully disclose when, how, and why I use AI in our course if I do.

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***A note on publicly sharing course content and material:*** You are not permitted to share any portion of this course publicly on any type of social media platform. Doing so will result in disciplinary action that may lead to your dismissal from this program.

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**F1 VISA REGULATIONS**

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 \(DOC\)](#) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

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**NOTE:** This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make ANY changes I deem necessary and/or appropriate throughout the semester.

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# (TAC) Texas Classroom Teacher Certification Standards in this Course

## TEA TAC Chapter 235. Classroom Teacher Certification Standards

This course introduces the following standards:

**Instructional Preparation. Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.**

(2) Teachers evaluate instructional materials and select or customize the highest quality district approved option to prepare for instruction.

- A. Teachers identify the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
- B. Teachers identify the benefits of using high-quality instructional materials.
- C. Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate.
- D. Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content.
- E. Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.

(3) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

- A. Teachers design lessons based on the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade or course level content.
- B. Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

**Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).**

(1) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- A. Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.
- B. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- E. Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(2) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- A. Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

- B. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
- C. Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
- D. Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.
- E. Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.

(3) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

- A. Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.
- B. Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
- D. Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.
- E. Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
- F. Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.
- G. Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills. Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.
- H. Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
- I. Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

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## TEGES ELAR 7-12 Certification Exam Standards in this Course

**This course introduces the following standards:**

I.002.C. Demonstrate knowledge of factors that can affect the reading proficiency of students in grades 7–12, including the role of content and background knowledge; the amount of time each day that students spend engaged in reading; and a reading curriculum that focuses on building background knowledge and providing regular practice with complex texts and academic vocabulary rather than overreliance on memorization, the reading of whole texts rather than worksheets, and the use of differentiated instructional practices.

I. 002.F. Demonstrate knowledge of research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the TEKS for ELAR (Grades 7–12) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, such as the use of technology to access grade-level text, linguistically accommodated texts, sentence and paragraph frames, access to primary-language resources [including cognates and bilingual dictionaries], graphic representations of vocabulary and concepts, and other modes that provide comprehensible input to support understanding).



I.003.D. Apply knowledge of strategies for systematically supporting students in acquiring background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their primary language and experiences to reading contexts in English, providing explicit explanation of content and of Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.

I.003.E. Demonstrate knowledge of the components of text complexity, including the quantitative measures (e.g., word length, sentence length) and qualitative features (e.g., text structure, author's purpose) and how to use the components to select texts of increasing difficulty.

I.003. F. Demonstrate knowledge of the importance of developing students' ability to comprehend increasingly complex literary and informational texts by engaging students in focused rereadings of complex grade-level texts and applying research-based best practices to support their understanding of the texts (e.g., using text-dependent questions, demonstrating how to use annotation to help construct meaning from and clarify ideas about texts, supporting students in deconstructing grammatically complex sentences, rereading texts with students for different levels of meaning, having students engage in collaborative conversations about and write responses to texts).

I.003.G. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting students' development of various dimensions of reading comprehension (e.g., listening comprehension, background knowledge, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.

I.003.H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies (e.g., establishing a purpose for reading, generating questions, making and correcting or confirming predictions, creating mental images, making text connections, making inferences, evaluating details, synthesizing information, monitoring comprehension) to literary and informational texts.

II.004.A. Demonstrate knowledge of literary genres, such as realistic fiction, historical fiction, science fiction, mysteries, humor, short stories, myths, and fantasy, and of research-based strategies and best practices for promoting students' ability to identify literary genres.

II.004.P. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to respond to a range of literary texts using text-based evidence to support an appropriate oral or written response.

II.004.Q. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all comprehension levels (i.e., literal, inferential, evaluative, appreciative, and critique) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to partiality, such as which voices and perspectives are present and absent in a text).

II.004.R. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts (e.g., story mapping, graphic representations, audio recordings of texts, collaborative group work, dialogic journals) to address the assessed needs of all students.

II.005.N. Analyze the characteristics and effectiveness of multimodal and digital informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and effectiveness of multimodal and digital informational and argumentative texts.

II.005.O. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development in the comprehension and analysis of informational and argumentative texts as described in the TEKS for ELAR (Grades 7–12) to guide instruction.

II.005.P. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational and argumentative texts at all comprehension levels (i.e., literal, inferential, evaluative, and synthesis levels) and for promoting critical thinking about informational and argumentative texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).

II.005.R. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational and argumentative texts (e.g., building background knowledge, providing tiered assignments, using graphic organizers and other visual representations of information and text structure, presenting mini-lessons on targeted comprehension skills) to address the assessed needs of all students.

IV.009.A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.

IV.009.B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).

IV.009.C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.

V.012. A. Apply knowledge of strategies for developing a specific learning goal that aligns with a given academic standard for English language arts and is based on a given excerpt from a grade-level literary or informational text.

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## **COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)**

### **Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

### **AI (UNT's Statement)**

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 like 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 any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

### **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 class 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 [UNT Policy 07.012 Code of Student Conduct](#).

### **ADA Accommodations**

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

### **EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

### **Emergency Notifications and 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 Canvas for contingency plans for covering course materials.

### **Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without

proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

### **Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). UNT's Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### **Student Perceptions of Teaching (SPOT)**

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 and 14 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](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

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### **ADDITIONAL STATEMENTS**

**Academic Success Resources.** UNT strives to offer you a high-quality education and a supportive environment so you 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](http://unt.edu/success) and explore [unt.edu/wellness](http://unt.edu/wellness). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu).

**Accessibility.** I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

**Name Change.** As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at [these guidelines](#).

**Food/Housing Insecurity.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html>

**Social Media and Online Sharing.** Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. **You may NOT capture images or**

**record video from online or in-person meetings and share those outside our class community without consent.**

Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

**University Mental Health Services.** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/index.html>

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