

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDRE 4450: Reading and Writing: Birth-Grade 6		3 hrs.
Department of:		School of:
Instructor Name:	Dr. Cynthia Rodriguez	
Cell Phone:	940-391-4855	
Email Address:	Cynthia.rodriguez@untDallas.edu	
Office Hours:	Before or after class or by appointment only	
Course Format/Structure:	Face to Face class	
Classroom Location:	Dal1 - 236	
Class Meeting Days & Times:	Thursdays 11:30-2:20	
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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Required Text:	<p>Tompkins, G. E. (2016). <i>Literacy for the 21st century (w/ Revel)</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780134090191</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&flvpage=flvpage.tpl&product_id=89&category_id=45&option=com_virtuemart&Itemid=1</p> <p>Clay, M. (2013). <i>Observation Survey of Early Literacy Achievement</i> (3rd ed.). Portsmouth, NH: Heinemann. ISBN: 9780325049014</p>	
Recommended Text and References:	<p>Texas Essential Knowledge and Skills for English Language Arts and Reading 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>Cunningham, P. M. (2009). <i>Phonics they use: Words for reading and writing</i> (5th Ed.). New York.</p> <p>Daniels, H. (1994). <i>Literature circles: Voice and choice in the student-centered classroom</i>. York, ME: Stenhouse. Heinemann.</p> <p>Fletcher, R. (1993). <i>What a writer needs</i>. Portsmouth, NH: Heinemann.</p> <p>Fletcher, R., & Portalupi, J. (1999). <i>Writing workshop</i>. Portsmouth, NH: Heinemann.</p> <p>Gambrell, L. B., & Almasi, J. F. (Eds.). (1996). <i>Lively discussions: Fostering engaged conversations</i>. Newark, DE: International Reading Association.</p> <p>Ginsberg, M. B., & Wlodkowski, R. J. (2000). <i>Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse leaders</i>. San Francisco: Jossey-Bass.</p> <p>Henderson, E. H. (1990). <i>Teaching spelling</i>. Boston: Houghton Mifflin.</p> <p>Hoyt, L. (2000). <i>Snapshots: Literacy minilessons up close</i>. Portsmouth, NH: Heinemann.</p> <p>Hurwitz, A. B., & Goddard, A. (1969). <i>Games to improve your child's English</i>. New York: Simon</p>	

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@fhcg.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.

