

**University of North Texas at Dallas**  
**Fall 2011**  
**SYLLABUS**

<b>EDRE 4450.090: Reading and Writing (Birth through Grade 4) 3 hrs.</b>			
Department of	Reading	Division of	Education and Human Services
<b>Instructor Name:</b>	Makita Gillespie, Ed.D		
<b>Office Location:</b>	161		
<b>Office Phone:</b>	Office: 972-780-3614		
<b>Email Address:</b>	<a href="mailto:Makita.Gillespie@unt.edu">Makita.Gillespie@unt.edu</a>		
<b>Office Hours:</b>	Monday 6:50-8:00		
<b>Virtual Office Hours:</b>	By appointment		
<b>Classroom Location:</b>	Building 1-304		
<b>Class Meeting Days &amp; Times:</b>	Monday/Wednesday 5:30-6:50		
<b>Course Catalog Description:</b>	<p>The course focuses on developmentally appropriate practices that foster motivated, strategic readers and writers. Examines theoretical and practical aspects of emergent literacy. Emphasizes development of early language and preliteracy skills, common school literacy practices, parental/social influences, and affective elements related to early reading. <i>Includes an additional course hour of field experience per week.</i> Prerequisite(s): Admission to the Teacher Education program and DFST 3123 (Child Development). (See UNT catalog 08-09, p. 506)</p>		
<b>Prerequisites:</b>			
<b>Co-requisites:</b>			
<b>Required Text:</b>	<p>Tompkins, G. E. (2007). <i>Literacy for the 21<sup>st</sup> century: Teaching reading and writing in prekindergarten through grade 4</i> (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Cunningham, P. M. (2009). <i>Phonics they use: Words for reading and writing</i> (5th ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Fountas, I. C. &amp; Pinnell, G. S. (1996). <i>Guided Reading: Good first teaching for all children</i>. Portsmouth, NH: Heinemann.</p>		
<b>Recommended Text and References:</b>	<p><a href="http://www.coe.unt.edu/teachertools">www.coe.unt.edu/teachertools</a>  <a href="http://www.coe.unt.edu/patterson/4870.htm">www.coe.unt.edu/patterson/4870.htm</a>  <a href="http://www.wowlit.org">www.wowlit.org</a>  <a href="http://www.IBBY.org">www.IBBY.org</a>  <a href="http://uacoe.arizona.edu/short/publications.htm">http://uacoe.arizona.edu/short/publications.htm</a>  <a href="http://uacoe.arizona.edu/short/lists.htm">http://uacoe.arizona.edu/short/lists.htm</a>  The Bookman Dr. Stan Steiner  <a href="http://education.boisestate.edu/stansteiner/promotingliterature.htm">http://education.boisestate.edu/stansteiner/promotingliterature.htm</a></p> <p>Required additional readings:  Readings are available on Blackboard.</p> <p>➤ Go to <a href="http://ecampus.unt.edu">http://ecampus.unt.edu</a></p> <p>➤ Enter your EUID as the username and your AMS password as the password. If you don't know either of these, go here to get them:</p>		

<http://ams.unt.edu>

**Required Electronic Text:**

The Texas Essential Knowledge and Skills for English Language Arts. The Texas Essential Knowledge and Skills for English Language Arts and Reading Framework is available on-line at the following address: <http://www.tea.state.tx.us/rules/tac/chapter110/index.html> You may want to either print out the language arts guidelines, or just use the guidelines on-line on as you create your lesson plans.

**Recommended Websites**

You may also want to access the websites for the major literacy professional associations. These include the International Reading Association (<http://www.reading.org>) and the National Council of Teachers of English (<http://www.ncte.org>).

Companion website

[http://wps.prenhall.com/chet\\_literacy\\_cluster\\_1/0,8776,1164686-,00.html](http://wps.prenhall.com/chet_literacy_cluster_1/0,8776,1164686-,00.html)

You are encouraged to subscribe to the following websites.

Fountas & Pinnell Leveled books website

<http://www.fountasandpinnelleveledbooks.com/default.aspx>

The online reading program

[www.readinga-z.com](http://www.readinga-z.com)

Journals published by the International Reading Association (IRA). The International Reading Association (IRA) publishes many of the most important literacy-related journals in education (e.g., *The Reading Teacher*, *Journal of Adult and Adolescent Literacy*, and *Reading Research Quarterly*). If you are not a member of IRA, I strongly encourage you to join. There are great rates for students! Please go to the IRA website for more information (<http://www.reading.org>).

