

University of North Texas at Dallas
School of Education
EDCI 5016: Literacy Across the Curriculum

Department of Teacher Education and Administration		School of Education
Instructor Name:	Dr. Micheal Kessner-McShane	
Email Address:	Micheal-Kessner.McShane@untdallas.edu	
Availability:	Tuesdays and Thursdays	
Classroom Location:	Zoom – no campus meetings	
Class Meeting Days & Times:	Tuesdays and Thursdays 5:00 pm – 8:50 pm Tuesdays will be a work night while Thursdays will be the night we meet via Zoom	
Course Catalog Description:	This course promotes the integration of literacy strategies in all content areas to promote thinking and learning. The major emphasis will be on practical application of the course content to the classroom setting.	
Prerequisites:	Admittance to Graduate School or Alternative Certification Program	
Required Text:	<p><u>Starting Strong</u> ISBN: 9781571109309 Author: Blamey Publisher: Stenhouse Publishers</p> <p><u>Writing Revolution 2.0</u> ISBN: 1394182031 Author: Hochman Publisher: Jossey-Bass</p> <p><u>Teaching Through Text</u> Edition: 2nd ISBN: 9781571100894</p> <p><u>I Read It But I Don't Get It</u> Author: Tovani Publisher: Stenhouse ISBN: 9780132685726</p>	
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu

	UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11 Supported Devices: iPhone Android Chromebook <i>(Tablet users can use the Canvas app)</i> Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i>	Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Web: Canvas Student Guide For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untdallas.edu <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i> <i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i>

Course Goals or Overview: The goals of this course are as follows -
To promote and develop assessment and instruction of comprehension, vocabulary, and disciplinary literacy.
Learning Objectives/Outcomes: At the end of this course, students will be able to:
<ol style="list-style-type: none"> 1. Express a deep understanding of the foundations of disciplinary literacy and the factors that affect reading and writing development across the curriculum 2. Incorporate the varied contexts of literacy instruction into assessment, lesson plans, and discussion 3. Administer and analyze Informal Reading Inventories, and then use this data to plan appropriate instruction 4. Identify and build upon students' strengths and how to develop student engagement in reading and writing in order to design appropriate instructional strategies that individualize instruction 5. Display a broad knowledge of literacy strategies and instructional techniques that support reading and writing 6. Identify, select and teach appropriate comprehension strategies to meet learners' needs as they attempt to understand narrative, persuasive and informational texts across disciplines.

7. Identify, select and apply appropriate vocabulary instructional strategies to meet learners' needs as they engage with various forms of text.
8. Demonstrate an understanding of implementing literature circles, selecting appropriate reading materials for a variety of readers and interests, and managing multiple small groups simultaneously.
9. Apply the ELPs in lesson planning and/or project design

Note: Draw upon the Texas Essential Knowledge and Skills Standards in planning literacy learning activities.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the modules on Canvas.

Week	SLOs	Content/Topic	Assignments/Assessments
#1 June 10 th and 12 th	<p>#1: Express a deep understanding of the foundations of disciplinary literacy and the factors that affect reading and writing development across the curriculum</p> <p>#2: Incorporate the varied contexts of literacy instruction into assessment, lesson plans, and discussion</p> <p>#4: Identify and build upon students' strengths and how to develop student engagement in reading and writing in order to design appropriate instructional strategies that individualize instruction</p> <p>#5: Display a broad knowledge of literacy strategies and instructional techniques that support reading and writing.</p> <p>#6: Identify, select, and teach appropriate comprehension strategies to meet learners' needs as they attempt to understand narrative, persuasive and informational texts across disciplines.</p> <p>#7: Identify, select, and apply appropriate vocabulary instructional strategies to meet learners' needs as they engage with various forms of text.</p>	<ul style="list-style-type: none"> • June 12th: <ul style="list-style-type: none"> • Introductions • Syllabus • Early Literacy Targets • Developing Oral Language • Fostering Word Knowledge • Learning the Alphabetic Code and Phonological Awareness • Practicing Word Recognition and Fluency • Developing Comprehension • Supporting Writing • Putting It All Together • Alphabetic Code • Comprehension 	<ul style="list-style-type: none"> • On June 10th, log into Canvas and watch my video. • Before class on June 12th, you need to read <u>Starting Strong</u>. (The whole book) • Before the end of the course: <ul style="list-style-type: none"> • Alternative Certification students: Take a practice exam toward your certification. If those are complete, take a real exam. • There are open lab days for you on campus if you would like a quiet place to test. • Before the end of the course – Everyone: • Complete the Dyslexia Certification
#2 June 17 th & 19 th	<p>#2: Incorporate the varied contexts of literacy instruction into assessment, lesson plans, and discussion</p>	<ul style="list-style-type: none"> • For June 19th: • Teaching and Learning Through Text: 	<ul style="list-style-type: none"> • On June 17th: <ul style="list-style-type: none"> • You will read and work on various

