

University of North Texas at Dallas
Spring 2014
SYLLABUS

EDRE 4450.090: Reading and Writing: Birth-Grade 6		3 credit hours	
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	Makita Gillespie, Ed.D.		
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Office Hours:	Tuesday 4:30-6:45; Thursday 4:30-5:20, Friday 4:00-4:45; by appointment only		
Virtual Office Hours:	By appointment		
Classroom Location:	DAL 1 244		
Class Meeting Days & Times:	Thursdays 5:30-8:20		
Course Catalog Description:	Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers, and writers. Emphasizes development of early language and preliteracy skills, common school literacy practices, parental/social influences, and affective elements related to early reading. Prerequisite(s): Admission to the Teacher Education program and DFEC 3123 (Child Development).		
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Co-requisites:	N/A		
Required Text:	<p>Tompkins, G. E. (2013). <i>Literacy for the 21st century: Teaching reading and writing in prekindergarten through grade 4</i> (6th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Running Record Part 1 Univ. Ed. Student (found at UNT-D Bookstore) or at the following link: https://readingrecovery.org/onlinestore/index.php?page=shop.product_details&flypage=flypage.tpl&product_id=89&category_id=45&option=com_virtuemart&Itemid=1</p>		
Recommended Text and References:	<p>Cunningham, P. M. (2009). <i>Phonics they use: Words for reading and writing</i> (5th Ed.). New York.</p> <p><u>Texas Essential Knowledge and Skills for English Language Arts and Reading-provided on Bb.</u></p> <p>Professional Resources</p> <p>Anderson, C. (2000). <i>How's it going? A practical guide to conferring with students</i>. Portsmouth, NH: Heinemann.</p> <p>Arter, J. & McTighe, J. (2001). <i>Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance</i>. Thousand Oaks, CA: Corwin.</p> <p>Atwell, N. (1987). <i>In the middle: Writing, reading and learning with adolescents</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins: L. M. (1986). <i>The art of teaching writing</i>. Portsmouth, NH: Heinemann.</p> <p>Daniels, H. (1994). <i>Literature circles: Voice and choice in the student-centered classroom</i>. York, ME: Stenhouse. Heinemann.</p>		

Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.

Fletcher, R., & Portalupi, J. (1999). *Writing workshop*. Portsmouth, NH: Heinemann.

Gambrell, L. B., & Almasi, J. F. (Eds.). (1996). *Lively discussions: Fostering engaged conversations*. Newark, DE: International Reading Association.

Ginsberg, M. B., & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse leaders*. San Francisco: Jossey-Bass.

Henderson, E. H. (1990). *Teaching spelling*. Boston: Houghton Mifflin.

Hoyt, L. (2000). *Snapshots: Literacy minilessons up close*. Portsmouth, NH: Heinemann.

Hurwitz, A. B., & Goddard, A. (1969). *Games to improve your child's English*. New York: Simon and Schuster.

Moffatt, J. & Wagner, B. J. (1992). *Student-centered language arts, K-12*. Portsmouth, NH: Boynton-Cook.

Peterson, R., & Eads, M. (1990). *Grand conversations: Literature groups in action*. New York: Scholastic.

Routman, R. (2005) *Writing essentials: Raising Expectations and results while simplifying teaching*. Portsmouth: NH: Heinemann.

Spandel, V. (2001). *Creating Writers through 6 trait writing assessment and instruction*. New York: Addison Wesley Longman.

Templeton, S. (2002, March). Effective spelling instruction in the middle grades: It's a lot more than memorization. *Voices from the Middle*, 9(3), 8-14.

