

**University of North Texas at Dallas**  
**Fall 2014**  
**SYLLABUS**

<b>EDRE 4860: Reading and the Language Arts, Studies in Education 3Hrs</b>			
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	Elizabeth Kastiel		
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Office Hours:	By appointment		
Virtual Office Hours:	Email, call or text anytime. You will receive a response within 24 hours.		
Classroom Location:	UNT Dallas 7300 University Hills Blvd., DAL1 Room 244		
Class Meeting Days & Times:	Mondays 7:00 pm- 9:50 pm		
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.		
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>Schmidt, L. (2007). <i>Social Studies That Sticks: How to Bring Content and Concepts to Life</i>. Portsmouth, NH: Heinemann.</p> <p>Writer's Notebook</p>		

<p>Recommended Text and References:</p>	<p>Romano, T. (2000). <i>Blending genre, altering style: Writing multigenre papers</i>. Boynton Cook.</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>Cunningham, P. M. (2000). <i>Phonics they use</i>. New York: Longman.</p> <p>Daniels, H. (1994). <i>Literature circles: Voice and choice in the student-centered classroom</i>. York, ME: Stenhouse.</p> <p>Daniels, H., Zemelman, S., &amp; Steineke, N. (2005). <i>Content –area writing</i>. Portsmouth, NH: Heinemann.</p> <p>Fletcher, R. (1996). <i>Breathing in breathing out: Keeping a writer’s notebook</i>. Portsmouth, NH: Heinemann.</p> <p>Fletcher, R. (1993). <i>What a writer needs</i>. Portsmouth, NH: Heinemann.</p> <p>Fletcher, R., &amp; Portalupi, J. (1999). <i>Writing workshop</i>. Portsmouth, NH: Heinemann.</p> <p>Graves, D. (2003). <i>Writing, 20<sup>th</sup> anniversary edition: Teachers &amp; children at work</i>. Portsmouth, NH: Heinemann.</p> <p>Hoyt, L. (2000). <i>Snapshots: Literacy minilessons up close</i>. Portsmouth, NH: Heinemann.</p> <p>Routman, R. (2005) <i>Writing essentials: Raising Expectations and results while simplifying teaching</i>. Portsmouth: NH: Heinemann.</p> <p>Templeton, S. (2002, March). <i>Effective spelling instruction in the middle grades: It’s a lot more than memorization</i>. <i>Voices from the Middle</i>, 9(3), 8-14.</p> <p>Wood-Ray, K., &amp; Glover, M. (2008). <i>Already ready</i>. Portsmouth, NH: Heinemann.</p> <p>Wood-Ray, K. (2002). <i>What you know by heart</i>. Portsmouth, NH: Heinemann.</p> <p>Wood-Ray, K. (1999). <i>Wondrous words: Writers and writing in the elementary classroom</i>. Urbana, IL: NC</p>
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<p>Access to Learning Resources:</p>	<p>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></p>
<p>Course Goals or Overview:</p>	
	<p>The goal of this course is to help teacher candidates develop and understanding for teaching English language arts.</p>
<p>Learning Objectives/Outcomes: At the end of this course, the student will:</p>	
1	<p>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.</p>
2	<p>Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning.</p>
3	<p>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.</p>
4	<p>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.</p>
5	<p>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.</p>
6	<p>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.</p>
7	<p>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.</p>
8	<p>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.</p>
9	<p>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.</p>
10	<p>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</p>
11	<p>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.</p>
12	<p>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.</p>
13	<p>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.</p>
14	<p>Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning.</p>

## 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..

## 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>Instrument</b>	<b>Total</b>
Attendance	15 points
Writers Notebook and Participation	15 points
3 Polished Writing Pieces	15 (5 points each)
3 Scripted Lesson Plans	15 (5 points each)
Journal Article Review	10 points
Journal Article Review Presentation	5 points
Unit of Study (group project)	10 points
Presentation of Unit of Study	5 points
20 hours of observation and corresponding assignment and/or reflection	10 points
<b>Total</b>	<b>100</b>

