Course Description

A critical examination and application of research approaches taken in contemporary literacy and language arts research and the related theoretical and philosophical perspectives. The course emphasizes the design of literacy research on selected topics and supports students’ design and development of research projects.

Required Text


Selected Readings on UNT Course Reserves


Course Objectives

Participants will:

1. Become familiar with the various approaches to research in literacy and language arts
2. Become aware of what is significant in contemporary literacy research
3. Be able to identify differing theoretical perspectives/philosophies that address specific types of questions and call for unique methodologies in contemporary literacy research
4. Develop an awareness of how to critique published literacy research
5. Select and apply particular methodologies to chosen topics of inquiry
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<tr>
<th>EDMR 6060 COURSE REQUIRED ASSIGNMENTS</th>
<th>Percentage</th>
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</table>

Please note: This is a brief overview of each assignment. Refer to the assignment in Canvas for additional expectations.

**PROFESSIONALISM & ATTENDANCE**

Attendance and conduct of a professional nature is expected of all students for every class session. Professional conduct includes academic honesty, submission of work reflective of professionals, and respectful behavior. Students are **required to notify the instructor** of any absence for any reason through Canvas messaging **PRIOR** to the class meeting time. Failure to do so will affect the student’s grade as well as acquisition of knowledge. 2% will be deducted for each absence, with .50% reduction for each tardiness and early departure from class. With written pre-approval, UNT related commitments qualify as an excused absence.

| 10 |

**READING RESPONSE**

On weeks 2-13 you are expected to bring a 1 page printed copy of your typed weekly reading response and 2-3 questions to share and discuss in-class (week 1 completed in-class). In this response, discuss your weekly reading and raise questions related to the reading and course topics. At the end of each class, you are required to complete a written summary to reflect on the class learning.

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**IN-CLASS ESSAYS**

Two 1-hour essays covering course content. You will not know the question in advance but the question will be material previously covered (not within the same class period). You may use your weekly reading response notes.

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**LITERACY ARTICLE CRITIQUE**

On a topic of interest to you, identify and critique published literacy articles. Locate 3 empirical articles that present research on the selected topic but that use different methodologies. You will critique each but also synthesize them in a discussion of what they offer in light of the topic of their focus. This critique is more focused on exploring/explaining the rationale for/effects of the chosen methodology for each study. Prepare an interactive 10-15 minute in-class presentation. Refer to the assignment description for detail.

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CURRENT CONTEXT OF CONTEMPORARY LITERACY RESEARCH

Select between 10-12 contemporary literacy research manuscripts from 2010 until today to examine how different theoretical perspectives are situated in contemporary literacy research, comparing and contrasting these frameworks as they pertain to journal type (practitioner vs. research) and research design (sample size, data collection method, data analysis). You will evaluate 2 peer submissions. Refer to the assignment description for detail.

GRADING

A// 90-100% B// 80-89% C// 70-79% D// 60-69% F// below 60%
## EDLL 6060 COURSE SCHEDULE

Subject to change. Check Canvas for due dates. I highly recommend printing this schedule.

**Online**  **No class meeting**  **Assignment introduced**

Access course slides here: [https://tinyurl.com/EDLL6060ppt](https://tinyurl.com/EDLL6060ppt)

