*What Matters: Connecting Meaningful Literature to the Content Areas*

EDRE 4870.003

Cross-Curricular (Content Area) Literacy Materials and Resources

University of North Texas / Language, Literacy, and Bilingual Education

**Instructor:**

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**Class Time and Place:**

EDRE 4870.003

2:00 – 3:20 p.m.

**Office Hours:**

Tues/Thurs. 12:45 – 1:45 p.m. or by appointment

**Course Description:**

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).

**Purpose and Rationale**

During this semester we will explore materials and resources to use in all content areas –resources that invite our students to be part of our literacy community and support them as they use the language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living. While the emphasis is on resources, we know these resources must be accompanied by powerful instructional strategies to accomplish our goals of creating confident, critical thinkers and literacy users. As we respond to and integrate children’s literature, technology, and content reading strategies, a goal of this course is to become reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live. As a result, insight into your own learning processes will hopefully enhance your personal critical and creative thinking as well as help you become a teacher who incorporates response-basedengagements to inform your instruction. Therefore, our focus is on ourselves as learners, readers, and teachers as we learn about resources and strategies to involve our students. You and your contributions are a vital part of the literacy community we create here!

**Required Texts:**

Martinez, M., Yokota, J., Temple, C. (2018). Children's books in children's hands: A brief introduction to their literature (6th ed.). New York, NY: Allyn & Bacon. ISBN-13:978-0134798684ISBN-10:0134798686

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

**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:

## Response to Literature

* Use texts 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.

## Content Area 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 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.

## 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 that 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.

## 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.

**EVALUATION AND GRADING**: **Please read carefully!**

**The grade for this class is based on the accumulation of points. I do NOT average your grade. Looking at the point values below, you will see that it takes 900 points to make an A. If you have 899 points then you will have a B because each single points carries a lot of weight throughout this course. I will post points as soon as they are given on Blackboard, so it will be easy for you to keep up with them throughout the semester. I give extra points constantly on your reflections and will explain how this works in class. Also, throughout the course, you will have opportunities to accumulate extra points with smaller sideline activities.**

**GRADING SCALE:**

**1000+= A**

**900-999 = B**

**800-899 = C**

**700-799 + D**

**Below 700 + F**

**Course Requirements:**

|  |  |
| --- | --- |
| **ASSIGNMENTS** | Points |
| AUTHOR SPOTLIGHT PRESENTATIONS – These presentations will be given at the end of the semester. Directions will be given prior to that time. | 100 |
| 2. *IGNITE PRESENTATION* As teachers we are very much influenced by our own reading and learning experiences. Our students are as well. We all view the world through the window of our life experiences. Being conscious of lived experiences of our students and ourselves makes us better teachers. The purpose of this assignment is to have you explore your literacy history and your values much in the same way you should ask your students to. Please see attached guidelines. | 100 |
| 3. PROFESSIONALISM AND PARTICIPATION – Teachers must exhibit a high degree of professional behavior 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. This grade will include punctuality, appropriate use of electronic devices, participation during class activities, team building, peer reviews, in-class discussions about content and readings, informal presentation, literature discussions and overall professional behavior and attitude. | 100 |
| GENRE PRESENTATION With your PLC (Professional Learning Community), you will develop and teach an interactive instructional activity that could be used with students in a middle school classroom to teach a reading skill or content area concept pertaining to your assigned subject and literary genre | 200 |
| 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. You will be creating a text set collection that focuses on one academic concept, theme, 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. | 300 |
| CONTENT AREA LITERATURE LESSON PLAN (FOLIOTEK ASSIGNMENT) Teaching explicit reading skills within the disciplines is a crucial component to students’ reading success. You will develop a cross-curricular lesson using the current UNT Lesson Plan Template. | 200 |
| WRITTEN REFLECTIONS – There will be short, written reflections throughout this course. | 50 each |
| \*\*\*There will be spontaneous opportunities to gain extra points throughout the semester through class activities and discussions. |  |
|  |  |

**Attendance/Participation Policy**: Class participation is very important to your grade and to me, so that means coming to class. You are going to be professionals in the work place and you cannot miss work and still have a job. I have attached 100 points as INCENTIVE for good attendance. You can still make an A and not receive the incentive points. However, please notice that if you get to a **third absence**, we will discuss this together as to your options. A 4th absence is automatic failure of the class.

