EDRE 5653: Making the Literacy Connection--Language to Reading
Summer II, 2018, July 10 – August 2 (and online hours)
Department of Teacher Education and Administration

Instructor: Janelle Mathis, PhD
Course Time: 9:30 – 2:30 (lunch break provided)

Office 206 P Matthews Hall, UNT Denton
Course Location: Carrollton ISD, Pearl St. C 210

Email: Janelle.mathis@unt.edu
Phone: 940-565-2754

Office Hours: Tuesday & Thursday: 2:30 – 3:30 (at Carrollton)
Wednesday: UNT, Matthews 206, 1:00 – 3:00

Course description:
This course involves the study of the development of literacy in young ELL children through oral language, listening comprehension, alphabetic knowledge, print awareness, and reading. The course also addresses young children’s communication, language diversity, age-appropriate characteristics, and appropriate instructional techniques to support literacy and reading. In keeping with the current grade distinction of the state regarding the role this course fills in preparing elementary educators and also fulfilling a course identified as part of the state Master Reading Certificate, “young children” is considered as grades Pre K through 6. Therefore, there will be a number of readings and strategies that can be applied across these grade levels. Additionally, since this is a masters level course and the assumption is that most participants have classroom experience, the various readings, strategies, and projects will be ones to build on your current knowledge base.

Purpose and Rationale:
This course is intended to guide teachers as effective literacy professionals serving youngsters from infancy through grade six with a special focus on ELLs. The current research on emergent literacy will serve as a foundation for investigating theoretical and practical applications of developmentally appropriate literacy instruction. The course emphasizes methods appropriate for preschool and early grade literacy instruction, as well as exploring a variety of resources that support the literacy development of elementary ELL children.

Of special attention in framing this course are the Recommendations (#4) of the National Center for Education Evaluation and Regional Assistance: “Teaching Academic content and Literacy to English Learners in Elementary and Middle School”. This is in keeping with Project Success.
**Course Objectives:**
The course is planned to enhance the knowledge, skills and practices of teachers in understanding language and literacy development as it relates to early literacy and reading instruction. As a result, participants should be able to:

1. Identify key concepts in language development and the role of language in early literacy development;
2. Apply concepts of language development to early childhood environments and instructional processes;
3. Explore and understand the notion of family literacy and the significance of this for the emergent ELL reader;
4. Understand role of diversity in language acquisition and instructional planning – a thread woven throughout each session’s topic;
5. Describe effective instructional practices necessary for implementing a literacy-based environment in which ELLs thrive;
6. Realize the significance of multimodal approaches to instruction, response and assessment and adapt instruction accordingly to include the arts, technology, and the natural world.

Classes will be a combination of lecture (minimal), discussion, and interactive experiential events/activities.

**Texts provided by the grant are listed below.** Other resource/readings will be used to include books (online library resources, articles, other online resources such as videos, and multimodal material. A list of articles will be posted with links to the UNT library. A notebook of strategies will be created during the course.


Examples of resources that the library holds are:


**Class sessions and topics:** The class sessions are outlined below. A more detailed description of each session will be provided for class members on Blackboard. These descriptions resemble but are more inclusive than the first session described below. The sessions are framed by the topics mentioned in Recommendation 4 of “Teaching Academic
content and Literacy to English Learners in Elementary and Middle School.” (Referenced in Title III NPD Project SUCCESS)

**Recommendation 4: Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development**

**Week 1:** Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.

Readings: Introduction to the Teaching Academic Content & Literacy to English Learners
What Works Clearinghouse and Recommendation 4.

NCTE Policy Research Brief:

Chapter 1 in Pahl and Rosell (to be read by July 12)
Chapter 1 & 2 (passages) in Henn-Reinke and Yang
Articles provided regarding Children’s Literature for ELLs
Chapter 1 in Clay (library online copy)

**Session 1, July 10:** Overview of course and various sessions
What are our current understandings of literacy learning?
Who are our ELLs?
What are our understandings about ELLs and their literacy learning?
How does oral language lead to reading and writing?

Theoretically Positioning Ourselves

- Literacies, not literacy
- In-School Literacies against World Literacies
- Identities, not identity
- Multimodality
- Critical literacies
- Curricular Frameworks
  Post-humanism

**Session 2, July 12:** How do we assess and identify some of their diverse needs?
Our significant resources: Literature for young literacy learners.

Strategies that help us learn about and understand our children, their families, experiences, and communities.

**Week 2:** Design the content of small-group instructions to target students’ identified needs.

**Session 3, July 17:** Basic literacy skills: Making the ordinary “out of the ordinary”;
What children know about literacy;
Alphabetic knowledge; print awareness; etc.
Session 4, July 19: The need for multimodal strategies: Affordances for understanding and communicating through visual art, music and drama. Multimodal assessment.

Week 3: Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.

Session 5, July 24: Literacy comprehension strategies; literacy writing strategies
Literacy events (read-aloud, shared reading, reading workshop)
Literacy events (book clubs, digital collaging, visual response talks)
Diverse learners in book clubs

Session 6, July 26: Learners supporting each other in small groups;
Critical literacy strategies.

Week 4: For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.

Session 7: July 31: Vocabulary strategies – building on what we bring to our learning
Listening comprehension

Session 8: Aug. 2: Culminating presentations of projects

Blackboard: There will be expectations on Blackboard as well as a few assignments that use our remaining 9 hours of class time (week 5 😊). Also, there will be assignments asking participants to search for and bring resources and strategies to our class. **Blackboard will be accessible during week 1.**

Course Requirements—to be completed; details will be on Blackboard site:

1. Strategies Notebook (collaborative): 15%
2. Children’s Literature Annotated List: 15%
3. Weekly participation in discussions, activities, Blackboard: 30%
4. Inquiry Project – This will focus on a particular aspect of ELL pedagogy, especially that which lays the foundation for any of the strategies that are significant to the course and upcoming fall implementation: 25%
5. Plan for implementation of strategies for upcoming school year 15%

Attendance: Because our sessions constitute such a large percentage of the required class meeting hours and because so much of our time involves group discussion, interaction, engaging in strategies, missing all of one class constitutes a lower final grade. If there is an emergency situation, the instructor will deal with each on an individual basis.
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.

**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: Fulfiling 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).

**Submitting Work:** All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**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 (Sage Hall 152) 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.

**Teacher Education & Administration
Departmental Policy Statements**

**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.

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

**Observation 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.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdfs/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**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 https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions 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 a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order 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.

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.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES 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 TExES 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 TExES practice exam information and registration, go to: http://www.coe.unt.edu/texas-advising-office/texas-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 TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES 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).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.