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class</th>
<th>Reading and Assignments Due</th>
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| 1: 1/14| Syllabus, *Reading Response*  
Book walk of Duke & Mallette (2011)  
Consider theories that frame your current research  
Contemporary vs. Traditional Literacy research  
Critique vs. Synthesis | In-class Reading Response 1  
• Ch 1 (Duke & Mallette, 2011)  
• Reminder to include in-class response to discussion on RR |
| 2: 1/21: Dr. Martin Luther King Day | | |
| 2: 1/28| Exploration of Roles and Insights of Theoretical Perspectives and Literacy Studies | Reading Response 2  
• Ch 1 Baker (2010) |
| 3: 2/4 | *Literacy Article Critique*  
Improving theory in literacy research  
Class dismissed at 6:45 to attend Superintendent panel after “Backpack full of cash” in UNT Lyceum | Reading Response 3  
• Anders et al. (2016) |
| 4: 2/11| Case Study Research | Reading Response 4  
• Ch 2 (D&M, 2011) |
| 5: 2/18| Content Analysis | Reading Response 5  
• Ch 3 (D&M, 2011) |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Response</th>
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<tbody>
<tr>
<td>6: 2/25</td>
<td>Literacy Article Critique Presentations</td>
<td>Reading Response 6</td>
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<td></td>
<td>A Multiliteracies Perspective on the New Literacies</td>
<td>• Ch 4 Baker (2010)</td>
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<td><strong>Literacy Article Critique</strong></td>
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<td>7: 3/4</td>
<td>Ethnography</td>
<td>Reading Response 7</td>
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<td>In-class essay #1</td>
<td>• Ch 8 (D&amp;M, 2011)</td>
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<td><strong>3/12, 3/14 – Spring Break</strong></td>
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<td>8: 3/18</td>
<td>*Current Context of Contemporary Literacy Research</td>
<td>Reading Response 8</td>
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<td></td>
<td>Discourse Analysis</td>
<td>• Ch 6 &amp; 7 (D&amp;M, 2011)</td>
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<td>9: 3/25</td>
<td>Methodologies to explore the “arts” in Language Arts</td>
<td>Reading Response 9</td>
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<td>• Ch 9 &amp; 10 (Albers, Holbrook, &amp; Flint, 2014)</td>
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<td>10: 4/1</td>
<td>Literacy research in diverse settings</td>
<td>Reading Response 10</td>
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<td></td>
<td></td>
<td>• Manz et al. (2010)</td>
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<td>11: 4/8</td>
<td>Dr. Eutsler at AERA</td>
<td>Reading Response 11</td>
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<td>Developing a transliteracies framework for a connected world</td>
<td>• Stornaiuolo et al., 2017</td>
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<td>12: 4/15</td>
<td>Methods of analysis in digital technologies, gaming, and web-based research</td>
<td>Reading Response 12</td>
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<td></td>
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<td>• Ch 5 (D&amp;M, 2011)</td>
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<td></td>
<td></td>
<td>• Ch 13 &amp; 16 (Albers et al., 2014)</td>
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<td></td>
<td>In-class essay #2</td>
<td>• Ch 13 (Baker, 2010)</td>
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<td>14: 4/29</td>
<td>Roundtable discussions of Current Context of Contemporary Literacy Research</td>
<td><strong>Current Context of Contemporary Literacy</strong></td>
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<td>Research papers and handout</td>
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<tr>
<td>Final Exam: 5/6</td>
<td>Peer evaluations of Current Context of Contemporary Literacy Research</td>
<td><strong>500-word peer evaluation</strong></td>
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The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Teacher Education & Administration**

**Departmental Policy Statements**

**ACADEMIC DISHONESTY**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT
The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

ATTENDANCE
You are expected to be in-class and attendance will be taken daily. Students are required to send a Canvas message to the instructor of any absence prior to the class meeting.Unless you have prior university approval, in-class assignments cannot be made up. Refer to the course assignment rubric, PROFESSIONALISM & ATTENDANCE assignment for detailed information.

COMPREHENSIVE ARTS PROGRAM POLICY
The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

ETHICAL BEHAVIOR AND CODE OF ETHICS
The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas
Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

GRADING AND GRADE REPORTING
Grading rubrics for all assignments are on the Canvas course website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

OBSERVANCE OF RELIGIOUS HOLIDAYS
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

PROFESSIONAL ORGANIZATIONS
International Literacy Association
National Council of Teachers of English
ReadWriteThink
Literacy in Learning Exchange
Literacy Research Association

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other
individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.

**SEXUAL DISCRIMINATION, HARASSMENT, & ASSAULT**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**SPOT**
The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback. I value your constructive feedback and strive to use thoughtful considerations to continually improve my teaching.

**STUDENT EVALUATION OF INSTRUCTION**
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. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**STUDENT WORK SAMPLES**
To monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**SUBMITTING WORK**
Based on the assignment requirements, they may be submitted in-class, on Canvas, or Foliotek; refer to the assignment details for submission expectations. Each day an assignment is late, 10% will be deducted from the total possible score. On the fourth day, the assignment is considered missing, receives a zero, and cannot be made up.

**SUCCEED AT UNT**
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be
prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

TECHNOLOGY

Students should silence digital devices while in class unless they are being used for learning activities associated with the course.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEExES TEST PREPARATION

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEExES Advising Office (TAO) administers the College of Education TEExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TEExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TEExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

UNT CAREER CONNECT

All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of
Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

WRITING POLICY
Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.