EDCI 5710 Research in Classroom Settings Syllabus
Fall 2019

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Class Location: Online
Office Hours: Wednesday 1:30pm – 5:30pm and Friday 10:30am – 12:30pm or by appointment either in person or using Zoom

Required Textbook

Mills, G.E.& Gay, L.R. (2018). *Educational research: Competencies for analysis and application.* Twelfth edition. Boston, Massachusetts: Pearson.

Recommended Textbook – All written assignments are required in APA 6th Edition

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association

Note: These resources will be used throughout the entire Master's program. Please do not sell back these resources at the end of this course.

Course Description

Introduction to critical reflection and inquiry through action research. Development of basic skills as consumers of educational research and as teacher-researchers. Admission procedures are completed and degree plan developed.

Course Objectives
1. Students will design an action research plan that includes purpose of research, related literature review, and proposed methods and analysis
    1.1 Develop appropriate and relevant research topics
        1.1.1   Identify a research topic
        1.1.2   Write research questions
        1.1.3   Write hypotheses
    1.2 Review literature related to a research topic
        1.2.1   Use library databases and other online resources to find articles
        1.2.2   Evaluate research design and methods of research studies
        1.2.3   Synthesize related literature
    1.3 Design research methods and data analysis plan
        1.3.1   Discuss the advantages and disadvantages of various research methods
        1.3.2   Produce and interpret numerical summary statistics

      1.3.3   Identify and design appropriate research methods

      1.3.4   Describe appropriate analysis of data

   1.4 Recognize the obligations, expectations, and guidelines of educational researchers

      1.4.1   Understand and adhere to ethical obligations

      1.4.2   Apply APA, 6th edition, writing guidelines

      1.4.3   Demonstrate professionalism

2.   Students will develop and critique lesson plans and assessments

   2.1 Develop and critique discipline specific lesson plans

      2.1.1   Critique educational websites and online lesson plans

      2.1.2   Create lesson plans using online resources

   2.2 Develop and critique assessments designed to measure particular learning objectives

      2.2.1   Develop various sample test items – binary-choice, matching, multiple choice, short answer, and essay

      2.2.2   Develop performance-based assessment or structured interview

      2.2.3   Evaluate reliability and validity of assessments

Class Meetings Dates/Times

This is an online course. However, there **are optional meetings most Tuesdays from 6 pm – 7:30 pm CST where we will meet online as a class (see course calendar).** These meetings will be recorded and posted with the corresponding Module.

Zoom Meeting Information

Join Zoom Meeting
https://unt.zoom.us/j/148377084

Dial by your location
    +1 929 436 2866 US
Meeting ID: 148 377 084

Assignment Criteria, Due Dates, and Grading

Each research, assessment, and assignment will be evaluated holistically based on the following criteria:

- Correctness/accuracy and/or relevance of information.
- When appropriate, substantiation of main points with logic, explanations, details, and/or specific examples.
- When appropriate, integration of course content (research, assessment, brain-based learning, and technology).
- When appropriate, reflectiveness in connecting course content to your own classroom and teaching practices.
- Organization and clarity in the communication of ideas.
- Grammar, spelling, punctuation, and presentation/neatness.

For grade assignments, a grade of "A" will be assigned for "superior" work, and a grade of "B" will be assigned for "good" work. It is expected that all course assignments (graded and non-graded) will be completed at mastery (i.e. A-B) level. If (in the professional opinion of the instructor) an assignment is not satisfactorily completed, it will be returned to the student, and the student will be required to re-do the work until it is at mastery level. If any course assignment (graded or non-graded) is not completed at mastery level by the end of the course, the instructor reserves the right to assign the student an "I" or "F" for the course or to lower the student's final course grade—at the instructor's discretion. Each course assignment is due by the due date announced in class.

Due dates: Weekly modules begin on Mondays and end on Mondays. Most assignments are due at the end of the week (making the due dates on Monday at 11:59PM).

Overview of Assignments and Due Dates.