Access to Learning Resources:

UNT Dallas Library:
 phone: (972) 780-3625;
 web: <http://www.unt.edu/unt-dallas/library.htm>
 UNT Dallas Bookstore:
 phone: (972) 780-3652;
 e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The student will:

1. demonstrate knowledge of literacy gleaned from seminal and current scholarship.
2. demonstrate knowledge of the stages of literacy development.
3. demonstrate knowledge of a variety of literacy assessments.
4. demonstrate knowledge of the appropriate uses of assessment data and the link between data and instruction.
5. develop an understanding of the concept of emergent literacy that reflects the historical background of literacy instruction in U.S. Schools
6. develop an understanding of the language development of children from birth through grade six that includes awareness of the influences of social, cultural, and economic factors on the linguistic progress made by young children.
7. develop an understanding of the interrelated language processes: listening, speaking, reading, writing, and viewing.
8. develop an understanding of developmentally appropriate practice and the importance of learner-centered instruction that accommodates the needs of linguistically and culturally diverse students.
9. develop an understanding of the important role of children's literature in literacy programs designed for young children.
10. develop an understanding of major reading approaches and their application with early readers, including: Language experience, balanced literacy, reader's workshop, and basal programs.
11. develop an understanding of management options for literacy programs and experiences appropriate for early instructional programs.
12. develop an understanding of RTI and the interventions required at each level.
13. develop an understanding of learning differences in young students, including reading and writing difficulties, dyslexia, special, education, language differences, etc.
14. develop an understanding of the importance of parental involvement and community

cooperation in the literacy growth and general well being of young children.

Learning Objectives/Outcomes: During the course, you will demonstrate attainment of the following objectives:

1. plan developmentally appropriate activities for enhancing the listening, speaking, reading, writing, and observation of skills of young children.
2. select effective strategies for sharing books and other resources with children, including multicultural materials.
3. plan instruction that develops vocabulary and word recognition skills, including phonemic awareness, phonics, structural analysis, context clues, and the use of lexicographical tools (dictionaries, thesauri, etc.)
4. plan effective writing instruction and the application of appropriate writing activities.
5. prepare productive lesson plans for reading and writing development.
6. prepare informed reflections of literacy instruction offered in the EC-6 classroom.
7. assess the literacy development of a young child, identified by the student and completed independently.
8. set instructional goals for the literacy development of a young child
9. research and complete a summary and analysis of supplementary services (early interventions for Reading and writing difficulties (i.e. Reading Recovery Success for All, dyslexia, ESL, special education) provided in school districts.

Review the ELA /Reading Generalist and INTASC standards below. You will be learning, reviewing, applying, and practicing these standards in various ways throughout your Reading Education courses at UNT Dallas. *Specific standards addressed in each class are noted on the course calendar.*

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

INTASC STANDARDS

(Interstate New Teacher Assessment and Support Consortium)

Students will continue to utilize the INTASC standards as part of the learning and application of knowledge and application.

The Learner and Learning

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Content Knowledge

Standard #4: Content Knowledge

Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

Optional Policies:

Professional Behavior Expectations:

- 1) Attend class for entire time and be on time.
- 2) Turn off cell phone and store it in your purse or book bag. Texting during class is not accepted and will significantly impact your participation grade.
- 3) Be courteous to everyone – listen when others speak, and participate respond and discuss respectfully.
- 4) Be prepared with all assignments before class begins and do not plan to do other assignments during class.
- 5) All work should be typed, printed, and brought to class ready to turn in as class begins. (Unless otherwise noted in submission guidelines.)

Attendance and Participation Policy:

Attendance is required --- If you need to be absent for any reason, email or text me as soon as possible. Then, visit with a classmate to learn about what you missed to stay caught up in class. If you have questions after talking with a classmate, contact me via email, text, or cell. (No calls after 9:00 pm, texts or emails will not be answered after 10:00 pm). *More than 2 absences will lower your score one letter grade. You will receive an “F” for the class if you have more than 4 absences.*

Participation is critical- At the end of each class, you will self-assess your participation for the day. You will give yourself between 1-5 points, recorded in the grade sheet in your class folder. I will give you a daily score, also. If you have questions about how to accurately self-assess, we will schedule a one-one conference to discuss class expectations.

5-maximum daily participation points

3-4 points (not participating as actively as possible)

2 points-10 minutes or more tardy to class and/or not prepared at the beginning with completed work

1 point-work missing, not prepared for discussion, cell phone use during class

0-absent

Assignment/Evaluation

Daily assignments

Must be typed unless otherwise specified. If there are specific guidelines for font, size, length, etc. of assignment, details will be noted with the assignment on Bb.