* 0 absences = 100 points
* 1 absence = 50/100 points
* 2 absences = 25 points
* 3 absences = 0/100 points and an office visit
* 4 unexcused absences = automatic failure of the class
* **TARDIES: Do not be late to class. You are expected to arrive on time as you will be expected to arrive on time to work when you have a teaching job. Three unexcused tardies will count as an absence.**
* **EXCUSED ABSENCES WILL BE DETERMINED BY THE INSTRUCTOR.** If you want to be considered for an excused absence, you must notify me within 24 hours of your absence as to why you were not in class.
* Three excused absences will count as 1 absence.

**University Class Policies:**

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

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

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

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

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

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

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

**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 Canvas. 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.e>

**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 onthe-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default .

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

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

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

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

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

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

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

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

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

**Foliotek e-Portfolio**. Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic 9 evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

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

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

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

**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.du/labs/unt-writing-lab

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.

**DISCLAIMER:**

*This syllabus is a tentative outline of the content assignments and grading procedures for the course and does not represent a binding contract. The professor reserves the right to make changes to the document based on perceived needs. Students will be given due notice of any changes.*

***WHAT MATTERS* PERSONAL IGNITE PRESENTATION**

AN Ignite presentation is a format that utilizes Power Point to create a way for you to let your audience know more about you. One of the most important roles you will have in your classroom will be to establish a sense of community with your students. This is a tool that allows you to do that. In this case, it will be allowing our class to get to know each other better. Please make your own Spark Presentation to share with the class based on what matters to you. Include the following in your presentation:

* Three of your slides should include your school literacy experiences. (your history)
* One of your slides should include who you are as a reader/writer now.
* Five slides should include images and ideas that represent *What Matters* to you.
* Your final slide should be an image from or related to your personal goals and plans for your future. Include a quote that relates to your thinking.
* Be prepared to present your presentation using your own flash drive or accessing it through the Internet. We won’t be uploading on Blackboard due to the fact that your pictures could possibly be too large.

**GRADING RUBRIC FOR IGNITE PRESENTATION:**

1. **Ten slides prepared as described in directions – (50) \_\_\_\_\_**
2. **Spoken presentation/Engagement – (20) \_\_\_\_\_**
3. **Slide presentation/Engagement – (20) \_\_\_\_\_**
4. **Speaker obviously prepared and on time – (10) \_\_\_\_\_**

**TOTAL \_\_\_\_\_\_\_**

***UNT Lesson Plan***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** |  | | **Date:** | |  | | **District:** |  | | | **School:** |  |
| **Subject area:** |  | | **Grade Level:** | |  | | **Unit Title** |  | | | **Lesson Title:** |  |
| **Purpose and Lesson** | | | | | | | | | | | | |
| **Standard(s):** | | | | **Understanding goals(s):** | | | | | **Essential Question(s):** | | | |
| Texas Essential Knowledge and Skills and/or English Language Proficiency Standards… | | | | Students will understand… | | | | | Leading questions, questions that address the heart of the discipline, questions that provoke interest and thought… | | | |
| **Student Objectives:** | | **Assessment of Objectives:** | | | | **Lesson Steps/Activities including Timeline & Grouping** | | | | | | |
| Students will be able to… | | How will you know if students have met the objectives (formal/informal)? | | | | Introductory activities (xx min, grouping)  Developmental activities (xx min, grouping)  Closing Activities (xx min, grouping) | | | | | | |
| **Language Modifications** | | **Special Needs Modifications** | | | | **Materials & Resources:** | | | | **Technology:** | | |
|  | |  | | | | List all materials and resources needed for the lesson… | | | | List all technology used in the lesson… | | |
| **Reflection** | | | | | | | | | | | | |
| **What worked:** | | | | **Improvements:** | | | | | **Overall Implications for your teaching:** | | | |
| What parts of the lesson led to engagement and student learning? | | | | How can you increase student learning, engagement, etc., next time you teach this lesson? | | | | |  | | | |

