

EDRE 4850.001 Teaching the Tools and Practices of Reading Across the Curriculum Thursdays, 5:30-8:20, Matt 113	
Instructor Dr. Teddi Martin	Pronouns She/her/hers
Office Location	Office Hours Before/after class; by appointment
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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. Our faculty are focused 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, 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

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

ATTENDANCE POLICY

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 student’s 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 (see table below). In the event that a student misses **four (4) 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. Attendance is 10% of the grade.

For courses offered 1 time per week	For courses offered 2 times per week	For course offered 3 times per week
0 – 1 absence 10 points	0 – 2 absences 10 points	0 – 3 absences 10 points
2 absences 7 points	3 absences 7 points	4 absences 7 points
3 absences 3 points	4 absences 3 points	5 absences 3 points
4 absences F in the course	5 absences F in the course	6 absences F in the course

COURSE ASSIGNMENTS

(Please see Canvas for detailed descriptions and tentative course schedule)

MAJOR ASSIGNMENT DESCRIPTIONS
Short Auto-Essay (5%) 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) (20%) 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 Analysis (15%) Students will assess the text environment in their classroom practicum placement using a modified TEX-IN3 inventory.
Responses to Readings and Videos and class discussion/engagement (10%) Students will respond to chapter and other readings as scheduled on Canvas. Students will respond to videos in support of their mentoring also through Canvas.
Literature and Writing Unit (SHARED assignment with Writing Tools course) (20%) 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.
Teacher Interview and Observation (5%) 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.

Oral Final (SHARED assignment with Classrooms as Communities courses) (15%)
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You will participate, either individually or in a small group, in a focused discussion of reading assessment and development as your final. Questions will be provided one week prior to the exam. Preparation notes will be submitted.

Attendance points (as discussed in the policy) is 10% of the grade.

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 to support student learning.

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 ecological—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 our 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 () 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)

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 Blackboard 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>
