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Class meeting: MTWR 10-11:50, CHEM 253

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 [especially those whose people who marginalized and oppressed by educational institutions and structures].

CATALOGUE DESCRIPTION

Prepares pre-service teachers within both EC–6 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 English Language Arts) or EDCI 4060 (for 4–8 Social Studies, Science or Mathematics;7-12 Secondary ELA and the prerequisite course may be taken concurrently).

PROFESSIONALISM AND ENGAGEMENT

Teachers must exhibit a high degree of professional behavior 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 includes engagement and participation during all learning activities, online discussions about content and readings, performance tasks, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

This course is built upon the following core beliefs about learning:
1. Learning is an active, personal, lifelong process.
2. Learning is a social process of collaboration and interaction with others. We will share our responses and understandings in order to clarify them for ourselves, as well as serve as a support system for each other during small and large group activities and discussions.
3. Learning occurs when we make a personal connection between our lives and experiences and the ideas and information presented in the learning environment.

4. Choice allows learners to understand who they are as learners and take ownership of the learning process.
5. Reflection is a vital part of the learning process.
6. Understanding our own positionality as cultural beings with unique ideologies, perspectives, and identities can help us recognize the same in others from diverse backgrounds and experiences.
7. Awareness and appreciation for all aspects of diversity is the basis for culturally responsive and learner centered instruction that invites all students into engaged learning.
8. Creating globally aware and competent learners is enhanced with knowledge through multiple resources, inclusive of literature, and engagements that speak to the intersectionality of all individuals and groups.

GOALS

Students will be able to independently use their learning to make informed decisions regarding content area literacy instruction.

OUTCOMES

1. Content Area/Disciplinary Literacy
   a. Understand the need for literacy instruction in academic content areas and how this differs from disciplinary literacy.
   b. Develop knowledge of literacy and study strategies within the context of content instruction and how such strategies support the development of disciplinary literacy.
   c. 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 processes.
   d. Develop an understanding of the various factors impacting reading comprehension.
   e. Develop a repertoire of teaching and learning strategies for helping students learn content area/disciplinary vocabulary and technical terms.

2. Integrating Materials and Resources for Literacy Instruction
   a. 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, independently, for information, and for pleasure.
   b. 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 the curriculum materials to meet the needs of diverse learners.
   c. Identify and describe major pedagogical approaches to teaching content area literacies to a diverse population of learners in today's classrooms.
   d. Exhibit your understanding of using a wide variety of print throughout the curriculum, including high quality informational texts and diverse expository materials appropriate to the age and developmental level of learners.
   e. Analyze the structure and content of various texts used for instruction within content areas.
   f. Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
   g. Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.

3. Professionalism and Reflective Teaching
   a. Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.
   b. Develop a reflective mindset 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.

     c.   Determine which professional resources (websites, journals, and publications) are a significant source of information concerning literacy resources and instruction.

REQUIRED LEARNING MATERIALS

No required text. Other readings as assigned on Canvas.

COURSE ASSIGNMENTS & REQUIREMENTS

Inquiry Project (Academic Vocabulary or Study Skills) Independently, you will engage in an inquiry assignment to explore the role of either academic vocabulary or study skills in your content area/course/grade level. This exploration is intended to encourage you to imagine how you might actively address this topic as a teacher. By thinking about the role that vocabulary or study skills plays in literacy and ultimately in student success, you will grow your instructional practice in ways that significantly increases the likelihood that your students will experience success in your class.	**15%**
Annotated Text Set For this assignment, you will practice developing a text set that facilitates making meaning by engaging students in a variety of ways. For this assignment, pick a topic that is important to your grade level/course/content area and review your course standards to understand ways in which that topic needs to be known and understood by students. Then, develop a text set of 15-20 texts (from trade books, textbook chapters, journals, novels, non-fiction books, magazines, newspapers, articles, primary source documents, etc.) that your students will use to develop their knowledge and understandings of the topic. Your text set will include an anchor text, a variety and balance in text formats and genres, a variety and balance in text lengths, and a variety and balance in text complexity.	**35%**
Text Set Analysis and Strategy In this assignment, you will practice selecting and planning for the implementation of meaningful instructional strategies that would assist all students in accessing complex texts. Using three of the texts (or segments of texts) from your "Text Set" assignment, you will complete an analysis of what makes the text challenging and then select and explain the use of a literacy strategy that makes the text more comprehensible.	**25%**
Weekly Participation Assignments Each week you will be asked to actively engage with texts (as homework or in person) and with each other during class. It is expected that you will come to all classes well prepared to assume an active and thoughtful role in the scheduled activities by having read all required readings and having completed all class assignments and other preparations for class. Weekly grades are assigned that will reflect your active engagement and completion of readings and other participation-based assignments.	**25%**

STUDENT EVALUATION

Your final grades will be calculated as follows:
90-100% = A   80-89% = B   70-79% = C   60-69%= D   0-59% = F

Late Work Policy

Assignments are due when stated in the syllabus. If you are unable to complete and submit a course assignment on time, and if you let me know at least an hour prior to the assignment due date and time, I will gladly give you a

one week extension, no questions asked and no excuse required. (If an assignment is not turned in on time and you do not notify me in advance, the assignment will not be accepted late.) The exception, of course, is anything due the last week of class.

Attendance and participation

Attendance and participation in class is expected. To fully participate, you will need to have completed all activities prior to class meetings. Absences for religious reasons are to follow those procedures outlined in Policy 06.039. You are allowed one excused absence. All other absences will reduce your grade by one letter each.

SUPPORT FOR YOUR LEARNING

UNT offers several support systems for your learning. Please take advantage of them. There are several listed on Canvas. Student Services—In addition to support for your learning, UNT offers ongoing support for you through its Student Services, including virtual services. **Please reach out to me if I can help you navigate and find a service that you need.**

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. I reserve the right to make any changes I deem 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 commitments 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	With Children and Youth	In our Practice	To Radically Imagine
Identity	**We are** individuals with cultural histories, knowledges, 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 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 a 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 through our 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 language.

UNT'S STANDARD SYLLABUS STATEMENTS

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.

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.

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

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.