



UNIVERSITY OF NORTH TEXAS®

EDRE 4450: Reading and Writing (Birth-Grade 6)
Fall 2017 - Syllabus

Instructor: Jeannette L. Ginther, Ed.D.
Class Location: Matthews Hall 112
Time of Class: MWF 12:00pm – 12:50pm
Office: Matthews Hall 204F
Office Hours: MWF 10:00am – 12:00pm
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Communication

The official manner of communication outside of class meetings and office hours will be by email to jeannette.ginther@unt.edu (NOT through Blackboard). When sending emails, please attend to the following:

1. Put EDRE 4450 in the subject line of the email
2. Clearly elaborate your question or concern
3. Include your full name at the close of your message

Please note: Before you send an email, please make sure you have used due diligence to answer your question yourself. Refer first to assignment instructions, assignment rubrics provided, Blackboard announcements, and your syllabus. Emails sent during evening/weekend hours may not be addressed until the next business day.

Required Texts and Online Course Access

Tompkins, G., Campbell, R., Green, D., & Smith, C. (2017). *Literacy for the 21st century* (7th Ed.). Pearson.
ISBN: 9780134090191

➤ [Revel eText](#)

Additional course readings on the [Course Guide](#)

Catalog Course Description

Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers and writers. Emphasizes development of early language and pre-literacy skills, common school literacy practices, parental/societal influences, and affective elements related to early reading. Includes an additional course hour of field experience per week.

Prerequisites: Admission to the Teacher Education program and DFST 3123 (Child Development).

Purpose and Rationale

This course is the first of three courses that prepares teacher candidates to be effective literacy professionals serving children from infancy through grade 6. There is a particular emphasis in this course on the reading and writing development of children from infancy through grade 2. The current research on emergent literacy will serve as a foundation for investigating theoretical and practical applications of developmentally appropriate literacy instruction. The course emphasizes methods appropriate for preschool and early grade reading and writing instruction, as well as exploring a variety of resources that support the reading and writing skills of young children.

Course Goals/Objectives

What are the five components of reading and how do I apply these components to design for instruction at all stages of birth-gr 6 reading development?

- Demonstrate instructional strategies that develop vocabulary and word recognition skills—including alphabetic principle, phonological and phonemic awareness, and phonics—through scaffolded instruction for learners across the ability spectrum.
- Demonstrate knowledge of instruction to develop skills of automaticity (fluency), listening and reading comprehension for narrative text structures through the use of read-aloud, shared reading, and guided reading.

What processes and knowledge are involved in reading/writing? How do these develop over time?

- Develop an awareness of the stages of writing and spelling, demonstrate knowledge of effective writing instruction, and design appropriate developmental writing activities for students.

How does knowledge of literature and text choice impact children's reading development?

- Demonstrate familiarity with current award-winning children's literature.
- Distinguish levels of text and reading genres to provide children with an array of reading experiences with multiple kinds of texts.
- Demonstrate effective strategies for sharing books and other resources with children, including multicultural materials. This includes planning for read-aloud, think-aloud, shared reading, and guided reading.

How can I create a classroom that supports the literacy development of all my students?

- Demonstrate knowledge of how individual learning difficulties require unique teaching accommodations.
- Develop an awareness of L1 on English language learning.
- Understand the impact of individual interests on reading motivation.

Program Expectations for Future Teachers

- Develop a reflective mindset about learning and teaching
- Develop a sensitivity to the English Language Learner
- Endorse integration in the teaching of language arts
- Embrace a lifelong learner perspective
- Support student-centered instruction

Alignment to TEKS, Core Subjects, PPR, & InTASC

TEK domains for grades K-2: Print Awareness, Phonological Awareness, Phonics, Beginning Reading Strategies, Fluency, Vocabulary Development, Literacy Development, Comprehension of Literary Text: Fiction, Oral and Written Conventions, Comprehension Skills

Core Subjects domains and competencies: 1 A-G, K; 2; 3; 4; 5; 6 AC; 7; 8 A-C; 9 A-E, G, I; 10