Module/Week Start Date	Assessments	Points	Submission Location	Due Date
1/August 26	Student Lounge: Meet Your Classmates	4	Discussions	September 2
	Syllabus Quiz Check	40	Quizzes	September 2
	Complete Teaching Style Survey and include demographic information	+1	Go to link: https://unt.az1.qualtrics.com/jfe/form/SV_1XJnSgCUmTKYNPn	September 2
2/September 2	Discussion Board Week 2	4	Discussions	Initial post – Sept 3 Respond to peers – September 9
	Citi Online Training	5	Assignments	September 9
3/September 9	Discussion Board Week 3	4	Discussions	Initial post – Sept 10 Respond to peers – September 16
	PARP Part I – Research Questions		Discussion	Initial post – Sept 10
	APA Assignment	100	Assignments	September 16
4/September 16	Discussion Board Week 4	4	Discussions	Initial post – Sept 17 Respond to peers – September 23
	Group Action Research Project I	100	Assignments	September 23

Week/Date	Assignment	Points	Category	Due
5/September 23	Discussion Board Week 5	4	Discussions	Initial post – Sept 24 Respond to peers – September 30
	PARP Part I: Research Question(s) and Review of Research Literature	100	Assignments	September 30
6/September 30	Discussion Board Week 6	4	Discussions	Initial post – Oct 1 Respond to peers – October 7
	Statpak (Part A)	100	Assignments	October 14
7/October 7	Discussion Board Week 7	4	Discussions	Initial post – Oct 8 Respond to peers – October 14
	Statpak (Part B)	100	Assignments	October 14
8/October 14	Discussion Board Week 8	4	Discussions	Initial post – Oct 15 Respond to peers – October 21
	PARP Part II: Introduction, RQ(s), Rw of Lit for Individual Research Plan	100	Assignments	October 21
9/October 21	Midterm (Part 1 & 2)	60 100	Assignments Assignments	Part 1 – Oct 29 (timed) Part 2 – Oct 28
10/October 28	Discussion Board Week 10	4	Discussions	Initial post – Oct 29 Respond to peers – November 4
	Degree Plan	+1	E-mail Dr. Eddy	November 4
11/November 4	Discussion Board Week 11	4	Discussions	Initial post – Nov 5 Respond to peers – November 11
12/Nov 11	Discussion Board Week 12	4	Discussions	Initial post – Nov 12 Respond to peers – November 18
	Measurement & Assessment Project	100	Assignments	November 18

13/Nov 18	Discussion Board Week 13	4	Discussions	Initial post – Nov 19 Respond to peers – November 25
	Group Action Research Project II	100	Assignments	November 25
14/Nov 25	Discussion Board Week 14	4	Discussions	Initial post – Nov 26 Respond to peers – December 2
	PARP Part III: Final of Personal Action Research Plan	100	Assignments	December 2
15/December 2	Discussion Board Week 15	4	Discussions	Initial post – Dec 3 Respond to peers – December 9
16/December 9	Discussion Board Week 16	4	Discussions	December 10

Late assignments posted less than one week **AFTER** the due date are eligible for one-half of the assignment points indicated for the assignment.

Typically, assignments will be graded within one week of submission (if the assignment was submitted by due date).

The instructor reserves the right to make changes in course assignments and examinations throughout the duration of the course.

Component Weights in the Final Course Grade

Citi online training (Internal Review Board Requirement)	2.5%
APA Assignment	2.5%
Group Action Research Project 1	5%
Group Action Research Project 2	5%
Statpak (Part A & B)	5%
Measurement and Assessment Project	15%
Discussion boards/ Zoom Weekly Discussions	15%
Midterm	20%
Personal Action Research Plan (Part I-III)	30%
Part I: Draft Research Question(s) and Review of Research Literature	5%
Part II: Introduction, Research Questions, and Review of Literature	10%
Part III: Final Action Research Plan and video summary	15%

| Total 100% |

A = 90-100 %
B = 80-89 %
C = 70-79 %
D = 60-69 %
F = 0-59 %

Assignment Descriptions

A. Citi online training

Complete the Human Subjects Research Course through Citi course. This course consists of modules and quizzes, and should take about two hours to complete. Upon successful completion of the course, you will receive a "certificate of completion." Be sure to save that file and upload here as proof of your completion. **This assignment is due by the end of Week 2.**