EDRE 4870 Course Outline / Spring 2020

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| --- | --- | --- |
| Date | Class Topic | Work Due from Outside of Class |
| 1-14 | Introductions:  Assign: Ch1 and demo how to respond |  |
| 1-16 | **Chapter 1 – Share responses**  Introduce: The Importance of Story/Example of Ignite Presentations. | Read Chapter 1:  pp. 4 – 9 (top of page)  pp. 13 – 18  Reflect: Choose 5 statements. Write statements, then respond. |
| 1-21 | The Importance of our personal stories workshop time | Bring laptops to class |
| 1-23 | IGNITE PRESENTATIONS | **IGNITE PRESENTATION**  **ODD #s DUE** |
| 1-28 | IGNITE PRESENTATIONS | **IGNITE PRESENTATIONS**  **EVEN #S DUE** |
| 1-30 | Examining YA Literature  Introduction to *Seedfolks* | Bring copy of Seedfolks to class |
| 2-4 | Active Learning/class discussion of Seedfolks | Read chapters 1-6 of Seedfolks |
| 2-6 | Active Learning/class discussion of Seedfolks | Read chapters 7 – 13 of Seedfolks |
| 2-11 | Examining Literary Elements  Active Learning/class discussion | **Chapter 2 - Response** |
| 2-13 | TBD |  |
| 2-18 | Examining Visual Literacy  Active Learning/Class discussion | **Chapter 3 - Response** |
| 2-20 | Understanding and Clarity of Text Set Assignment |  |
| 2-25 | **Diverse Perspectives**  **Active Learning/class discussion** | **Chapter 4 - Response** |
| 2-27 | TEXT SET WORKSHOP | TEXT SET – PART 1 DUE BY MIDNIGHT |
| 3-3 | Introduction to Genres – Overview of Genre Presentations  Focus: International Literature | **Chapter 5 - Response** |
| 3-5 | Workshop session with partner for genre presentation | **Read assigned genre chapter before this class** |
| 3-10&12 | SPRING BREAK |  |
| 3-17 | Genre Presentation – Traditional Literature | **Chapter 7 - response** |
| 3-19 | Genre Presentation – Historical Fiction | **Chapter 10 - response** |
| 3-24 | Workshop to work on Text Set Assignment |  |
| 3-26 | Genre Presentation - Poetry | **Read chapter 6 - response** |
| 3-31 | Genre Presentation – Modern Fantasy/Science Fiction | **Chapter 8 - Response** |
| 4-2 | Genre Presentation – Contemporary Realistic Fiction | **Chapter 9 – Response**  **TEXT SET – PARTS 2 & 3 DUE BY MIDNIGHT** |
| 4-7 | Nonfiction/Media Literacy  **INTRODUCE AUTHOR SPOTLIGHT PRESENTATION** | **Chapter 11 - Response** |
| 4-9 | Lesson Plan Assignment/ Workshop with partner |  |
| 4-14 | Workshop Session for LP |  |
| 4-16 | Workshop Session for completion of Text Set | **TEXT SET PARTS 1-5 DUE BY MIDNIGHT** |
| 4-21 | Workshop Session for Author Spotlight | **CONTENT AREA LESSON PLAN DUE BY MIDNIGHT** |
| 4-23 | Author Spotlight Presentations |  |
| 4-28 | Author Spotlight Presentations |  |
| 4-30 | Culminating Activity – Attendance Required! |  |
| 5-4 | Week of Finals |  |
|  |  |  |
|  |  |  |