

University of North Texas at Dallas
SPRING 2014
SYLLABUS

EDRE 4860.091: Reading and the Language Arts, EC-8 3hrs			
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	<i>Caitlin Seeligson, M.Ed.</i>		
Email Address:	<u><i>Caitlin.Seeligson@unt.edu</i></u>		
Office Hours:	DAL 1 261 MW 3-5, T 2:30-3:30; by appt.		
Classroom Location:	DAL 1 208		
Class Meeting Days & Times:	Mondays 7:00pm– 9:50pm		
Course Catalog Description:	4860. 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.		
Co-requisites	None		
Required Text:	<p>Tompkins, G. E. (2011). <i>Teaching Writing: Balancing Process and Product</i> (6th Ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.</p> <p>Johnston, P. H. (2004). <i>Choice Words</i>. Portland, ME: Stenhouse Publishers.</p> <p>Writer's Notebook – 1” binder, decorated to represent you (plus 4 tabbed dividers)</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>		

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. InTASC 5
2	Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning. InTASC 4
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. InTASC 2/3/6/10
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. InTASC 4
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. InTASC 7
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. InTASC 6
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. InTASC 8
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. InTASC 5/7
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. InTASC 5
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. InTASC 7/9
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. InTASC 4/5
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. InTASC 4/5
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. InTASC 9/10
14	Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning. InTASC 3

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.

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

****YOU CANNOT PASS THIS CLASS WITHOUT COMPLETING TK20, INCLUDING UPLOADING YOUR KEY ASSIGNMENT. IF YOU MISS THE DEADLINE, YOU WILL RECEIVE AN INCOMPLETE. WHEN YOU SUBMIT, YOUR GRADE WILL BE DROPPED ONE LETTER.**

Grading Matrix:

Instrument	Total
Life Map/Personal Biography	100
Research Notebook	180
Personal Writing	200
Reflections	40
Teach a Writing Lesson	100
Questioning	60
Content Lesson Plans	300
Class Participation	20
Total	1000

COURSE ASSIGNMENTS All work typed and double spaced unless otherwise indicated.

Grading Scale: 900-1,000 =A; 800 – 899 =B; 750 – 799 =C; 700 – 749 =D; 699 and Below =Fail

1. Writing Life Map/ Personal Biography (100 points)

A. Life Map (50 points)

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. Be prepared to share your writing life map with your peers. 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. (We will begin this in class to help you get started.)

B. Personal Biography (50 points)

Items related to *Wilfred Gordon McDonald Partridge*

2. Personal Writing/Writing Workshop Publications (200 points)

Throughout the course, you will do different types of writing. Each of these will be gathered in your Writer's Notebook. Directions for each will be posted on Blackboard.

3. Research Notebook (180 points)

You will complete a research notebook this semester to help you organize the questions you've asked, the materials you've read, and the sources you've used. This assignment encompasses two parts.

A. Research Log Entries for Teaching Writing (120 points)

Complete the research log provided on Blackboard for each chapter of the textbook. This includes a summary of the article. **DUE IN CLASS THE WEEK AFTER THE CHAPTER IS DISCUSSED.**

B. Articles Related to Teaching Writing (60 points)

For each chapter, print an article that relates to the concept. This article is referenced in the research log as a summary with APA formatting.

4. Reflections on Choice Words (40 points)

For each chapter of Choice Words, you will complete a reflection form found on Blackboard.

5. Questioning: Blooms Questioning Tally Sheet (60 points)

While observing an ELAR lesson, record the questions asked by the mentor teacher. (A minimum of 10 questions---You may have to combine two lessons in some cases.)

- A. When you type up the questions, boldface the question stems.
- B. Identify the level and complete the Blooms Question Tally Sheet.
- C. Write a reflection interpreting the results.
- D. Include five other questions that could be utilized in the lesson next time to reach the needs of those students who may not have been challenged. Label the level of each question.
- E. Turn in the following:
 - a. Questions teacher asked (with question stems in boldfaced print) 10 pts
 - b. Blooms Tally Chart 10 pts
 - c. List of suggested questions (labeled with level) 20 pts
 - d. Reflection 20 pts

6. TK20 - Teach a Writing Lesson (200 points)

The due dates are listed on the calendar so that you can start the conversation with your mentor as early as possible. Instructions are provided on Blackboard. **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. If you do not complete this assignment with at least a 75, you CANNOT pass this class.**

7. Content Lesson Plans (300 points)

Throughout the semester, you will create a lesson plan that incorporates a type of writing you have learned about into a different content area. Each plan will contain the following:

- A. Lesson plan (form on Blackboard)
- B. Assessment
- C. Sample work

You will create a plan for:

- A. Social Studies
- B. Science

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.

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 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. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

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.

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.