	<p>#3: Administer and analyze Informal Reading Inventories, and then use this data to plan appropriate instruction</p> <p>#4: Identify and build upon students' strengths and how to develop student engagement in reading and writing in order to design appropriate instructional strategies that individualize instruction</p> <p>#5: Display a broad knowledge of literacy strategies and instructional techniques that support reading and writing.</p> <p>#6: Identify, select, and teach appropriate comprehension strategies to meet learners' needs as they attempt to understand narrative, persuasive and informational texts across disciplines.</p>	<ul style="list-style-type: none"> • The Importance of Literacy in Content Areas • Literacy Processes • Getting to Know Your Students, Your Materials, and Your Teaching • Teaching for Diversity • Prereading Strategies: <ul style="list-style-type: none"> • Building Prior Knowledge • Introducing Technical Vocabulary • Strategies for Guided reading: <ul style="list-style-type: none"> • Making reading Purposeful • Reading Guides • Providing Time to Read – When, Where, and How? • Postreading Strategies: <ul style="list-style-type: none"> • Questions and Discussion • Reinforcing and Extending Content Knowledge 	<p>assignments due this semester.</p> <ul style="list-style-type: none"> • Before class on June 19th, read <u>Teaching Through Text</u> (the whole book) • Early Literacy Skills PK due June 20th
#3 June 24 th & 26 th	<p>#1: Express a deep understanding of the foundations of disciplinary literacy and the factors that affect reading and writing development across the curriculum</p> <p>#2: Incorporate the varied contexts of literacy instruction into assessment, lesson plans, and discussion</p> <p>#3: Administer and analyze Informal Reading Inventories, and then use this data to plan appropriate instruction</p> <p>#4: Identify and build upon students' strengths and how to develop student engagement in reading and writing in order to design</p>	<ul style="list-style-type: none"> • For June 26th: • Setting the Stage <ul style="list-style-type: none"> • Fake Reading • The Realities of Reading • In Support of Strategic reading <ul style="list-style-type: none"> • Purposes for Reading: Access Tools • Conversations with Cantos: Tracking Confusion to Its Source • Fix It! 	<ul style="list-style-type: none"> • One June 24th, you will read and work on various assignments due this semester. • Before class on June 26th, read <u>I Read It, But I Don't Get it</u> (the whole book) • One Book: Three Lessons Assignment due (SLO 3, 4, 5, & 7) – Due June 27th

