



UNIVERSITY OF NORTH TEXAS®

**EDRE 4870 Cross-Curricular (Content Area) Literacy Materials and Resources
Spring 2018**

Instructor: Jeannette L. Ginther, Ed.D.
Class Location: Matthews Hall 113
Time of Class: T/TH 2:00 – 3:20pm
Office: Matthews Hall 204F
Office Hours: T/TH 11:00am – 2:00pm
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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 4870 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: Emails sent during evening/weekend hours may not be addressed until the next business day.

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

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.

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.

GRADING SCALE

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

COURSE REQUIRED ASSIGNMENTS	Percentage
<p>PROFESSIONALISM AND PARTICIPATION Teachers must exhibit a <i>high degree of professional behavior</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 participation during activities, team building, peer reviews, in-class discussions about content and readings, informal presentations, and professional behavior.</i></p>	15%
<p>PERSONAL LITERACY ANALYSIS/MEMOIR As teachers, we are influenced by our own reading and learning experiences and literacy identities. The purpose of this assignment is to have you explore your literacy history and how it has shaped your personal and academic identity.</p>	10%
<p>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. <i>This activity must be completed in class. Please note the designated day on the Course Schedule.</i></p>	5%
<p>WRITTEN REFLECTIONS You will be completing 5 written reflections in which you apply your knowledge from this course and the readings to authentic teaching situations and scenarios.</p>	20%
<p>CONTENT AREA LITERATURE LESSON PLAN (TK20 ASSIGNMENT) Teaching explicit reading skills within the disciplines is a crucial component to students' reading success. You will develop a cross-curricular lesson using <i>Seedfolks</i> and the UNT Lesson Plan Template.</p>	15%
<p>TEXT SET (TK20 ASSIGNMENT) 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. You will be creating a text set collection that focuses on one academic concept or topic and contains a variety of text formats (e.g., books, charts, maps, pamphlets, poetry, songs, photographs, non-fiction books, almanacs, encyclopedias). You will also design instructional activities and classroom applications for the texts you select.</p>	25%
<p>GENRE PRESENTATION With your PLC (Professional Learning Community), you will develop and present an activating strategy and interactive instructional activity that could be used with students in the classroom to teach a reading skill or content area concept pertaining to your assigned genre.</p>	10%

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. Additional readings may be assigned throughout the course. **Upload all assignments as a PDF. Points will be deducted for ALL late work.**

Week/Topic	Tuesday	Thursday
Week 1 Course Overview Syllabus Attendance Expectations Introduction to Content Area Literacy	1/16 First Day of Class Introductions Team Building Activity	1/18 Format of Class Sessions Course Expectations Due: Student Information Survey by midnight. Due: Reflection #1 in Bb by midnight.
Week 2 PLCs The Importance of Stories	1/23 Overview of Personal Literacy Analysis/Memoir Activity	1/25 Due: Reflection #2 in Bb by midnight.
Week 3 Children's Literature	1/30 Due: Read Chapter 1 prior to class on this day.	2/1 Due: Reflection #3 in Bb by midnight.
Week 4 Literary Elements	2/6 Peer Review of Personal Literacy Analysis/Memoir Due: Bring hard copy of Personal Literacy Analysis to class. Final draft due in Bb by midnight. Due: Read Chapter 2 prior to class on this day.	2/8 Active Learning/Class Discussions
Week 5 Visual Literacy	2/13 Overview of Text Set Assignment and Criteria TEKS Analysis Activity Due: Read Chapter 3 prior to class on this day.	2/15 Active Learning/Class Discussions Due: Reflection #4 in Bb by midnight.
Week 6 Diverse Perspectives	2/20 Online Learning Experience Due: Read Chapter 4 and complete online assignment in Bb by midnight.	2/22 Active Learning/Class Discussions
Week 7 International Literature	2/27 Active Learning/Class Discussions Due: Read Chapter 5 prior to class on this day.	3/1 Overview of Genre Presentation Seedfolks Literature Discussion Due: Read Seedfolks Ch.1-6

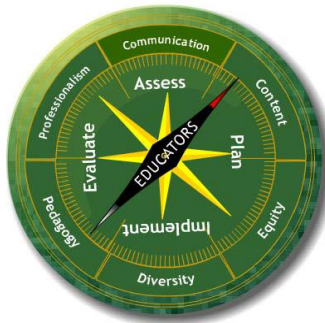
Week 8 Media Literacy	3/6 Active Learning/Class Discussions	3/8 Workshop Session with PLC for Genre Presentation Due: Read designated genre chapter prior to class on this day.
Week 9 SPRING BREAK	3/13 NO CLASS MEETING	3/15 NO CLASS MEETING
Week 10 Literature Discussion and Workshop Session	3/20 Overview of Content Area Literature Lesson Plan Seedfolks Literature Discussion Due: Read Seedfolks Ch. 7-13	3/22 Workshop Session with PLC for Genre Presentation
Week 11 Content Area Literacy Instructional Strategies and Resources	3/27 Active Learning/Class Discussions	3/29 Workshop Session with PLC for Genre Presentation
Week 12 Content Area Literacy Instructional Strategies and Resources (continued)	4/3 Active Learning/Class Discussions	4/5 Peer Review of Text Set Assignment Due: Bring a hard copy of your Text Set to class on this day. Final Draft due in Bb by midnight.
Week 13 Genre Presentations	4/10 Genre Presentation: Poetry	4/12 Genre Presentation: Traditional Literature
Week 14 Genre Presentations	4/17 Genre Presentation: Historical Fiction	4/19 Genre Presentation: Modern Fantasy/Science Fiction
Week 15 Genre Presentations	4/24 Genre Presentation: Nonfiction	4/26 Genre Presentation: Contemporary Realistic Fiction Peer Review of Content Area Literature Lesson Plan Due: Bring hard copy of Lesson Plan to class on this day. Final draft due in Bb by midnight.
Week 16 Culmination Activity	5/1 Reflection #5: Completed in class on this day.	5/3 Last Class Session Culmination Activity
Week 17 Finals Week No Class Meeting	5/8 Finals Week	5/10 Finals Week

Course Attendance Policy:

Your attendance is absolutely CRITICAL for learning in this class.

- ✓ You are permitted **2 absences** without losing points from your grade. These first 2 absences do not require documentation, but you must notify the professor via email.
- ✓ Each additional absence (beyond the first 2) will result in a **5-point deduction** from your total grade for **each class session missed**.
- ✓ Exceptions that will not result in point deductions: Documented death of an **immediate** family member, documented severe personal illness or life-threatening emergency, OR documented court appearance. **Valid documentation (in original hard copy form) must be provided immediately upon return to class following absences due to the extenuating circumstances described above. If no documentation is provided, exceptions cannot be made.**
- ✓ You are still responsible for the work/content that you miss during any absence. You must complete readings and check with your peers for notes, instructions, updates, and information.

University 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.