PPR domains: I, II, III

InTASC Standards: 1, 4, 5, 6, 7, 8, 9

EDRE 4450 Essential Concepts

Major Reading Approaches

- Balanced literacy/Comprehensive literacy
- Part-to-whole instruction
- Whole-to-part-to-whole instruction
- Language experience approach

Instructional Strategies and Materials

- Read-aloud
- Think-aloud
- Shared reading
- Echo reading
- Shared writing
- Interactive writing
- Guided reading
- Independent Reading
- Leveled books
- Children's literature
- Independent, instructional, frustration reading levels

Instructional Components for Developing Vocabulary and Word Recognition Skills

- Alphabetic principle
- Phonological awareness
- Alliteration
- Rhyme
- Syllable
- Phonemic awareness
- Phonics
- Morpheme
- Grapheme

Affixes: prefix, suffix (discussed further in EDRE 4850)

- CVC, CV, CVCe, Vowel pairs
- Onset/ Rime
- Word recognition

Language systems: semantic, syntax, phonological, pragmatic

- Structural analysis (discussed further in EDRE 4850)
- Context clues (discussed further in EDRE 4850)

Other Instructional Components

- Concepts of print
- Automaticity (fluency)

Comprehension: literal, inferential, and evaluative

- Listening Comprehension
- Narrative text structure (expository text structure discussed in EDRE 4850)
- Beginning comprehension strategies
- Stages of spelling development
- Stages of writing development

COURSE REQUIRED ASSIGNMENTS	Percentage
PROFESSIONALISM AND PARTICIPATION Teachers must exhibit a <i>high degree of professional behavior and have exemplary attendance</i> in order 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. <i>This grade will include daily attendance, participation during activities, peer reviews, in-class discussions and writings about content and readings, informal presentations, and professional behavior.</i>	20%
VIRTUAL FIELD EXPERIENCE To deepen your understanding of how young children's literacy develops, you will complete 10 hours of field experience at the UNT Child Development Laboratory, from the remote viewing room in Matthews Hall 310. <ul style="list-style-type: none"> Visit 1 hour each week for 10 weeks. Post weekly reflections to our class in Kidblog. Engage in dialogue with at least one peer each week. Your final entry must be a 500-word reflection. Use this link to join: https://kidblog.org/class/edre-4450-fa17-dr-ginther/posts Class Code: 22rtsz9 Participate in three focus group discussions about this 21st century field experience. 	10%
ONLINE LEARNING You will complete the following tasks on Blackboard on the designated dates. <ul style="list-style-type: none"> Online Day 1: Locate an <i>innovative technology tool</i> that could help enhance literacy development. Create one (1) PPT slide with the name of the tool, description of the tool, its purpose, and a teaching application. Post your slide to the Bb Discussion Board. (5%) Online Day 2: Watch 2 videos demonstrating exemplary literacy teaching (on Bb). Create a T-Chart to compare and contrast teaching elements using elements from the videos. Submit your T-Chart to the Assignments section of Bb. (5%) Online Day 3: Complete the activities on Bb to help you accommodate for various learners (e.g., Dyslexia, ELLs, Cultural sensitivity, Autism). Write a 2-paragraph reflection about your experience. Submit the reflection to the Assignments section of Bb. (5%) 	15%
PERFORMANCE TASKS You will be completing two authentic performance tasks in which you apply your knowledge from this course and the readings to real teaching situations/scenarios. Each task is worth 10%.	20%
LESSON PLANS Prepare two lesson plans using UNT TE&A template following guidelines discussed in class. You will conduct a teaching demonstration of the second lesson plan in class. <ul style="list-style-type: none"> Phonics or Phonemic Awareness Lesson (10%) Comprehension (10%) 	20%
RUNNING RECORD AND MISCUE ANALYSIS In class, you will conduct a miscue analysis and running record. You must be present in class on this day to earn credit for this assignment.	5%
FINAL You will be selecting one of the following projects: (1) a book study/review, (2) a <i>Literacy Daily</i> blog review, or (3) a literature review of a literacy topic. You will write a 3-page paper that highlights specific ideas that shape your view of teaching and demonstrate your ability to connect new concepts to course material and your future classroom.	10%