Some additional materials and books will be placed on reserve in the library for your use throughout the semester.

**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](mailto:1012mgr@fheg.follett.com)

**Course Goals or Overview:**

**The student will:**

1. Describe the concept of emergent literacy that reflects the historical background of literacy instruction in U.S. schools.
2. Recognize important role of children's literature in literacy programs designed for young children.
3. Develop an understanding of major reading approaches and their application with early readers, including: Language experience, balanced literacy, readers' workshop, and basal programs.
4. Recognize the basic principles of assessment of early reading and writing competencies and the importance of early intervention strategies to support struggling readers.
5. Describe management options for literacy programs and experiences appropriate for early instructional programs.

6. Explain the importance of parental involvement and community cooperation in the literacy growth and general well being of young children.
7. Demonstrate knowledge of instruction to develop skills of fluency, reading comprehension, text structures, critical reading, and reading for pleasure.
8. Engage in reflective and metacognitive strategies that foster effective interaction with and for young learners in field-based settings.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

### TOPICS TIMELINE

Overview of Text, Expectations and Assignments

Chapter 1: How can I become an effective teacher of reading? (Tompkins/Fountas & Pinnell)

Chapter 1: How can I support early literacy development? (Cunningham)

Chapter 2 & 4: How can I help students “crack the code?” Phonemic Awareness (Tompkins, Cunningham)

Chapter 8: How can I help students comprehend text? (Tompkins)

Chapter 2 & 10: How should I organize instruction and group students? (Fountas & Pinnell/Tompkins)

Chapter 8: How should I organize instruction and group students? Part II (Fountas & Pinnell)

Group led discussions begin

Chapter 9: How do I create a text gradient? (Fountas & Pinnell)

Chapter 6: How can I help students become fluent readers and writers? Teaching high-frequency words. (Tompkins, Ch. 6)

Chapter 5: How do I foster fluency? (Cunningham)

Midpoint Quiz

Lesson Plans due

Chapter 9: How do I teach and choose different types of text? (Tompkins/Fountas & Pinnell)

Chapter 7: How should I teach vocabulary? (Tompkins)

Chapter 13: How do I teach children about letters and words? (Fountas & Pinnell)

Powerpoint presentations and

Story Glove due

Chapter 12: How do I teach strategies? (Fountas & Pinnell)

Chapter 4: How do I teach vocabulary? (Cunningham)

Ch. 11: How should I teach writing? (Tompkins)

Ch. 3 & 5: How should I teach spelling? Word Sorts and Spelling patterns (Cunningham/Tompkins)

Ch. 12: Using assessment data to inform instruction/TPRI presentation/How should I integrate literacy in other curriculum areas? (Tompkins 12)

Ch. 3: How should I assess literacy? Running records (Tompkins)

Ch. 6 & 7: How should I assess literacy? Running records Part II (Fountas & Pinnell)

Ch. 14: What changes do children encounter over time in literacy? (Fountas & Pinnell)

continuation of PowerPoint presentations/completion of course assignments

Final Exam

## Course Evaluation Methods

**Assessment Philosophy-** This is a performance-based course. Grading for this course will be based on performance related to specific course requirements. *Performance is considered on a continuum of understanding and practice that will take place across time and will be considered on an **individual basis**.*

Do not compare your performance to that of other students. Grades are weighted by categories.

Students should be aware that simply completing an assignment does not merit the total number of possible points. The following guidelines will be used in determining points earned. All scored materials are kept by the professor after candidates have reviewed them. Therefore, candidates need to keep a paper copy and an electronic copy of each document submitted.

If you are expecting a final grade of "A," do "A" work on every assignment, regardless of the weight.

