University of North Texas

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<tr><td colspan="2">EDCI 4850: Teaching the Tools and Practices of Writing Across the Curriculum
University of North Texas</td></tr>
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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 provide preservice teachers with instruction and practice in the teaching of writing related to purpose, audience, and content. Emphasis is given to process writing and the teaching of writing in all content areas, including the use of technology and multiple modes, in order to introduce or give students practice with the writing conventions of a discipline and to help them gain familiarity and fluency with specific genres and formats typical of a given discipline.

COURSE GOALS AND DESCRIPTION

In this course, preservice teachers will:

- Develop an expanded understanding of writing and composing;
- Practice teaching writing using audience, purpose, and content to inform teaching;
- Engage in asset-based, appreciative assessment to plan for instruction;
- Consider the demands of composing in all content areas, genres, and modes, including technology and multimodalities;
- Develop an understanding of the interconnectedness of writing and reading.
- Develop an understanding of the content of the "science of reading".

Students will further explore:

- Learning within a community of practice;
- Expansive vs restricted views of what counts as writing;
- Cultural and linguistic variation with humanizing pedagogies;
- Models for assessment of composing;
- Teaching as relational and responsive;
- Inquiry and reflection as essential to writing; and
- Reading and writing as reciprocal processes.

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

Bomer, K. and Arens, C. (2020). Writing Workshop Essentials: Time, Choice, Response. Portsmouth, NH: Heinemann.

Articles:

Additional readings will be drawn from the professional literature on writing and literacy. The readings will be posted on Canvas.

Recommended Textbook:

Ahmed, S. K. (2018). Being the change: Lessons and strategies to teach social comprehension. Portsmouth, NH: Heinemann.

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

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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**
Writing Mini Lesson & Reflection	March 23, 2023	10%
Writing Conference & Reflection	April 6, 2023	10%
Literature and Writing Inquiry Unit	April 27, 2023	20%
Writing Portfolio & Reflection	May 4, 2023	20%
Author's Craft Presentation	Ongoing	10%
Reading Responses & In-Class Activities	Ongoing	20%
Attendance, Participation, and Professionalism	Ongoing	10%

MAJOR ASSIGNMENT DESCRIPTIONS

Writing Mini Lesson
Students will create and deliver a writing minilesson, record a portion of their teaching while conducting the writing lesson, and then analyze the transcript. Students will create a transcript of the lesson including teacher and student talk, collect samples of teaching/student materials, and write a reflection of the lesson.

Writing Conference
Students will also record a writing conference with a child and write a brief response to the recording in class. As you analyze the writing conference, note the discourse patterns ---- who does the most talking; does the child "lead" with a question or need; and what support does the teacher give the student?

Literature and Writing Inquiry Unit
This assignment will be shared with the Tools for Teaching Reading (EDRE 4850) course, and students will receive a point score for the reading portion and a point score for the writing portion. Students will develop an Literature Inquiry Unit to be taught during their student teaching. The assignment will build on work students completed during their Reading and Writing, and possibly also Science or

Social Studies methods courses, specifically related to social issues. Students will develop lessons in the Reading/Writing unit that incorporate a multimodal approach to include text, media, art, music, performance.

Author's Craft Presentation
During the semester, you (and a partner if you choose) will teach an element of author's craft to the class. In your presentation, you'll explain what the topic is, show how it appears in some mentor text, and model how you might teach it to children.

Reading Responses & In-Class Activities
Students will read one textbook and multiple articles across the semester that will form the basis of all classroom discussions and instruction. Students will respond and post those responses to each week's reading in their writing notebook.

Attendance, Participation, and Professionalism
Teachers are required to exhibit a high degree of professionalism with their students, colleagues, administrators, parents, and members of the community. Student teaching is a time for you to begin practicing professional characteristics such as, reliability, integrity, flexibility, punctuality, and openness as you work with your mentors and classmates. This includes attending class, arriving to class on time, being prepared by fulfilling all written assignments and responses from course readings, and engaging actively during in-class experiences.

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.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

Activism. Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas

Core Commitments

Commitments	As Teachers	Children and Youth	In our Practice	To Radically Imagine
Identity	**We are** individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.	**We value** and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	**We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	**We imagine** schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.

Inquiry	**We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	**We value** young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating.	**We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	**We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	**We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	**We value** and embody caring in all its forms- personal, social, cultural, linguistic, and ecological0 as essential to growing a positive learning and living environment.	**We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of a more just, more caring, and more peaceful world.	**We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	**We are** members of multiple communities- connected in ways that make our successes intertwined.	**We value** inclusive learning communities that connect us within and outside of our classrooms.	**We practice** humility throughout vulnerability; hope in the face of adversity; and resilience in response to oru efforts that have fallen short.	**We imagine** schools as sustaining intersecting ways of being, knowing, and languaging.

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