

**University of North Texas at Dallas**  
**Spring 2016**  
**SYLLABUS**

<b>EDRE 4861.20: Integrated Language Arts &amp; Social Studies Instruction K-8</b>			
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	<b><i>Cynthia Rodriguez, Ph.D.</i></b>		
Office Location:	<b><i>DAL1-201L</i></b>		
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Office Hours:	<b><i>Mondays: 1:30-5:30 Wednesdays 1:30-5:30 Thursdays 11:30-12:30</i></b>		
Virtual Office Hours:	<i>Emails will receive a response within 24 hours. Phone calls/texts are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>		
Classroom Location:	UNT Dallas 7300 University Hills Blvd., DAL1 Room 204		
Class Meeting Days & Times:	Thursdays: 8:30-11:20 <b>*This is a hybrid course. Follow the course calendar for meeting dates and online assignments.*</b>		
Course Catalog Description:	EDRE 4861. 3 hours. Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts. Writing is the literacy focus of this course. Prerequisite(s): EDRE 4450		
Prerequisites:	EDRE 4450 and admission to Teacher Education or consent of department.		
Required Text:	<p>Tompkins, G. E. (2012). <b><i>Teaching Writing: Balancing Process and Product (6th Ed.)</i></b>. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.  <b>ISBN-10: 0132484811</b></p> <p>Johnston, P. H. (2004). <b><i>Choice Words</i></b>. Portland, ME: Stenhouse Publishers.  Rose, Mike (1989) <i>Lives on the boundary</i>. Penguin Books.</p> <p>Writer's Notebook – decorated to represent your multigenre project topic</p>		
Recommended Text and References:	Romano, T. (2000). <i>Blending genre, altering style: Writing multigenre papers</i> . Boynton Cook.		

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>
Course Goals or Overview:	
	The goal of this course is to help teacher candidates develop and understanding for teaching English language arts.
Learning Objectives/Outcomes: At the end of this course, the student will	
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	Demonstrate knowledge of the influence of media on communication and of strategies for involving EC-4 and 4-8 students in study and production of media and other modes of visual representation, including those that employ current technologies
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	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.
13	Experience on-going and publicly accountable assessment processes that are fostered through regular use of learning logs, construction of portfolios, class development of rubrics and checklists, and teacher and small group conferencing, and apply understandings of these processes in planning for EC-4 and 4-8 teaching.
14	Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning.

## **TK20**

This course requires the case study to be uploaded the week before final exams and assessed by the instructor in the UNT TK20 Assessment System. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20, <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this webpage.

## **NEW EDUCATOR STANDARDS**

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

## **INTASC STANDARD**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

## **University Policies and Procedures**

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

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.*

### **Assignment Policy: Late Work**

In case of illness, an excuse will be required for work to be accepted late (no more than 3 days). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case by case basis. Late work will be reduced by 20%, each day the assignment is late. Work will not be accepted after 3 day past the due date.

### **Attendance and Participation Policy**

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students

are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. **\*More than 2 absences will lower your score one letter grade. You will receive an "F" for the class, if you have more than 3 absences. Three (3) tardies equal 1 absence. You are considered tardy if you are 15 minutes late. You are considered absent if you are one hour late.**

**Deadlines and Incompletes:** Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of a medical emergency or similar extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

### **Professionalism and leadership**

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them. Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipads or computers in class (unless needed for class activities).

### **Dealing with concerns**

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

### **Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically

### Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

### EVALUATION CRITERIA

This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60	
-	
69	
%	D Below 60% F

Grading Matrix:

<b>Course Assignments (all scored on 100 point scale and averaged at the end of the semester.)</b>	
Life Map	
Choice Words	Cultural Plunge Activity
Teach a Writing Lesson	Practice test
Multi-genre Research Project	Checkpoint 2, Standards 6,7, and 8.
<b>COURSE ASSIGNMENTS</b>	<b>All work typed and double-spaced unless otherwise indicated.</b>

### 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 prezzi 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. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish two pieces (100 points each) of personal writing during the course of the semester. Ideas for topics and models to consider will be demonstrated in class through minilessons. From the minilessons, you will generate several drafts; however, two of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share.

## WHO AM I AS A TEACHER OF WRITING?

**Professional Learning Community Readings from Choice Words and Observations** (100 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?

**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-Cultural Plunge (100 points)**

**8. ELAR & SS Practice test (100 points)**

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**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 need to

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 be 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. I hope that you will take advantage of this time to determine who you are as a teacher and especially as a teacher of literacy. I look forward to reading your final work.