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

COURSE SCHEDULE

Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. Check Blackboard for specific assignment due dates/times. **Upload all assignments as a PDF. Points will be deducted for ALL late work.**

Week/Topic	Monday	Wednesday	Friday
Week 1: Course Overview Syllabus Attendance Expectations Introduction to Effective Literacy Instruction	8/28 Introductions Virtual Field Experience Focus Group #1	8/30 Visit from Dr. Hagen Due: Student Information Survey by midnight https://www.surveymonkey.com/r/M2SWDVP	9/1 Team Building Due: Read Ch. 1 prior to class on this day.
Week 2: The Reading and Writing Process	9/4 No Class Meeting Labor Day	9/6 Due: Read Ch. 2 prior to class on this day.	9/8 Active Learning
Week 3: The Youngest Readers and Writers	9/11 Due: Read Ch. 4 prior to class on this day.	9/13 Active Learning	9/15 Active Learning
Week 4: Cracking the Alphabetic Code, Phonological and Phonemic Awareness, Phonics	9/18 Due: Read Ch. 5 prior to class on this day.	9/20 Active Learning	9/22 Due: Performance Task #1 in Bb by midnight.
Week 5: Developing Fluency Decoding and Automaticity	9/25 Due: Read Ch. 6 prior to class on this day.	9/27 Active Learning	9/29 Peer review of Lesson #1 in class. Due: Lesson #1 in Bb by midnight.
Week 6: Expanding Academic Vocabulary Context Clues and Word Study	10/2 Due: Read Ch. 7 prior to class on this day.	10/4 Active Learning	10/6 No Class Meeting
Week 7: Presentations Focus Group Discussion	10/9 No Class Meeting Due: Online Learning Day 1 Activity in Bb by midnight.	10/11 Presentations of Literacy Technology Tools	10/13 Virtual Field Experience Focus Group #2
Week 8: Comprehension and the Reader Interactive Read Alouds Interactive Think Alouds	10/16 Due: Read Ch. 8 prior to class on this day.	10/18 Active Learning	10/20 Active Learning
Week 9: Comprehension and the Text	10/23 No Class Meeting Due: Online Learning Day 2 Activity in Bb by midnight.	10/25 No Class Meeting	10/27 Due: Read Ch. 9 prior to class on this day.
Week 10: Comprehension (continued)	10/30 Active Learning	11/1 Active Learning	11/3 Due: Performance Task #2 in Bb by midnight.

Week 11: Assessing Literacy Development	11/6 Due: Read Ch. 3 prior to class on this day.	11/8 Active Learning	11/10 Running Record/Miscue Analysis In-Class Activity
Week 12: Instructional Design for Literacy Guided Reading Literature Circles Reading Workshops	11/13 Due: Read Ch. 10 prior to class on this day.	11/15 Active Learning	11/17 Peer Review of Lesson #2 in class. Due: Lesson Plan #2 in Bb by midnight.
Week 13: Instructional Design for Literacy (continued) Co-Teaching Models	11/20 Active Learning	11/22 No Class Meeting Thanksgiving	11/24 No Class Meeting Thanksgiving
Week 14: Differentiating Instruction	11/27 No Class Meeting Due: Online Learning Day 3 Activity in Bb by midnight.	11/29 Virtual Field Experience Focus Group #3 Due: Read Ch. 11 prior to class on this day.	12/1 Active Learning
Week 15: Reading and Writing Across the Curriculum Motivation and Literacy	12/4 Due: Read Ch.12 prior to class on this day. Due: Bring Final Exam Hard Copy to class for peer review.	12/6 Last Class Session Culmination Activity	12/8 No Class Meeting
Week 16: Final Exam Week TBD	12/11 No Class Meeting	12/13 10:30am -12:30pm TBD	12/15 No Class Meeting

Policy Statements:



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) 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. Jemimah Young 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. 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.

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 to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

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. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at 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.