EDRE/EDEC 5653.001: Making the Literacy Connection: Language to Reading
Department of Teacher Education and Administration
Summer 2017, 10 Week Session

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Office Hours: June 7, 21, 28; July 12, 26; August 9 (12 – 3:00 pm)
Available online at above times as well as June 14, July 17; August 3 (12 – 3:00 pm)
Or by appointment

Class Meeting Times: Any 3 hour course at UNT must consist of 45 hours of class time. Online courses also must show significant time on each session even though our time isn’t indicated by a start and stop clock hour. Besides the 4.5 hours of class time per week, there has to be time reading and responding to the course requirements. I mention this so you can see where an online course can be as demanding as face-to-face, except you do not have travel time and you can build your own schedule around the various “content folders” or modules for each session.

Blackboard weekly sessions will be open continuously beginning June 5, but the assignment submission forum will close on Fridays for discussion entries and Sundays for any response to the discussion postings and for other response work assigned the previous week. An assignment for the week beginning June 5, for example will require any discussion posting assignment to be made prior to Friday, June 9 in order for others to have opportunity to respond and discuss. Any response assignment outside discussion will be accepted through midnight central time on Sunday, June 11.

Additionally, there will be two face to face meetings. The dates for these will be decided after our first week during which several options will be presented – one towards the end of June and one at then end when we can share our final inquiry projects/papers. Realizing the complexities of summer schedules over a ten week period, the final decision will be made based on student availability. This is based on my belief that constructing a sociocultural community is enriched by personal contact; however, I also realize there are other needs facing people who teach during the school year and the online course is to support those needs. During the first week we will consider some options and affirm any face to face actions that will be punitive in any way for any class members.

Required Texts:


Fountas, I. C., & Pinnell, G. S. (2006). Teaching for comprehending and fluency. Portsmouth, NH: Heinemann. (Note that there is a DVE that accompanies this text from which there are resources to view.)
There will also be numerous readings that present a variety of perspectives and issues both from journals and online resources. This includes the use of children’s literature that you may find at libraries and a few online complete resources through U Tube read-alouds.

Course description:
This course involves the study of the development of literacy in young 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. 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 children.

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 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;
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;
Course Policy Statements:

ATTENDANCE POLICY:
Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Catalog. “Regular and punctual class attendance is expected. Absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member.” In this class, students should attend every scheduled meeting via Blackboard and/or 2 face-to-face meetings as agreed upon by the class. Those with mitigating circumstances should discuss them individually with the instructor.

LATE WORK POLICY:
Work is to be completed and submitted by the date and time required. The grade will be lowered one letter grade if submitted within a week of due date. After a week it will not be accepted without extenuating circumstances. Acceptance of all late work is at the discretion of the instructor.

Course Requirements/Assignments:

A. Inquiry Project and Presentation: A key written requirement of this course is your inquiry/research project dealing with some aspect of emergent literacy. Emergent literacy (for this project) will be defined as preschool to 6th grade with native English speakers or beginning English language learners regardless of their age. This topic may be selected as it connects to your ongoing action research within the program or it may be a topic selected because of its interest to you personally or professionally. (50%)

Components of the inquiry project—These components will have deadlines for completing as the project is not one to complete the day or week before but one that you will spend time reading and contemplating its potential for you and others as teachers.

1. Submit a proposal for the topic you plan to study. This is about 1 page typed of your initial thoughts about the topic you plan to study. Consider:
   a. Why you are interested in this topic?
   b. What you already know about the topic?
   c. What questions you have about the topic?
   d. Your anticipated insights gained from the topic?

   Ideas for this will be listed on Blackboard but most definitely your inquiry should be the result of your own questions. The examples will be to model the array of possibilities. (10 of 50%)

2. Begin initial research after which you will submit a revised proposal that includes an annotated bibliography of sources that have been important to you thus far. An annotation is similar to a brief abstract describing the article. Your revised proposal should have a list of no more than 3 questions that will ground your inquiry and note any shifts in your ideas from the initial proposal. (10 of 50%)

3. There are two main “products” of this project. One is to craft a creative way to disseminate your findings through a multimodal means, inclusive of visual, musical, drama artistic presentations; technology in forms such as a movie/video clip, exhibition,
interactive website, photo essay, podcast, etc. The content you present within this creative format should contain: a theoretical basis, a review of what other researchers say/do around the topic; an instructional component that can be an adaptation of a previously published strategy or self-created; answers to the questions that guided your inquiry; and how this can be applied in your own life. This creative dissemination will be presented to the class either in person or via Blackboard. (15 of 50%)

4. The final written project is the other key “product” and will consist of a literature review that synthesizes the theory, research and findings on your topic, instructional strategies you plan to use, resources you may want to include. The literature review should contain professional sources, such as books, articles, Internet sites, etc. The paper should be about 7 – 10 pages using APA style from 6th edition. (15 of 50%)

