

**University of North Texas  
at Dallas**

F  
a  
l  
l

2  
0  
1  
6

**SYLL  
ABUS  
for**

<b>EDRE 4861.21 Integrated Language Arts and Social Studies Instruction K-8 3 credit hours</b>			
<b>Department of</b>	<b>Teacher Education</b>	<b>School of</b>	<b>Education</b>
<b>Instructor Name:</b>	Cynthia Rodriguez, Ph.D.		
<b>Office Location:</b>	DAL 1- 201 L		
<b>Office Phone:</b>	972-338-1323 940-391-4855 (call or text)		
<b>Email Address:</b>	<a href="mailto:Cynthia.rodriquez@untdallas.edu">Cynthia.rodriquez@untdallas.edu</a>		
<b>Office Hours:</b>	Mondays 1:30-5:30 Tuesdays 10:00-1:00 Thursdays 11:30-12:30		
<b>Classroom Location:</b>	UNT Dallas, 7300 University Hills Blvd. DAL 1-Room 208		
<b>Class Meeting Days &amp; Times:</b>	Mondays, 5:30-8:20 pm <i>This is a hybrid course. Please see course schedule for meeting dates.</i>		
<b>Course Catalog Description:</b>	Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts and social studies. Writing is the literacy focus of this course.		
<b>Prerequisites:</b>	EDRE 4450 and admission to Teacher Education or consent of department		
<b>Required Text:</b>	Tompkins, G. E. (2012). <i>Teaching Writing: Balancing Process and Product (6th Ed.)</i> . Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. <b>ISBN-10: 0132484811</b>  Johnston, P. H. (2004). <i>Choice Words</i> . Portland, ME: Stenhouse Publishers.		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> email: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a>  UNT Dallas Bookstore: phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>		
<b>Course Goals or Overview:</b> The goals of this course are as follows -			

	The goal of this course is to help teacher candidates develop and understanding for teaching English language arts and Social Studies.
<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Demonstrate inclusion and integration of the six language arts in the EC-4 and 4-8 curriculum through common patterns for practice and in resources organized by teachers to enable learning.
2	Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning.
3	Apply understandings of children’s development of oral, written, and visual language through the design of learning activities and assessments and through simulated communication with parents, making appropriate adaptations for students with learning and linguistic differences.
4	Demonstrate familiarity with the Texas Essential Knowledge and Skills (TEKS), and use them in developing curriculum focused on students’ acquisition of concepts, skills, and strategies associated with proficiency in English language use.
5	Design activities and mini-lessons for teaching oral and written language concepts, skills, and strategies in ways that integrate the language arts and that offer students opportunities for engagement and for assessment of their own development.
6	Articulate assessment strategies for learning activities and mini-lessons that are related to the TEKS and other learning goals, that are as authentic as possible, and that are diagnostic, feeding back into development of curriculum and instruction.
7	Apply and assess the effect of use of scaffolding and other strategies to develop higher order thinking and comprehension in the design of learning activities.
8	Recognize differences in purposes for language arts learning, and design curriculum, instructional procedures, and assessment that direct learners toward engagement in aesthetic, efferent, and critical listening, reading, and viewing and production.
9	Engage in study of narrative, expository, and poetic text and in independent inquiry, and apply this knowledge to the design and assessment of similar experiences for students.
10	Know terminology commonly used in the teaching of spelling, grammar and vocabulary, why these concepts are important, and ways to integrate them appropriately for EC-4 and 4-8 students.
11	Know the stages of the writing process and how to apply them in the classroom, including attention to traditional and workshop-embedded teaching of literacy and mechanical skills, including spelling, capitalization and punctuation, handwriting and keyboarding, word usage, sentence and paragraph development, and use of a variety of genre.
12	Demonstrate knowledge of Social Studies TEKS and ways to implement instruction that integrates a variety of writing opportunities.
14	Demonstrate an understanding of the ways that teachers use language in the classroom and how the usage supports

### **Online/Hybrid Course Outline (attached)**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

### **Course Evaluation Methods**

**You will receive a grade for each assignment (on a 100 point scale). The grades will be averaged at the end of the semester for your final grade.**

**Assignment Overview: All written work is expected to meet collegiate standard. Work containing excessive errors in grammar, punctuation or spelling will be returned ungraded.**

## **WHO ARE MY WRITING INFLUENCES?**

1. **Writing Life Map** (100 points) [INTASC 1, 9, 10] [Domain 1 ELAR Standard 12]

### **A. Life Map** (100 points)

It is important for teachers to understand their own writing development and attitude in order to effectively teach others about writing. The map should represent in and out of school experiences related to writing --- specific teachers/friends/family members who influenced your writing; episodes related to handwriting, grammar, spelling, papers you wrote, school newspaper/yearbook experiences, letter writing, thank you notes, emailing, blogging, etc.; experiences from childhood all the way to the present. Consider your functional writing life as well as your compositional writing life. You might even think about how writing impacts your daily life. Further, think about how your personal experiences with writing impact your attitude about teaching writing. You will create a powerpoint or prezi to illustrate your writing journey. You will post your life map to our class Wiki page (on Bb). (We will begin this in class to help you get started.)