B. APA Assignment

This assignment is to have you become familiar with key aspects for writing using APA 6th ed. Follow the directions provided in the attachment. Upload your completed assignment as one document and **submit by the end of Week 3**. Recommended you purchase the 6th Edition of the APA Manual since the Master's C&I requires writing in this format. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association

C. Group Action Research Project 1

Complete in Week 1: Take the Grasha-Riechmann Teaching Style Survey found at http://longleaf.net/teachingstyle.html, score yourself, save a PDF version of your survey. Now go to https://unt.az1.qualtrics.com/jfe/form/SV_1XJnSgCUmTKYNPn and submit your demographic and level/scores. This is due at the end of the first week.

Note: The data collected is for class purposes only. Your name is only collected to verify completion of the assignment.

Complete in Week 2: Select your groups and I will post data (compiled Grasha-Riechmann Survey) required for this project no later than end of the second week of class.
1. Using the data provided, complete the Group Action Research Project I handout. Each group will conduct action research by generating one or more research questions based on the data provided, analyzing the data, and making conclusions. I would suggest the use of a Google Doc, Skype, Wiki, or a combination to facilitate group participation.

    a. Refer to Chapters on Action Research description and examples to clarify questions regarding data analysis and reporting.
    b. Refer to the Group Action Research Project I discussion forum if you have questions. Create a new thread for each new question and respond to your classmates if you feel you can help clarify.

Week 2-4 (Due at end of Week 4): <u>To be completed as a Group</u>: Upload your project in the Group Action Research Project I assignment and **discussion forum**. You are not required to discuss the project, but you are encouraged to view the projects of other groups. These are meant to help you in preparing your own personal action research.
Week 2-4 (Due at end of Week 4): <u>To be completed individually</u>: Complete a reflection page on Group Action Research Project I and upload under the **Assignments** link in Canvas. Answer the questions for your written reflection found in Assignments.

D. Group Action Research Project 2

Using the data provided each group will produce a written summary of the action research including the statement of the problem, statement of hypothesis, method, and results portions of the action research report (Each group is expected to deliver a completed action research project minus the literature review). Also, include your type of research in your written summary as well as a discussion on the limitations, reliability, and validity of your study. I would suggest the use of a Google Doc, Skype, Wiki, or a combination to facilitate group participation. **This assignment is due by the end of Week 13.**

E. Statpak (Part A & B)

This assignment you have the option of completing in groups or individually. The purpose of this assignment is to become familiar with the processes and variables needed to conduct basic statistical methods. Optional classes in week 6 and week 7 will cover the content. **This assignment is due by the end of Week 7.**

F. Measurement and Assessment Project

    Week 9-12**:** This project includes a Test Plan, Sample Test Items, and a Performance-based Assessment and/or Structured Interview. Common Core State Standards or Texas Essential Knowledge and Skills (TEKS) Standards may be used for this assignment. **Due at the end of Week 12.**

G. Personal Action Research Plan (PARP Part I-III)

Part I: Research Question(s) and Review of Literature

Week 3: What are some possible topics you would be interested in researching? Select a research topic and write a draft of your research question. Post your question(s) on PARP Part I

discussion forum. Consider the following: Is the topic too broad? Is the question specific enough? Discuss with peers on discussion board or Zoom weekly meeting to clarify and finalize questions.