B. Weekly participation. As we read both in our text and other sources the various weekly topics, there are two key parts to participation. (1) One is that of responding to the discussion questions and taking the lead for at least one session and one topic. Since we have 10 sessions and most likely 15 people, there will be a few sessions where two people will lead discussions but on different topics for that evening. After much thought I have gone ahead and prepared questions for each discussion from which the lead persons can begin by responding and then asking questions of their own. My questions should set the areas of priority for the week’s lesson but does not mean that the lead persons cannot introduce items of their own interest and importance. (2) The other aspect of weekly participation is completing some multimodal strategy and posting it for the week. Perhaps I ask you to respond to a particular theme via another sign system; provide a list of 5 children’s books that would fit with a particular lesson; or write about a creative way to adapt a lesson to a child who is ELL. This weekly strategy will not be extensive nor will it be every week; however, it will be shared with others and be part of your grade.

1. Each week, you will post your original response to the questions posed from our readings in the student-led discussion. I have posted general questions for the week’s readings and those leading the discussion will begin from this perspective but can offer questions and comments of their own. In addition you will then post a substantive response to at least TWO other students’ posts. Your original posts must be submitted no later than Tuesday; your responses must be submitted no later than Friday. Your total number of posts will vary each week, but within each lesson you must post: 1 original response to the questions raised in the discussion and 2 responses to other students’ posts. (30%) (The exception to this response schedule is week 1 where we will discuss together during Thursday and Friday our perceptions of literacy but blend these with readings from the book for week 1.) I will sometimes respond within the discussion or at times I may read and add comments at the end, synthesizing my response to your discussion.

2. The weekly strategy should be posted no later than Saturday evening at the end of the week for each session. For example, a strategy to post for week 1, beginning June 5, would be due no later than but preferably before, Saturday, June 10 at midnight. (20%)
Weekly BB Folder Contents:
Each week, the Blackboard folder will contain:

1. Focus of the week with powerpoint by instructor. (There is not a powerpoint each time but for select sessions it will be part of the introduction to the week’s focus.)
2. Readings – both required and recommended; both in text and online
3. Guiding questions as per instructor (note that lead discussants for the session can adapt or add to the question/s)
4. Multimodal response strategy
5. Children’s literature to accompany or lead a lesson on this topic (a vital part of each lesson for me!!:-).)

Evaluation and Grading:
Students will be evaluated according to the following criteria:

A: 90-100% = 180 – 200 points
B: 80 – 89% = 160 – 179 points
C: 70 – 79% = 140 – 159 points
D: 60 – 69% = 120 – 139 points
F: 59% and below = 119 points or less

Blackboard Assignments will provide a breakout of the points awarded for each assignment as well as monitoring the time allowed for completion.

Course schedule:
The following schedule is our beginning point. Each sessions will have greater elaboration within the folder for that session on Blackboard. Also, remember that additional readings are provided on Blackboard and within each week’s assignment will be either required or recommended. Additionally, these readings and websites may be useful for your inquiry projects or for leading discussions on Blackboard. (The instructor reserves the right to make changes as needed to maximize the learning for all. Any such changes will be for the benefit of participants and will not add to the work already planned but may adjust dates and time allowed as needed.)
<table>
<thead>
<tr>
<th>Week 1</th>
<th>June 5</th>
<th>Introductions</th>
<th>You will introduce yourself on June 5/6 by providing your name, current position if any and by responding to “How would I describe my own literacy learning—what is most important to me regarding my literacy?” (One paragraph of about 5-6 sentences.) This will be informal. On Friday, April 9, we will share our understandings of literacy learning through our response to reading Clay: Chp 1-4. (I will initiate this discussion and it is the only one that will take place outside the described framework in under “requirements” in this syllabus.)</th>
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<tr>
<td>Week 2</td>
<td>June 12</td>
<td>How does oral language development lead to reading and writing? What do children understand about language?</td>
<td>Clay: Chp 5-10 Other Readings on Blackboard Response strategy due: Find books and describe one in terms of supporting the development of emergent readers.</td>
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<tr>
<td>Week 3</td>
<td>June 21</td>
<td>Writing and the young child: How does writing develop as children learn about the concepts of print?</td>
<td>Clay: 11-15 Other Readings on Blackboard Response strategy due: Writing Sample Analysis</td>
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<td>Week 4</td>
<td>June 28</td>
<td>Comprehension and fluency: What do we know about comprehension development of children?</td>
<td>Fountas and Pinnell: Chps. 1 - 6 Other Readings on Blackboard Response strategy due: Creative Graphic Organizer on chp. 5 Part 1 of Inquiry Project - Plan</td>
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<tr>
<td>Week 5</td>
<td>July 3</td>
<td>High quality texts: What significant resources are available and what do they offer?</td>
<td>Fountas and Pinnell: Chps. 10 - 14 Other Readings on Blackboard Response strategy: Using the graphic organizers provided from the DVD resources, consider narrative and informational writing.</td>
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<td>Week 6</td>
<td>July 10</td>
<td>Strategies for Comprehension and Instruction</td>
<td>Fountas &amp; Pinnell: Chp. 15 - 21 Other Readings on Blackboard Response strategy due: Multimodal minilesson for ELLs. Part 2 of Inquiry Project – Plan</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Sources</td>
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| Week 7 | July 17| Multimodality: What is meant by this term and what does it mean for educators? | Fountas and Pinnell: Chp. 21  
Links to readings on Blackboard  
*Language Arts*, 92(6), 412-422.  
Eisner, E. W. (2002). What can education learn from the arts about the practice of education?  
*Journal of Curriculum and Supervision*, 18(1), 4-16.  
Response strategy due: Analysis of art/photograph with artistic elements. |
| Week 8 | July 24| Critical Literacy: What is the significance of both teachers and learners taking a critical stance? How is this accomplished? | Readings: Harste, J. (2014). The art of learning to be critically literate.  
*Language Arts*, 92(2), 90-102.  
*Bookbird*, 2, 1-10.  
Other readings on Blackboard.  
Response strategy due: Taking a critical stance to literature; paired books. |
| Week 9 | July 31| The Bigger Picture: How do we create strategic, agentic learners? | Fountas and Pinnell: Chps. 29-31  
Response strategy due: Assess student image for comprehension  
**Part 3 of Inquiry Project**. Have plan ready to post or share on Aug. 7 (or when/if face-to-face meeting occurs). |
| Week 10| Aug 7  | Sharing of Inquiry Projects | **Part 4 of Inquiry Project**. Written paper due to professor by Aug. 7 |
Please adhere to the following guidelines when participating in online discussions
(with thanks to Dr. Teddi Martin):