### Description of Grading System

Grading Scale:

90% - 100%	A	Superior, clearly superior, far above expectation
80% - 89%	B	Good, completed the assignment according to directions
70% - 79%	C	Adequate
60% - 69%	D	Did not meet expectations, but completed assignments
59% and below	F	Clearly below expectation or assignment not turned into the instructor

### Grading Equivalents:

A	=	4	=	+	=	Completed Assignment clearly abv. expectations	=	Av.
Grade:		95						
B	=	3	=	√+	=	Completed assignment above average expectations		
				85				
C	=	2	=	√	=	Completed assignment, met minimal expectations		
				75				
D	=	1	=	√ -	=	Completed the assignment, but did not meet expectations		
				65				
F	=	0	=	-	=	Nothing handed in		
				0				

### Final Grade will be calculated on the following category weighted percentages:

Attendance (Attd)	=	10%
Quizzes/Quick Writes		15%
Assignments		10%
Connection, Leading Group Discussion		5%
PowerPoint Presentation/Lesson Plan/Critical Literacy Book		5%
6 Individual Student Work, tstg. Assignments/Reflections		25%
General Class or Homework Assignments/Reflection Journal		15%
Entry/Class Participation		
Test, Oral Exam		<u>15%</u>
		100%

Professional Disposition- requirement across all assignments

**BLACKBOARD** is the course management system that will be used heavily in this class as a form of

obtaining course content, communication & assignments. It is the student's responsibility to familiarize him/herself with Blackboard. **Students will not generally receive hard copy handouts.** Electronic copies and links will be provided for the student to download and make paper copies. All students are responsible for checking their email address as listed on the website for this class. If your email address is not correct, you may miss assignments and updates on visits to the public schools. All students will be responsible for regularly checking the class website for announcements, assignments, discussion board and other pertinent information.

### **Late or Missed Assignments:**

1. It is my assumption that all work will be turned in on time. Assignments are due at the BEGINNING of class on the due date. Late assignments are accepted only once at the discretion of the professor, and, if accepted, scores are reduced by 10 pts. You will only have 2 days (after the missed day) to hand in a late assignment.
2. Missed exams may be taken *at the discretion of the professor* and the score will be reduced by at least 10% of the available points. There is no provision for make-up of in-class activities such as QW, in class projects, quizzes or the final exam.
3. The professor will retain all scored documents for her records. Therefore, students must keep a paper copy and an electronic copy for their portfolio and their own records.

### **Buddy System (Self-Selected)**

The first day of class, you will join a group of four. You will work in this group for a variety of purposes throughout the semester. Responsibilities within the group will be:

- ✓ Discussions over readings for class
- ✓ Check all scoring on testing
- ✓ Share packets of leveled texts/book leveling project
- ✓ Observe and support with all testing and student summaries
- ✓ Support in lesson planning and reflection
- ✓ Collect all missed assignments and cover content missed in class
- ✓ Act as a "reminder" and "check point" for all assignments

### **Student Support**

Extra help is available on an individual or small group basis. The goal is for ALL students to be successful and to provide the necessary support. It is the student's responsibility to request help in a timely manner. Please do not wait until you are in trouble to make an appointment.

### **Attendance**

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

Attendance and active, constructive, and positive participation at all class meetings is required. The level and quality of our learning in this class depends largely on the level of attendance and quality of class participation and discussions. Thus, you should come to all classes and tutoring sessions well prepared to assume an active, thoughtful, and positive role in the scheduled activities by having read all required readings and completed all class assignments/preparations for the class and/or tutoring experience. This course plays an important role in your professional preparation for teaching. As such, attendance is a crucial professional responsibility. If you know ahead of time that you must miss more than one class session or will not be able to attend all class sessions for the full duration of each class period, please plan to take this course during a different semester when you will be able to attend all class sessions.

Additionally, the success of your peers in this course and the success of students with whom you will work depend on your level of commitment.

Please call me immediately if you have an emergency and must miss a class.

**Please see university policy below for what is considered an excused absence. After two unexcused absences your grade may be lowered a letter grade. Making the instructor aware of the absence**

**does not excuse the absence.**

## **University Policy - Attendance**

### **Student Life & Student Handbook**

Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.

Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.

Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor

The following are the guidelines regarding excused absences:

1. Documentation (Physician note and obituaries) for absences will only be accepted within 30 days of the absences.
2. Documented absence does not preclude a student from still being responsible for assigned work and/or test. It is the student's responsibility to contact professors regarding assignments.

## **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.*

### **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.*

**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.
- 3) Be courteous to everyone – listen when others speak, answer and ask questions often, and be alert (if you are too tired to stay engaged in class, then stay home).
- 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 --- your instructor is not responsible for printing your work--- do not plan on sending it by email. Late assignments will not be accepted.