Standard One – Knowledge of Subject Matter

Standard Two – Knowledge of Human Development and Learning

Standard Three – Adapting Instruction for Individual Needs

Standard Four – Multiple Instructional Strategies

Standard Five – Classroom Motivation and Management Skills

Standard Six – Communication Skills

Standard Seven – Instructional Planning Skills

Standard Eight – Assessment of Student Learning

Standard Nine – Professional Commitment and Responsibility

Standard Ten – Partnerships

Course Outline

This schedule is subject to change by the instructor Any changes to this schedule will be communicate in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topics	Related SLO	Readings/Activities/Assignments
Class 1: Aug 25	Intro to class Personal reading and writing experiences	1, 2, 3, 4	Begin reading Literature Circle book
Class 2: Sept 1	Chapter 1: Becoming an Effective Teacher of Reading	1, 2, 3, 4	Chapter 1: Notes, glossary, and quiz Literacy History draft
Class 3: Sept 8	Chapter 2: The Reading and Writing Process	1, 2, 3, 4	Chapter 2: Notes, glossary, and quiz Literacy History due
Class 4: Sept 15	Chapter 3: Assessing Literacy Development Running Records	1, 2, 3, 4, 6, 7	Chapter 3: Notes, glossary, and quiz Pgs: 346-352 in text ½ of Literature Circle book due
Class 5: Sept 22 NO CLASS	Continue working on assignments	1, 2, 3, 4, 5, 6, 7, 8	
Class 6: Sept 29	Chapter 4: The Youngest Readers and Writers Running Records	1, 2, 3, 4, 6, 7	Chapter 4: Notes, glossary, and quiz Video Module #1 Running Records practice
Class 7: Oct 6	Running Records Assessments	1, 2, 3, 4, 6, 7	Video Module #2 Running Records practice
Class 8: Oct 13	Running Record Quiz Chapter Presentation Prep time	1, 2, 3, 4, 5	Literature book due Video Module #3
Oct 20 NO CLASS	Meet with your student twice during this time	6, 7, 8	
Class 9: Oct 27	Lesson Planning M, S, V	1, 2, 3, 4, 5, 6, 7, 8	Video Module #4
Class 10: Nov 3	Presentations: Chapter 5: Cracking the Alphabetic Code Chapter 6: Developing Fluent Readers and Writers	1, 2, 3, 4, 5, 6	Complete lesson plan with student Chapter 5 and 6: Notes, glossary
Class 11: Nov 10	Presentation: Chapter 7: Expanding Academic Vocabulary Chapter 8: Promoting Comprehension: Reading Factors	1, 2, 3, 4, 5, 6	Lesson plan is due Chapter 7 and 8: Notes and glossary
Class 12: Nov 17	Presentation: Chapter 9: Promoting Students' Comprehension: Text Factors Guided Reading	1, 2, 3, 4, 5, 6	Chapter 9: Notes and glossary
NO CLASS: Nov 24	Thanksgiving		
Class 13: Dec 1	Guided Reading Lessons	1, 2, 3, 4, 5, 6, 7, 8	Video Module #5
Class 14: Dec 8	Final Reflection	6	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams: - written tests designed to measure knowledge of presented course material

Assignments: - written assignments designed to supplement and reinforce course material (Insert rubric into the syllabus)

Projects: - assignments designed to measure ability to apply presented course material (Insert rubric into the syllabus)

Grading Matrix:

Criteria	
Literacy History	10 points
Video Modules	5 @ 10 points
Chapter Presentation	15 points
Literature Circle Groups	10 points
Individual Student Report	50 points
Running Records	15 points
Quizzes	5 @ 20 points
Participation	25 points
Class Binder	10 points
Guided Reading Lesson	15 points
Final Reflection	5 points
TOTAL POINTS	305 points

Grades:

A	305-273
B	272-245
C	244-215
D	214-185
F	184 or below

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 History Assignment: As teachers, we are very much influenced by our own reading and learning experiences and identities. Our students are as well. We all view the world through the window of our life experiences. Being conscious of lived experiences of ourselves and our students makes us better teachers. The purpose of this assignment is to have you explore your literacy history, and how it has shaped your personal and academic identity. More details will be given in class.

Rubric:

- 3 points: content
- 3 points: grammar and mechanics
- 2 points: My personal literacy history will affect me as a teacher...
- 2 points: Due to my literacy history I will provide my students with...

- ✓ 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).*

Rubric:

- 10 points=completed and thoughtful answers
- 5 points=half of the answers are complete

0 points=not completed

- ✓ Group Presentations: 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.
- ✓ Individual Student Report: You will work with one student administering literacy assessments and implementing two literacy lessons. 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.
- ✓ Running Records: You will be given 5 points for completion of your running records. You will complete 3 sets of running records, which will give you a total of 15 points.
- ✓ Quizzes may be given at unscheduled times throughout the semester. Considering key ideas, concepts, and new vocabulary terms from your readings will help you be prepared for these. You will complete a final reflection the last week of class.
- ✓ Participation 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.) If you miss a class and do not have a doctor's note or have not talked to me, it is **-5 points each time**. If you are tardy to class it is **-2 points each time** you are tardy. If you come to class unprepared it is **-2 points each time**. (unprepared = not reading or doing homework that we will discuss in class)
- ✓ 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
- ✓ Guided Reading Lesson: You will be given a children's book and will teach a guided reading lesson in a small group.

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNT Policy 7.004)

CourseEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: Daily assignments

All daily assignments must be typed. 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 before 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 before class starts.

Exam Policy:

Exams should be taken as scheduled. Exams (or quizzes) will be given in blackboard for quizzes 1-4 and in class for quiz 5. 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).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity (Policy 7.002) at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: *"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."*

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

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.

Class Participation Completing in-class activities each class period, bringing the correct text, and participating in class discussions are all part of your class participation. **If you are absent, you forfeit the five points for that day with no opportunity to make them up.**

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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 Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)