



University of North Texas

EDCI 4850: Teaching the Tools and Practices of Reading Across the Curriculum University of North Texas

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DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

Commitments

We are activists in providing strategies for teaching that are aligned with the core commitments of our UNT Teacher Preparation Program to transform teaching.

COURSE PREREQUISITES

EDRE 3350; Admission to Teacher Education Program.

Concurrent enrollment in EDRE 4860; EDEE 4350; EDSP 4350; EDCI 4010.

Some of the assignments in these courses will overlap. We try to think of the curriculum (artificially divided into courses) as integrated. This is a challenge for both the course instructors and for students but in the best interest of learning. In your “teacher life”, you will face similar challenges to integrate across curriculum areas that have been artificially divided.

CATALOGUE DESCRIPTION

The purpose of this course is to prepare preservice teachers in the area of reading as a process for meaning-making, as a tool for inquiry, and as a tool for activism. This course will cover various models of teaching reading that range from skills oriented, to process-oriented, to practice-oriented perspectives.

COURSE GOALS AND DESCRIPTION

In this course, preservice teachers will:

- Develop an expanded understanding of literacy development that builds on the content of the Early Literacy course taken the previous semester;
- Practice teaching literacy using assessment and reflection to inform teaching;
- Engage in asset-based, appreciative teaching to plan for instruction;
- Consider the demands of literacy assessment associated with different audiences and how these forms of assessment can be used to inform instruction;
- Develop an understanding of the content of the “science of reading”.
- Engage in critical inquiry into classroom teaching from an equity perspective.

Students will further explore:

- Learning within a community of practice perspective;
- Expansive vs restricted views of what counts as reading;
- Cultural and linguistic variation with humanizing pedagogies;
- Models for assessment;
- Teaching as relational, appreciative, humanizing, and responsive (through assessment);
- Practice as a space for inquiry and growth in teaching;
- Assessment and Teaching as woven together.
- Practice spaces for reading and teaching (e.g., read alouds, shared reading, guided reading; independent reading, book clubs, inquiry/study groups) in both hybrid and classroom contexts.

REQUIRED FIELD HOURS

This course contains a required field experience at an off-site location for two full days each week. Some of your assignments will be coordinated in this practicum setting.

PLEASE NOTE: A Criminal Background Check is required.

REQUIRED TEXTBOOKS AND/OR MATERIALS

- [Puzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms](#) (The Practitioner Inquiry Series) by Cynthia Ballenger
- [Critical Literacy](#) by Vivian Vasquez (optional for some sections)
- Additional readings in Canvas drawn from the professional literature on literacy

ATTENDANCE

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses **four or more classes**, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

For courses offered 1 time per week

# of Absences	Total participation points for the class (out of 10 points)
0 – 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

COURSE ASSIGNMENTS

This syllabus is a living document. All assignments are subject to change in response to student needs.

MAJOR ASSIGNMENT OVERVIEW		
Assignment Name	Tentative Due Date	Percentage of Final Grade
Essay: Reading Life Line	January 26, 2023	5%
Teacher Interview & Observation	February 16, 2023	5%
Text Environment Analysis	March 9, 2023	10%
Dyslexia Module	In Class - Date TBD	5%
Literature Inquiry Unit	April 27, 2023	20%
Mentoring Process and Reports	Ongoing: Final Report Due May 4	20%
Comprehension Strategy Presentation	Ongoing	5%
In Class Activities, Science of Teaching Reading Scenarios, and Reading Responses	Ongoing	20%
Attendance, Participation, and Professionalism	Ongoing	10%

MAJOR ASSIGNMENT DESCRIPTIONS
Essay: Reading Life Line Who are you as a reader? What experiences in school were impactful on you as a reader? Create a reading "life line". Be creative and honest.
Mentoring Experience (Artifacts, Reflections, and Final Report) You will engage in the mentoring of a student using the web-based instructional support offered through PALs. This work will include both teaching plans and a final case study report.
Text Environment Assessment Students will assess the text environment in their classroom practicum placement using a modified TEX-IN3 inventory.
Teacher Interview and Observation

You will observe and interview your classroom teachers surrounding one reading instructional/practice activity structure in their classroom (e.g., guided reading; read aloud; book clubs) that the teacher is working to improve/innovate. Your interpretation will consider the features of this activity in the mentoring work you are doing and possibly toward your research project for the Practice Based Research Course in Block C.

Dyslexia Module

You will engage in a fact-finding journey to learn more about dyslexia and how to support students who have been identified, or those who have not yet been identified. You will create a visual presentation with the idea of families/parents as your target audience...suggested criteria will be given to you.

Literature/Inquiry Unit (SHARED assignment with Writing Tools course)

You will develop and teach a literature/inquiry unit in their placement classroom. This work will include both teaching plans and a final report. This unit will build directly on the work completed the previous semester in Science Methods and the Social Studies Methods course from the previous semester. You will submit an analysis of at least one "discussion" and how you reflect on the discourse moves you used in your discussion.

In Class Activities, Science of Teaching Reading Scenarios, and Reading Responses

Throughout the course, you will be asked to respond to readings, videos, and other media prior to our class meetings. Additionally, we will complete numerous formative tasks throughout the semester during our class meetings. These activities will include practice lesson planning, Science of TEaching Reading Scenarios, and others.

Comprehension Strategy Presentation

With a small group, you will present a reading comprehension strategy to the class. In your presentation, you'll describe the strategy, discuss if it is used before/during/after reading, engage us in an experience to use/practice the strategy, and plan to ask a few questions that help us make connections after our experience.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate.

STANDARDS

The content and activities you will engage with in this course reflect the State of Texas standards for teacher preparation. Following this link

(<https://tea.texas.gov/texas-educators/preparationand-continuing-education/approved-educator-standards>) you will see the specific standards addressed in this course. Some of the standards addressed in this course are new. Some are extensions of standards engaged with in previous courses. All of these standards will be assessed on the Texas certification exams.

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students 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. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students enrolled in Reading Tools 4850 are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering Course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the

survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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 deanofstudents.unt.edu/conduct.

DEPARTMENT SYLLABUS STATEMENTS

Foliotek ePortfolio (where applicable). 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 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>