EDRE 4860	
Teaching the Tools and Practices of Composing across the Curriculum	
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DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING 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.

COURSE PREREQUISITES
>   EDRE 3350; Admission to Teacher Education program; Concurrent enrollment in EDRE 4850; EDEE 4350; EDSP 4350; EDCI 4010

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
- Develop an expanded understanding of writing and composing;
- Practice teaching writing using audience, purpose, and content to inform teaching;
- Engage in asset-based, appreciative teaching 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 is part of Block B in the teacher preparation program. The students enrolled in this course are in classrooms for two days a week for the entire semester. The course sessions may be offered off-campus in a school site to provide opportunities for practicum experiences. This course is offered concurrently with the Reading course. Some of the assignments may connect.

REQUIRED TEXTBOOKS AND/OR MATERIALS
Textbooks:
Calkins, L. (2020). *Teaching writing.* Portsmouth, NH: Heinemann.

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

Additional readings will be drawn from the professional literature on literacy. The readings will be posted on line.

Materials:
Composition Notebook to be used as Writer's Notebook

ATTENDANCE EXPECTATIONS
Attendance is required --- If you need to be absent for **any** reason, you **must** contact the instructor as soon as possible. The following points can be deducted for absences: 1st - no deduction; 2nd - 3 points; 3rd - 6 points; 4th - 9 points and/or failure of class. If you wish the instructor to consider acceptance of any late work, you must contact the instructor. Keep in mind that most assignments are turned in through Canvas; however, it is difficult to replicate assignments that occur during class time. You are expected to identify what was missed and to inquire about a make-up.

COURSE ASSIGNMENTS
Writing Lesson, Conversation Recording, Analysis and Written Reflection (20%)
Students will teach a writing lesson, 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, noting the similarities and differences from the information in their textbook. Be sure to record a portion of your teaching that involves discussion. As you analyze the transcript, note the discourse patterns ---- who does the most talking, what is the purpose of the talk, what kinds of vocabulary is used, what support does the teacher give the student. **(There are separate directions for this assignment in the resources module.)**

Writing Sample Portfolio (20%)
Students will produce writing samples to serve as mentor texts in their grade placement for their Writing Lesson, Social Action Project, and Thematic Inquiry Unit. Writing samples will consider audience, purpose, and content, as well as technology use and multiple modes. (Each piece of writing is worth 50 points.) We will do a Name Writing, a narrative, an informational, and opinion/argument piece. These pieces will be related to your stories but as you prepare these pieces think of your students as your audience.

Professional Learning Community/Social Action. Social Action Lesson and Reflection (Teaching Tolerance Website) (15%)
Students will read and examine literature focused on social issues such as race, bullying, community, challenging the norms, gender, etc. Students will engage in review of the professional book. Students will develop a lesson plan, which includes a children's book, and will culminate in a social action.

Thematic Inquiry Unit - Thematic Inquiry Unit (20%)
The students will develop an inquiry unit to be taught during their student teaching. The assignment will build on work students completed during their Science or Social Studies methods courses, specifically related to social issues. The lessons in the unit will incorporate a multimodal approach to include text, media, art, music, etc.

Professionalism and Engagement (25%)
- **Course Readings and Response**
- **Professional Book Group Notes and Participation**
- **In Class Experiences (Identity web, writing infographic, Assessment experience)**
- **Writing Workshop Participation**

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 being prepared for your placement students, for your mentor, and for class, which includes written assignments from course readings and active engagement in class.

Grading Scale: 90 – 100 = A, 80 - 89 = B, 70 - 79 = C, 65 - 69 = D, 64 and below = F

Examples of Possible In Class Experiences to Expand the Learning Community
We Are Our History: Identity Web Visual. To support the development of our community and learn more about the ways that the past influences our future, students create an Identity Web. This will include information about our family, school, culture, ethnicity, physical features, emotions, habits, likes, dislikes, etc.

Writer's Notebook: For the purpose of documenting course readings, composing practices, and noticing through a critical lens, students will keep a writer's notebook.

What Counts as Writing Infographic: Students will collect writing samples from their placements, environmental print, media, etc. Bring items to class to build your infographic.

Writing Workshop: Students will participate in writing workshop experiences to explore writing genre, writing process, writing purpose, writing audience, and writing assessment.

Assessment Experiences: Students will gain experiences with formal/informal assessments, formative/summative assessments, and assessment of learning vs assessment as learning.

NOTE: This syllabus is for informational purposes regarding the anticipated course content and schedule of this course. It addresses 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.

STANDARDS
Educator Standards Addressed in this Course:
The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:
>Standards required for all Texas beginning teachers fall into the following 6 broad categories:
>>Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)
>>Standard 2--Knowledge of Students and Student Learning.
>>Standard 3--Content Knowledge and Expertise.
>>Standard 4--Learning Environment.
>>Standard 5--Data-Driven Practice.
>>Standard 6--Professional Practices and Responsibilities.

To locate the Science of Teaching Reading competencies addressed in this course, follow this link:
https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepManual.pdf

STR Competencies:
Competency 1 – B, C, E, J, K, L, O, Q
Competency 5 – C, H, J
Competency 6 – A, B, C, E, F, G, H, I
Competency 7 – A, B, C, D, E, F

EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:
A full description of the standards and competencies can be accessed using this link: https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards

- English, Language Arts and Reading EC-6 Standards (specific to this course):
  - Standard VIII 8.1k-8.9k, 8.1s-8.12s (Development of Written Communication)
  - Standard IX 9.1k-9.3k, 9.1s-9.4s (Writing Conventions)
- Standard X 10, 10 A, C, D, G, J, K, L, N Assessment and Instruction
  - Standard XI 11.1k-11.4k, 11.1s-11.6s (Research and Inquiry Skills)
- Standard XII   Competency 9, 9 C, D, E, F, G, H, I Viewing and Representing

<p style="text-align:center;">UNT's Course Policies</p>

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the

absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

 If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

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.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] 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 Blackboard for contingency plans for covering course.

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Department Syllabus Statements

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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

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)
This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

TEXAS COLLEGE AND CAREER READINESS STANDARDS
The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

TECHNOLOGY APPLICATIONS

[Technology Applications (All Beginning Teachers, PDF)](#) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.
• *Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*
• *Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*
• *Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*
• *Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*

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	To 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 languaging.