## WHO AM I AS A WRITER?

**Writing/Writing Workshop Publications** (200 points) [INTASC 1, 2, 3, 4, 5, 6, 8, 9] [ACEI 2.1, 5.2] [Domain 1 ELAR Standard 8, 9]

As we learn the whys and wherefores of writing workshop, it is important that you learn by doing and not by watching. You will experience writing workshop through completing your own writing pieces. This writing, covering different genres, will become a part of your “multigenre project”. Through this project, you will learn how to create a multigenre presentation as well as engage in the writing process.

## WHO AM I AS A TEACHER OF WRITING?

**Professional Learning Community Readings from Choice Words and Observations** (300 Points) [INTASC 4, 6, 9, 10] [Domain 1 ELAR Standard 11, 12] [ACEI 3.2, 3.3, 3.4, 3.5, 5.1, 5.4] PLC: As you enter the classroom this semester as an observer, what are your questions about best practices of teaching literacy (reading, writing, listening, speaking, viewing, representing, and thinking) related to strategies, assessment, children, schools, parents, schedules, centers, environment, grouping, management, literacy across the curriculum, etc.? How does a teacher’s language support and constrain student growth and development? As you observe in various classes/subjects, you will need to listen carefully to the teacher. What do you hear the teacher saying? What do you hear the children saying and doing as a result? We will have three assignments related to this area to be discussed further in class.

**6. TK20 1 - Teach a Writing Lesson (100 points)** [INTASC 1, 2, 3, 4, 7, 9] [ACEI 2.1, 3.1, 4, 5.1, 5.2] [Domain 1 ELAR Standards 1-10] Specific information about this assignment can be found later in the syllabus. This is a Key Assignment with a Key Assessment. You will use TK20 with this work. This assignment **MUST** be uploaded to TK20 to be graded. All pieces of the assignment should be loaded into one document.

**7. TK20 2-Community/Cultural Plunge (100 points)** Critical to the journey of becoming a reflective practitioner or inquiry based teacher are understanding the influences of the *Cultural Contexts* of your school setting, as well as engaging in *Self-Study* to probe how your values, beliefs, and past experiences influence your choices & interpretation. You are asked to keep a teacher notebook as a place for processing your learning, constructing meaning, organizing your thoughts and observations, and noting any critical questions arising from your studies and school placements (Phillips & Carr, chapter 1).

This activity will assist in deepening your knowledge and understanding of your placement and establishing a solid foundation upon which to build your understandings of how to become an inquiry based teacher.

**8. ELAR & SS Practice test (200 points)** You will take two practice tests at the beginning of the semester to assess your current understandings in these two areas. You will register onto the PACT website to access study materials to support your successful completion of the certification exams.

**8. Multigenre Research Project (100 points)** [INTASC 1, 4, 10] [ACEI 2.1, 3.1, 5.2] [Domain 1 ELAR Standards 11, 12]

Since we will spend the semester learning through inquiry, you will demonstrate your learning by completing a multigenre research project (mrgp). After identifying a topic you would like to explore, you will need to spend time researching information related to your topic/TEKS. This means that you need to use library and internet resources, as well as keep notes. You may have “workshop” time in the weeks leading up to the due date to discuss/research your topic, but do not count on that being the only time needed to work. Once you have been successful in finding a variety of sources, you will

determine what genres are the most appropriate to capture this particular topic. You will present your project at the end of the semester.

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will opportunities for you to share works in progress.

This assignment is meant to help you grow as a teacher, inquirer and writer. It will help you experience what your students' experience. It will also help you be reflective about the teacher that you are becoming and the practices that you want to have in place in your future classroom.

**Chapter Assignments/Small group work: (200 points)** You will be assigned 2 chapters to share in your appointed small groups.

**Checkpoint 2-Standards 6, 7, 8** We will complete Section 3 for Checkpoint 2 of your portfolio.

## **Grade Determination**

**A = 90% or better**

**B = 80 – 89 %**

**C = 70 – 79 %**

**D = 60 – 69 %**

**F = less than 60%**

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

#### Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO 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, DSO 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/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untDallas.edu](mailto:UNTDisability@untDallas.edu) or at Building 2, room 204.

#### **Blackboard Learn Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

#### **Course Evaluation Policy:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short 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 students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** (According to the instructor's discretion while working in concert with the division/program's guidelines).

**Exam Policy:** (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

#### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic

Integrity at

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf)  
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

## **Classroom Policies**

### **Attendance and Participation Policy:**

**Weekly attendance is required** --- If you need to be absent for any reason, email or text me as soon as possible.

**\*More than 1 absence will lower your score one letter grade. You will receive an “F” for the class if you have more than 2 absences.\* Since we don’t meet weekly, your attendance at our face to face meetings is critical to your success in this course.**

### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

### **Online “Netiquette:**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>.

Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check\\_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)