Week 5: For this assignment, you will turn in (a) research questions, (b) the list of references in APA format, including the descriptors and databases used for the list and (c) 5 completed research article analysis forms, and (c) answers to question #5 with reference written in APA format. These should be uploaded into Canvas as one file. **Due at the end of Week 5.**

	Not Present	Unacceptable	Acceptable	Meets Standard	Outstanding
Research Questions are aligned and related to the topic. (25%)					
Five academic references are provided with completed Research Article Analysis form for each. (25%)					
One nonacademic reference is included. (15%)					
Answers to part 5 are included and fully answered. (20%)					
Reference list is included in correct APA format. (10%)					
All documents included in a single form. (5%)					
Total Score. (100%)	████████████████████████				

Part II: Introduction, Research Question(s), and Review of Literature

Week 6-8: Building on Part I, you will submit your paper that includes statement of the topic, review of literature, and research questions. Be sure to include your references. The paper is to follow APA, 6th edition, guidelines. **Due at the end of Week 8.**

	Not Present	Unacceptable	Acceptable	Meets Standard	Outstanding
Topic Statement (20%) • Clearly defines the topic and scope of study • Defines the population and location of the study					

Review of Literature (20%) • Synthesis of the related articles from Part 1 (and any additions)					
Research Questions (20%) • Aligned with the problem statement					
References (20%) • Meets APA standards					
Quality of Writing (20%) • Free of spelling and grammatical errors					
Final Score					

Part III: Final

Week 9- 14: The paper includes the entire personal action research plan. You will submit your entire personal action research plan. Be sure to include your reference page. The plan is to follow APA, 6th edition, guidelines. **Due at the end of Week 14.**

	Not Present	Unacceptable	Acceptable	Meets Standard	Outstanding
Introduction (20%) • All sections present (found in part 1) • Review of literature representations a synthesis of topics, rather than a "grocery list" approach.					
Method (20%) • Population/Sample identified • Sources of Data • Data collection clearly defined • Design identified					
Data Analysis (20%)					

• Clear understanding of the sources of data and analysis plan. • Clear explanation of how data will be analyzed • Clear explanation of how all data will be presented					
Time Schedule (5%)					
Graphic Organizer (5%)					
Alignment (10%) • Clear alignment between Purpose/Problem/RQ					
Correct APA format (20%) • References and all in text citations follow correct APA Format. • Correct use of all headings.					
Final Score					

H. Midterm

The midterm is comprised of two parts. Part I of the midterm has 60 questions and you will have 50 minutes to complete the online test. In this portion of the test, you are allowed one sheet of paper (front and back) with notes to use as a resource while taking this part of the midterm. You must work on this independently and are NOT allowed to use any other resources, including the Internet.

Part II of the midterm is not timed. You are still expected to work on this independently. However, you may use class notes, the textbook, and the Internet as resources. After answering each question in the document attached, upload your answers here in one document.

I. Discussion boards/ Zoom Weekly Discussions

The discussions types are by weeks and broken up by Part I and Part II. Each discussion type has two options for responding to classmates, in the discussion board link or Zoom video conferencing. Below is a description of the discussion guidelines and rubric.

Part I: For weeks 2-8 Discussion Guidelines for assessment questions

You create three assessment questions (multiple choice, fill-n-blank, & open response) based on the readings this week. Here is an article on writing multiple choice questions: A Review of Multiple-Choice Item-Writing Guidelines for Classroom.pdf

- Post three assessment questions (multiple choice, fill-n-blank, & open response), **due before end-of-day Tuesday** of this week
- **Responding to Classmates Option #1**
  - Respond to the assessment questions of one classmate that does not have a response
  - Respond and provide feedback to the classmate who responded to your assessment questions **before the end-of-day Monday at the end of week**. The response should include the correct response and where the content can be located.
- **Responding to Classmates Option #2**
  - Join the Tuesday evening Zoom meeting with Dr. Eddy from 6pm – 7:30pm where a portion of the time will be discussing the posts of those present for the Zoom video conference.

Part II: For weeks 2, & 10-15 Discussion Guidelines

- Your initial posting is **due before end-of-day Tuesday** of this week.
- **Responding to Classmates Option #1**
  - Check back here **each time you log-in** during the week to read new postings.
  - **Respond to classmates' postings** by providing questions and comments.
- **Responding to Classmates Option #2**
  - Join the Tuesday evening Zoom meeting with Dr. Eddy from 6pm – 7:30pm where a portion of the time will be discussing the posts of those present for the Zoom video conference.