	<p>appropriate instructional strategies that individualize instruction</p> <p>#5: Display a broad knowledge of literacy strategies and instructional techniques that support reading and writing.</p> <p>#6: Identify, select, and teach appropriate comprehension strategies to meet learners' needs as they attempt to understand narrative, persuasive and informational texts across disciplines.</p> <p>#7: Identify, select, and apply appropriate vocabulary instructional strategies to meet learners' needs as they engage with various forms of text.</p>	<ul style="list-style-type: none"> • Connecting the New to the Known • What Do You Wonder? • Outlandish responses: Taking Inferences Too Far • "What's the Plan?" • Access Tools 	
#4 July 1 st & 3 rd	<p>#1: Express a deep understanding of the foundations of disciplinary literacy and the factors that affect reading and writing development across the curriculum</p> <p>#2: Incorporate the varied contexts of literacy instruction into assessment, lesson plans, and discussion</p> <p>#3: Administer and analyze Informal Reading Inventories, and then use this data to plan appropriate instruction</p> <p>#4: Identify and build upon students' strengths and how to develop student engagement in reading and writing in order to design appropriate instructional strategies that individualize instruction</p> <p>#5: Display a broad knowledge of literacy strategies and instructional techniques that support reading and writing.</p> <p>#6: Identify, select, and teach appropriate comprehension strategies to meet learners' needs as they attempt to understand narrative, persuasive and informational texts across disciplines.</p> <p>#7: Identify, select, and apply appropriate vocabulary instructional strategies to meet learners' needs as they engage with various forms of text.</p>	<ul style="list-style-type: none"> • For July 3rd: • Writing Revolution 2.0: <ul style="list-style-type: none"> • Sentences • Writing at Length • How to Assess Writing and Adapt the Hochman Method to Your Classroom • Literature circles • Selecting appropriate reading materials for a variety of readers and interests • Managing multiple small groups simultaneously • Informal Reading Inventories 	<ul style="list-style-type: none"> • July 1st: <ul style="list-style-type: none"> • You will read and work on various assignments due this semester. • Before July 3rd, you will need to read <u>Writing Revolution 2.0</u> (the whole book).

	#8: Demonstrate an understanding of implementing literature circles, selecting appropriate reading materials for a variety of readers and interests, and managing multiple small groups simultaneously.		
#5 July 8 th & 10 th	#7: Identify, select, and apply appropriate vocabulary instructional strategies to meet learners' needs as they engage with various forms of text. #9: Apply the ELPs in lesson planning and/or project design	<ul style="list-style-type: none"> On July 10th: Cross-Curricular Unit Presentation 	<ul style="list-style-type: none"> Cross-Curricular Unit due July 10th

COURSE EVALUATION METHODS

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

Early Literacy Skills Picture Book PechaKucha Presentation (100 Points):

Create a Picture Book PechaKucha (20 slides, 20 seconds each) presentation to show your understanding of essential early literacy skills and concepts: oral language, print conventions, phonological awareness, phonemic awareness, letter learning, letter/sound correspondence, word patterns and decoding, high frequency words, structural analysis, and multisyllabic analysis. You will have two slides for each concept. On the first slide, you will show your understanding of the concept, present one website that you can use in your classroom and explain how you would use the website to teach this concept. On the second slide, you will give an overview of a picture book of your choice and discuss how the picture book can be used to teach that concept. You will include a final slide that includes your references. This last slide will not be included in the 20 slides and will not have narration.

One Book: Three Lessons (150 Points):

Explore trade books appropriate for upper elementary-level students. Select one book that you can use to enhance vocabulary appreciation and understanding, fluency, and purposeful reading comprehension. Read the trade book. Create a series of three lesson plans that utilize sections/chapters from the book. You will have one vocabulary learning lesson, one lesson to develop fluent reading behaviors, and one lesson that teaches students how to set a purpose for reading and utilize one or more comprehension strategies. You will use a lesson plan format that includes objectives, TEKS & ELPS, modeling, guided practice, independent practice, assessment, and modifications.

Cross-curricular Unit (250 Points Total):

This project can be done in groups of two to three students, and I highly recommend doing so as it tends to make the planning and reflection both richer and easier, as well as mimicking the team planning that takes place in many schools.

