EDRE 4870: Cross-curricular (Content Area) Literacy Materials and Resources

UNT

UNIVERSITY OF NORTH TEXAS®
COLLEGE OF EDUCATION

FALL 2016 – Section .001 (7067)
TR 2-3:20 – MH 115
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CATALOG COURSE DESCRIPTION

3 hours. Prepares pre-service teachers within both EC–4 and 4–8 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.
Prerequisite(s): Admission to the teacher education program; EDRE 4450 (for EC–6) or EDRE 4820 (for 4–8).

REQUIRED TEXTS/PROGRAMS AND ONLINE COURSE ACCESS

Martinez, M., Yokota, J., Naylor, A., Temple, C., Freeman, E., & Naylor, E. (2010). *Children's books in children's hands: An introduction to their literature* (4th ed.). New York, NY: Allyn & Bacon.

Fleischman, P. (2004) *Seedfolks*. New York, NY: Harper Teen, Inc.

Tk20 – All students in this course must purchase access to Tk20 because this course requires an assignment that will be uploaded and graded in the UNT Tk20 Assessment System.
Blackboard Learn – Online readings and assignment submissions on Blackboard Learn.

WELCOME TO THE CLASS!

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!

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

*In-class assignments cannot be made up – no exceptions.
**Where applicable, rubrics will be provided.

ASSIGNMENTS	Points
GENRE QUIZZES/CHAPTER RESPONSES (9@4 POINTS EACH)* An important element of this course is recognizing the characteristics of the various genres available in children's and adolescent literature. For each genre studied in the text you will take a short quiz on Blackboard prior to Tuesday's class each week. The quiz may include: elements that distinguish a particular genre from another, criteria for establishing the quality of text within that genre, classroom applications for the genre, and text that represents that genre.	36%
TEXT SET** Text sets are collections of resources from different genres, media, and levels of reading difficulty, designed to be supportive of the learning of readers with a range of experiences and interests. A text-set collection focuses on one concept or topic (e.g., books, charts, maps, pamphlets, poetry, songs, photographs, non-fiction books, almanacs, encyclopedias).	25%
CHILDREN'S LITERATURE IN THE DISCIPLINES** Teaching explicit reading skills within the disciplines is a crucial component to students' reading success. You will read *Seedfolks*, develop a mini-lesson, and connect it with ELA and Content Area TEKS.	14%
PERSONAL LITERACY HISTORY As teachers, we are influenced by our own reading and learning experiences and literacy identities. Our students are as well. We all view the world through the window of our life experiences. Being conscious of lived experiences of ourselves and our students makes us better teachers. The purpose of this assignment is to have you explore your literacy history and how it has shaped your personal and academic identity.	10%
WEB EXPLORATION* This activity will give you the opportunity to review and assess various Internet resources that will be useful in your text set and future classroom.	10%
TEKS ANALYSIS The Texas Essential Knowledge and Skills (TEKS) are the state-mandated curriculum for K-12 learners. As a teacher, it is your responsibility to become familiar with and understand the developmental progression of learning across the grades in accordance to TEKS for your grade level. This assignment is designed to help you become familiar with topics and concepts students learn at the grade level you would like to teach. This information will be used to inform your choice of books for your text sets and will also help you plan lessons to go along with the text sets. You will need to print a hard copy or electronically download a copy of the TEKS for your grade-level focus and bring to the second week of class. Access TEKS HERE	5%

GRADING SCALE
A// 90-100%   B// 80-89%   C// 70-79%   D// 60-69%   F below 60%

COURSE SCHEDULE

The following schedule is offered as a guide. ***Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates.*** All readings must be completed before the class session on the day for which they are assigned. ***Assignments are due Tuesday of each week and submitted to Blackboard, unless otherwise specified.***

Week	Topic	Assignments Due
1: 8/30, 9/1	**Course Overview**	
2: 9/6, 9/8	**Module 1** TEKS Analysis	PERSONAL LITERACY HISTORY (due 9/6) TEKS ANALYSIS (due 9/8)
3: 9/13, 9/15	**Module 2** Introduction to Children's Literature	Read ch. 1 (Temple, Martinez, & Yokota, 2015)
4: 9/20, 9/22	**Module 3** Engaging with Children's Literature	CHILDREN'S LITERATURE IN THE DISCIPLINES (due 9/22)
5: 9/27, 9/29	**Module 4** Literary Elements	Read ch. 2 (Temple et al., 2015)
6: 10/4, 10/6	**Module 5** Picture Books	Read ch. 3 (Temple et al., 2015) Quiz 1
7: 10/11, 10/13	**Module 6** Diverse Perspectives/Multicultural Literature	Read ch. 4 (Temple et al., 2015) Quiz 2
8: 10/18, 10/20	**Module 7** International Literature	Read ch. 5 (Temple et al., 2015) Quiz 3
9: 10/25, 10/27	**Module 8** Children's Poetry	Read ch 6. (Temple et al., 2015) Quiz 4
10: 11/1, 11/3	**Module 9** Traditional Literature	Read ch. 7 (Temple et al., 2015) Quiz 5
11: 11/8, 11/10	**Module 10** Text Sets	WEB EXPLORATION (due 11/10) Quiz 6
12: 11/15, 11/17	**Module 11** Modern Fantasy and Science Fiction	Read ch. 8 (Temple et al., 2015) Quiz 7
13: 11/22	**Module 12** Contemporary Realistic Fiction	Read ch. 9 (Temple et al., 2015) Quiz 8
14: 11/29, 12/1	**Module 13** Historical Fiction/Nonfiction	Read ch. 10 (Temple et al., 2015) Quiz 9
15: 12/6, 12/8	**Course Review**	TEXT SET (due on 12/8)
12/15 1:30-3:30pm	FINAL EXAM	

PROCEDURES AND POLICIES

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.

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. Student collaboration of learning is encouraged, except for instances when an assignment/assessment description states otherwise. Other's ideas can be built-upon but student work must be unique and reflective of each individual student. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be formally reported with an Initial Sanction form to the Dean of Students, who may impose further penalty. A second offense will result in the student being automatically referred to formal review by the University's Academic Integrity Officer. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR
All concerns should be privately discussed in the faculty member's office. 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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect email account. For more information, please visit the website that explains Eagle Connect and how to forward your email, if you desire.

ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. You may also contact them by phone at (940) 565-4323.

ATTENDANCE
You are expected to be in-class and attendance will be taken daily. Students are required to notify the instructor of any absence for any reason prior to the class meeting. In-class assignments cannot be made up – no exceptions.

CAMPUS RESOURCES
UNT offers a variety of resources available to students. The Office of Student Academic Success provides mentoring and tutoring services free of charge. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments (940-565-2563). If you are unsure of how to take care your stress, anxiety, depression, or even feelings you don't understand, we have a great team of faculty from all over campus to make sure you get the help you need. Call the CARE Team for any reason at all and they will provide or seek assistance (940-565-4373) or email them at careteam@unt.edu. Counseling and Testing workshops are also available to students, 940-565-2741 or counselingandtestingservices@unt.edu.

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.

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) 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).

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

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.

OBSERVANCE 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.

PROFESSIONAL ORGANIZATIONS
International Literacy Association
National Council of Teachers of English
ReadWriteThink
Literacy in Learning Exchange
Literacy Research Association

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 Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates HERE.

STUDENT EVALUATION OF INSTRUCTION
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. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

COLLECTION OF STUDENT WORK SAMPLES
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.

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.

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.

TK20
Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go HERE for directions on how to purchase. Announcements regarding TK20 will also be posted on the TK20 website.

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. TExES practice exam information and registration. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.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).