## Course Evaluation Methods

1. **Attendance:** Being present in class is critical to your success in this course not only or your own learning it shows a high level of professionalism necessary for the effective classroom teacher. In addition, being an active learner by participating in class discussions, asking questions and sharing your thinking at the core of this class. Each class session is worth one point. (15 points total)
2. **Writer's Notebook and Participation:** Each student will have a writer's notebook that we will use for our writing mini-lessons, reading reflections, quick writes and so on. Points are given for participation (see #1) at the discretion of the instructor. (15 points total)
3. **Polished Writing Pieces:** 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 mini-lessons and completion of your own writing. You will complete and publish three pieces of personal writing during the course of the semester in various genres, and be given the time in class to write, just as you would do as the teacher of the writing workshop in your own class. Up to 60 minutes each class session will be devoted to the writing workshop. Each piece will receive up to 5 points. (15 points total)
4. **Scripted Lesson Plans:** You will write a lesson plan modeled after the lesson planning that will be taught in this course. If you have the option of teaching the lesson in the class in which you are observing, that is ideal and will count for some of the points linked to your observation hours. Each lesson will be worth up to 5 points. (15 points total)
5. **Journal Article Review:** You will write a 3-4 page review of a journal article. Articles should be from peer-reviewed or scholarly journals and relate to the field of study 1 Search the library's online databases, such as EbscoHost and others, to find scholarly or peer-reviewed articles. You can also look in indexes available at the library. (10 points total)
6. **Journal Article Review Presentation:** You will sign up to present your journal article review to the class. (5 points total)
7. **Unit of Study:** In a group (modeling a PLC- professional learning community) you will write a unit of study using the backwards design model of writing units, including the TEKS you will be teaching, assessment and learning activities. (10 points total)
8. **Unit of Study Presentation:** You will share your unit plan to the rest of the class and give and received feedback to other on their unit in order to build up your collection of quality units of study.
9. **Observation Hours:** One of the course requirements is 20 observation hours. You will be working will with Ms. Genell McClendon to coordinate this. Once you have your field placement we will collaborate to align your corresponding assignment so that you can have a true opportunity to link what we are learning in this course to your field work.

## **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), and one point will be deducted for each day of a late assignment. After three days, no points will be awarded. In case of a death in the family, obituary evidence will be required.

#### Attendance:

Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in along semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

#### 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 ipods in 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](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.*

## 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.

## 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:

- Use of WebCT/Blackboard
- Use of Cell Phones & other Electronic Gadgets in the Classroom
- Food & Drink in the Classroom
- Use of Laptops
- Grade of Incomplete, "I"

## Websites:

<http://irservices.library.unt.edu> (accessing online journal articles)\*\* <http://www.coe.unt.edu/teachertools> (UNT designed website) <http://www.aaronshep.com/> (Multicultural readers theater scripts) <http://www.acs.ucalgary.ca/~dkbrown/> (The Bantam Doubleday Dell Teacher Resource Centre. You can link to the Doucette Index to K-12 Teaching Ideas for Children's Literature.). <http://www.yahooligans.com> (A site for kids) <http://www.readwritethink.org/> (search for Multigenre OR other lesson resource) <http://www.tc.columbia.edu/centers/mssc/Tom%20Romano.htm> (Multigenre) <http://www.angelfire.com/wi/writingprocess/specificgos.html> (Writing Process) <http://www.csuohio.edu/academic/writingcenter/writeproc.html> (Writing Process) <http://owl.english.purdue.edu/owl/resource/701/01> (Writing Process) [http://www.coe.unt.edu/northstar/teachg\\_demos.htm](http://www.coe.unt.edu/northstar/teachg_demos.htm) (Teaching Power Points) <http://teacher.scholastic.com/products/scholasticprofessional/authors/talkabouts.htm#rief> (Linda Rief-Quickwrites) <http://www.writingfix.com> (Write Traits) <http://www.wnp.org> (National Writing Project) <http://www.reading.org> (International Reading Association) <http://www.ncte.org> (National Council of Teachers of English) <http://janeyolen.com> (Jane Yolen) <http://www.rebeccakaidotlich.com> (Rebecca Kai Dotlich—poet) <http://www.jerryspinelli.com> (Jerry Spinelli) <http://www.pbkerr.com> (P.B. Kerr) <http://www.judyblume.com> (Judy Blume) <http://www.ralphfletcher.com> (Ralph Fletcher) <http://www.englishcompanion.com> (Jim Burke)