All assignments are due AT THE BEGINNING of class on the due date. Work being done at the beginning of class will be deducted 10 points and will impact your participation grade for that day. Assignments are given according to the discussion topic of that day. If you don't have your assignment complete, you will not be prepared to participate, nor will it make sense to complete it after the discussion has taken place. Therefore, **NO LATE WORK** is accepted. If an assignment is due on a date you are absent, you may submit it to me via email. You will be deducted 10 points since the last part of the assignment is to be prepared to share and discuss your work in class.

At the end of the semester, I will drop your lowest DAILY GRADE. This will help if you miss one assignment.

Exams:

Exams should be taken as scheduled. Exams (or quizzes) will either be given in class or as a homework assignment. In-class quizzes may be open or closed book, at the discretion of the professor. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

These points will be added together for one final grade to be averaged into your final course score.

Evaluation

You will receive a grade for each assignment (on a 100 point scale). The grades will be averaged into one grade in each category. Each grade will be weighted as follows:

Criteria	
Daily grades	15%
Chapter/Phonics Presentation	15%
Quizzes, Final Reflection	15%
Supplementary Services Paper/Presentation	10%
Individual Student Report	20%
Classroom Observation Project (Video Modules)	10%
Binder/Glossary	5%
Attendance/Participation	10%
	100%

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

- ✓ Literacy Autobiography: You will write an autobiography which should represent in and out of school experiences related to reading and writing --- specific teachers/friends/family members who influenced your learning; episodes related to reading and 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. More details on this assignment will be provided in class.
- ✓ Individual Student Report-You will work with one student administering literacy assessments and implementing two literacy lesson. You will identify one student K-2. You will have assigned times to meet with the student outside of class-a minimum of three visits will be needed to complete the assignment. All guidelines and details about the assignment and report will be discussed in class and posted on Bb.
- ✓ Daily grades are given for homework assignments, chapter reflections, and small group activities during class. (Small group activity grades cannot be made up if you are absent.)
- ✓ You will complete FIVE video module assignments. Three of these will be posted at the beginning of the semester and may be completed and submitted anytime on or before the due date. Make sure you are able to access the videos so you don't have technical problems that will delay you being able to complete the assignment. *The video module assignments were developed to replace the field experience component of this course. The modules will take approximately 10 hours total to complete (about 2 hours each).*
- ✓ Quizzes will be given for each chapter. These quizzes, in multiple choice format, not only assess your understandings of the chapter but also are excellent preparation for the Language Arts sections of the EC-6 TeXES exam. Some quizzes will be given in class while others will be assigned as homework. See course calendar for quiz plans.
- ✓ Phonics Presentations - You will plan content and provide an activity for the class to engage in. A brief minilesson plan will be submitted on the date of the presentation. Provide a copy for all students to keep in class binder.
- ✓ You will work in a group of 3-4 to complete a presentation on chapters 5-9. You will choose the chapter you will present in class. Presentation guidelines will be shared in class and on Bb.
- ✓ Article Review - Choose a particular area of supplementary services in districts to research. You will work with a partner to locate and synthesize two (2) articles pertaining to your chosen area. Supplementary services include (but are not limited to) Reading Recovery, Success for All small group, dyslexia, ESL pullout, special education. You will complete a paper that synthesizes the articles. You will also reflect on

the program and provide a list of strengths and weaknesses based on what you learned from the articles. You will present your findings in class. Provide a copy of your article review for all students to keep in class binder.

- ✓ Class binder- You will be organizing and maintaining a binder for the class throughout the semester. There will be a minimum of five sections in the binder: 1. Class notes/assignments/reflections 2. Glossary* 3. Video Modules 4. Phonics Minilessons 5. Supplementary Services Article Reviews

*Glossary will be maintained throughout the semester. You will be given important terms from each chapter to include. Glossary will be checked two times in the semester.