EDCI 5710 Online Discussion Rubric

Criteria	Unsatisfactory = 1	Limited = 2	Proficient = 3	Exemplary = 4
Critical Analysis	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an in-depth understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside

	research, or specific real-life application.	consider alternative perspectives or connections between ideas. Sources are not cited.		resource, or relevant research, to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.
Participation as a Member of the Learning Community	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions or comments or as new related questions or comments. Initial posting was not submitted by Wednesday of assigned week. Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module. Fewer than 2 responses for the week.	Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research. Initial posting was not submitted by Wednesday of assigned week. Discussion postings respond to postings of peers before the end of the module. At least two responses for the week.	Discussion postings contribute to the class' ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research. Initial discussion posting was submitted by Wednesday of assigned week. Discussion postings respond to most postings of peers within a 48-hour period. At least 3 responses for the week.	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research. Initial discussion posting was submitted by Wednesday of assigned week. Discussion postings are distributed throughout the module's time frame. Consistently responds to postings of peers within 48 hours. More than 3 responses for the week.

Professional Communication and Etiquette	Written interactions on the discussion board show disrespect for the viewpoints of others. Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others. Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written interactions on the discussion board show respect and interest in the viewpoints of others. Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political, and religious beliefs. Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.

Participation

This class is intended as a learning community in which everyone learns and shares. Participation in in-discussions, online meetings, and group work, both teacher-led and student-led, is fundamental to the learning and assessment of the class. Instructors and students are expected to contribute to learning by setting and working toward the attainment of professional goals. Students are expected to log into Canvas multiple times a week to complete assignments, participate in discussions, and work with groups.

Technical Requirements / Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

Access Canvas: http://canvas.unt.edu/
UNT UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Canvas:
https://community.canvaslms.com/community/answers/guides/
Browser requirements: https://community.canvaslms.com/community/answers/guides/
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Headset/Microphone (required for synchronous chats)
Word Processor
[Other related hardware or software necessary for the course]

Minimum Technical Skills Needed:

Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

Access & Navigation
Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas'
Learning Management System, Canvas Learn. To get started with the course, please go to:
http://canvas.unt.edu/
You will need your EUID and password to log in to the course. If you do not know your EUID
or have forgotten your password, please go to: http://ams.unt.edu.
Student Resources
As a student, you will have access to:
- Student Orientation via Canvas Learn. It is recommended that you become familiar with
  the tools and tutorials within the Orientation to better equip you in navigating the course.
- Canvas's Guides are a great resource for searching tools and tutorials to better equip you
  to navigate the course.
- From within Canvas, you will have access to the "*UNT Helpdesk*" tab which provides
  student resources and Help Desk Information.

Being a Successful Online Student
-What Makes a Successful Online Student?
-Online Learning Insights
How the Course is Organized
The course is organized in Weekly Learning Modules. Each week can be found on the Weekly
Modules Link.
What Should Students Do First
Before starting Week 1 Module, you must go to the Home section to find the syllabus and other
important course information.
How Students Should Proceed Each Week for Class Activities
The weekly modules provide detailed information on what readings, assignments, and
discussions are due that week. You can also find an outline of the course schedule on the
Syllabus & Outline link on the left of the course window in Canvas.

Student Technical Support
The University of North Texas provides student technical support in the use of Canvas and
supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 330D
Regular hours are maintained to provide support to students. Please refer to the website
(http://www.unt.edu/helpdesk/hours.htm) for updated hours.

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced

programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Canvas Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 150) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://writingcenter.unt.edu/.

Teacher Education & Administration
Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default .

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including

university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor's attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online 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 SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Foliotek e-Portfolio: Foliotek is a free to you software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require you to upload one or more assignments to Foliotek. Check with your instructor. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site
https://coe.unt.edu/educator-preparation-office/foliotek

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: www.coe.unt.edu/texes. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

NOTE: THIS COURSE SYLLABUS IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR'S DISCRETION.