How to Post:
1. Read the instructions and then type up your response in a word processing program (this will ensure you do not lose your work, as you can’t save in the discussion message boxes and will also allow you to check your spelling, etc. before posting).

2. After you have typed up your original thoughts, return to the discussion and read what others have written. Cut and paste your message into the thread (no attachments please), and if applicable make changes to what you have written to reflect that you have read the messages of others. For example, if someone has posted thoughts similar to yours, acknowledge that person’s post by saying, “As So and So wrote earlier,.....” or “Similar to So and So’s observations, I think… but my take on this or that is a little different…” You don’t need to respond in detail to these others in your original topic post, but only to acknowledge them, as you would in a face-to-face discussion.

3. Remember that this is a discussion, not a collection of isolated monologues—this is the most interactive element of the course and an opportunity for us to come together as a supportive learning community. This is not to say that you can’t disagree with others or post ideas radically different than those being expressed by others; but respect and most importantly serious reading are important aspects of any fruitful online discussion, and no one should ever feel attacked or cornered in a class discussion, whether that discussion takes place face to face or in a virtual environment. Be persuasive when expressing your views. Persuasive writing, like persuasive speech, makes use of evidence, supports generalizations and demonstrates a desire to really see the points others are making before you decide on how to respond.

How to Write Good Messages:
1. Limit your messages to 1-2 screen lengths.

2. Fill in the subject line for each message.

3. Build on the ideas of others, as well as initiating new ideas. If your message builds on an existing thread, use REPLY. If you are starting a new thread, use CREATE MESSAGE.

4. Remember that quality is better than quantity. “Me too” and “I agree” type messages add little and will not count towards your mandatory posts.

5. Quote the relevant part of a message in yours so that others know what you are referring to.

6. Ensure a respectful tone in all messages.

7. If your message is not relevant to the whole group, send it privately via e-mail.

Interactive Learning Skills:
1. Focus on the subject of the discussion and bring it back to the main purpose if there is topic drift.
2. Suggest people take their messages to alternative places such as the Cosmic Cafe for the “off topic” messages.
3. Encourage all to participate.

Respond to another classmates’ question:
1. Weave several messages together and then push the discussion further with a question or thought provocer.
2. Present another perspective on the issue being discussed.
3. Provide a practical application for an idea.
4. Be willing to participate in a debate.
5. Illustrate your point with a (short) story.
6. Actively seek out other perspectives, e.g. “This is what I think, but I’m sure others have another perspective to share.”
7. Accept and understand diversity in learning and personal styles. Respect different points of view.

Dealing with Conflict Online:
1. Did you have a strong reaction to a message? Take a step back. Write your response but don’t send it. Wait 24 hours. Have someone else read it first.
2. Is there another interpretation? Perhaps clarification is in order. While online interaction can enhance learning, it has some limitations; non-verbal cues are missing.
3. Politely agree to disagree and walk away.
4. Disagreements over points of view are a necessary part of learning, but personal attacks on the motivations and intelligence of others cannot be tolerated. Remember that there are people behind the words that we see and treat others with the respect we all want and deserve.
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

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: 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).

_Submitting Work:_ All assignments will be submitted via Blackboard Learn. 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 Blackboard 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

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.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

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/pdf/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 Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

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.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

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 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).

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.