In preparation for the inquiry unit, you will create a cross-curricular, age appropriate "text" set related to your topic of interest. The text set should include no fewer than 25 resources for students to use

(with or without your facilitation) and should include a variety of media, including, but not limited to, books of various genres, magazine articles, websites, audio files, images, video files, computer programs, pamphlets, and et cetera. Please submit an annotated text set document that contains a brief summary of the content for each “text” chosen. As a group, create a challenge ranking (in relation to your students) so you can rank/ color-code the “texts.” Each group should have a variety of difficulty levels in the “text” set. **(100 points)**

You will outline an inquiry unit matrix using the provided template which will include key information for at least 6 cross-curricular lessons, integrating literacy and at least one other subject area. The matrix will include the following information for each of the lessons: title, objective(s), literacy standards, content area standards, “text” set resources, strategy to be used, additional materials needed, and a synopsis of the lesson. The full lesson plans will be submitted as well for the five lessons. **(150 points)**

Each group will turn in one inquiry unit matrix with five lessons plans and one annotated resource/text set. Several progress checks will occur throughout the semester. All group members must be contributing.

All students need to complete the following training and submit the final certificate:

<https://register.tealearn.com/browse/tea/dyslexia/courses/tea-dyslexia-24-25>

GRADING MATRIX

Class Participation	500 Points
Early Literacy PechaKucha Presentation	100 Points
One Book, Three Lessons	150 Points
Cross Curricular Unit	250 Points
TOTAL	1000 Points

GRADE DETERMINATION: Points will be added together and divided by total possible points (1000)

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% and below

University Policies and Procedures:

7.001 Code of Student’s Rights, Responsibilities, and Conduct

The University of North Texas at Dallas, as a student-centered public University, has established standards of conduct to foster an educational environment conducive to learning and development. Students and University student organizations are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and upholds the integrity of the University community. The standards of conduct outlined in the Code of Student’s Rights and Responsibilities and

Conduct have been developed to ensure the well-being, honor and dignity of all who live, learn and work in our educational community.

7.002 Code of Academic Integrity

The University of North Texas at Dallas (UNT-D) expects all students to exhibit a high level of personal responsibility, accountability, and honesty in all academic endeavors. The value of the UNT-D degree depends upon the absolute integrity of the student work submitted to attain a UNT-D degree. Therefore, it is imperative that all students demonstrate a high standard of individual honor in their scholastic work.

All members of the university community are expected to report academic dishonesty to the faculty member assigned to the class in which the academic dishonesty is alleged to have occurred. Reports of academic dishonesty may also be made to the Dean of Students. Reports may be verbal, in writing or electronic. Any student engaging in academic dishonesty in violation of the Code of Academic Integrity may be subject to one or more academic misconduct sanctions, as well as conduct sanctions. Also, some academic programs across campus may have ethical and professional guidelines that could result in additional consequences at a program level. Refer to School student handbooks for more information as appropriate.

7.005 Student Attendance

It is important that you demonstrate professional attitudes and behaviors that reflect responsibility, reliability, and dependability during your pre-service training. Your intellectual contributions are expected and include active and appropriate participation in class activities and discussions. This participation policy ensures that you are accepting responsibility for your own educational achievements by taking advantage of the opportunities to learn. Please refer to Policy 7.005 EDBE 4370 Master Syllabus Approved: Student Attendance at <https://www.unt-dallas.edu/hr/upol> to see what absences are excused by the university.

16.001 Diversity and Equal Opportunity Statement

UNT Dallas seeks to create an atmosphere of openness and tolerance and to maintain work and education environments that offer equal opportunity to everyone who strives to achieve his or her personal best. Individuals within the UNT Dallas community are unified by a primary purpose: higher learning. With that primary purpose in mind, UNT Dallas works to advance

Artificial Intelligence

The UNT-Dallas School of Education acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student work. The School of Education take a use-with-permission approach to AI.

Students are only permitted to use AI technology in the creation of any course content if permitted by the course instructor. If the use of AI technology is detected, without specific instructor permission, the student will be deemed in violation of the plagiarism policy.

The School of Education will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.