EDEE 3350: Teaching Mathematics in Grades EC-6

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Preferred Name and Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen M. Eddy, EdD</td>
<td>Dr. Eddy; she/her/hers</td>
</tr>
<tr>
<td>Office location</td>
<td>Office hours</td>
</tr>
<tr>
<td>Matthews Hall 204G</td>
<td>Wed 3:00pm-4:00pm and by appointment</td>
</tr>
<tr>
<td>Contact info</td>
<td>Class Meetings</td>
</tr>
<tr>
<td><a href="mailto:Colleen.Eddy@unt.edu">Colleen.Eddy@unt.edu</a></td>
<td>Noon-2:50pm every Monday (Jan 24 - May 9)</td>
</tr>
</tbody>
</table>

CATALOG DESCRIPTION

This course is designed to prepare preservice teachers to teach mathematics to diverse student populations in EC-6 grade classrooms. Students will become familiar with the national and state standards in mathematics that outline the mathematics that students should learn across grade levels and the mathematical processes they should be engaged in while learning them. Most importantly, students in this course will learn methods of teaching mathematics that are equity and asset-based, rigorous, foster children’s positive mathematics identity development, and transform math classrooms into spaces that challenge marginality and use mathematics as a tool to critically examine the world.

PREREQUISITES

Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major math courses and DFEC classes.

COURSE GOALS

This course is designed to help you transition from being a learner of mathematics to a teacher of mathematics.

In this course we will explore three themes: What mathematics? For whom? For what purpose? (Aguirre, Mayfield-Ingram, & Martin, 2013):

1. What mathematics?
   - What mathematics concepts are children expected to learn in school and when? How can we teach these concepts in ways that are relevant to students’ lives?
   - What mathematical understandings do children bring to the classroom and how can we leverage those in our mathematics instruction?
   - What mathematics standards and resources can teachers draw from when developing and implementing mathematics lessons?
   - What teaching practices can we use to promote equitable and rigorous mathematics teaching and learning?

2. For Whom?
• Who is a mathematician? What popular myths and stereotypes are associated with who is or isn’t mathematically competent?
• How are our mathematics identities shaped by our mathematics learning experiences, and how does that consequently impact our teaching of mathematics?
• How do we center the experiences, identities, and mathematical understandings of ALL students especially those from traditionally marginalized groups in mathematics?
• How do we teach mathematics to students from diverse cultural, racial, social, and linguistic backgrounds?
• How do we partner with parents and communities in our mathematics teaching and learning?

3. For What Purposes?
• Why is mathematical literacy important? How can we explore the beauty and power of mathematics with our students?
• What is the role of assessment and how can we learn to assess students effectively?
• In what ways has mathematics been used to oppress groups of students and how can we promote humanizing mathematics instruction?
• How can we provide opportunities for our students to engage with mathematics in ways that allow them to critically examine their world and confront social injustices?

This course is not designed to turn you into an expert mathematics teacher. Instead, it aims to help you become a well-started novice: a prospective teacher who has thought hard about some of the central questions in mathematics learning and teaching, who has ideas about these questions that they can defend articulately using applicable research, who knows about reformed-based mathematics teaching and resources available to teachers, and who has the tools needed to become an advocate of and agent for equitable and justice-oriented mathematics education.

COURSE TEXTS

Required:

Recommended:

National Council of Teachers of Mathematics – Student e-Membership
(http://www.nctm.org/Membership/Membership-Options-for-Individuals/)
- Sign up for student membership ($49)
- Membership includes complimentary registration to regional meetings, e-access to all journals and learning resources, and 30% discount on purchases through the web site.

Electronic Resources:
National Council of Teachers of Mathematics: www.nctm.org
Common Core Math Standards: http://www.corestandards.org/Math/
TExES Subject Exam II – Mathematics (902) Competencies:
  http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_obj_391.htm#II

Course Canvas Page: https://unt.instructure.com

COURSE ASSIGNMENTS
Every week you will be evaluated on your participation and engagement with our class activities and discussion of course readings. Here is a brief description of these assignments. Full descriptions can be accessed on our class Canvas page.

- **Weekly Engagement-10%**
  To effectively engage in this class you are expected to:
  - Prepare for and actively participate in synchronous class discussions and activities
  - Interact with designated course materials (e.g., PowerPoint slides) outside of synchronous sessions
  - At the end of each class, respond to the weekly engagement questions. This gives me insight to what you took away from the class, questions you still have about the content, and questions you may have about the class.
  - If you are absent, you may receive up to 7 of 10 points credit by accessing the presentation, completing and uploading the activities you have access to, and responding to the weekly engagement questions

- **Discussion of Course Readings-10%**
  A significant requirement of this course is to read and engage in the professional literature and research that explore and explain various aspects of learning and teaching mathematics. Because many of us have limited experiences as students in classrooms based on reform methods, it is often difficult to consider how to teach in this manner. To consider changes in pedagogical strategies, you will be required to reflect on each week’s readings through discussion boards on Canvas as well as in small group and whole discussions during our synchronous class sessions.

In addition to weekly engagement and discussion of course readings, you will also be required to complete **4 major assignments** throughout the semester that are described below. Full assignment descriptions can be found on our class Canvas page.

MAJOR ASSIGNMENTS
**Math (Auto)Biography; 15%; due Feb 7**

You will write your math autobiography that details your experience learning mathematics as a child. You will also write the math biography of a “significant person” in your life (e.g. parent, grandparent, sibling, best friend) after conducting an interview with that person. Finally, you will compare your experiences with that of your “significant person”.

**Math Newsletter; 20%; due March 7**

You will create a grade-specific newsletter for parents around a specific math unit. You will also create an interactive calendar with math activities designed to incorporate students’ families and draw from their communities.

**Math and Social Justice Professional Development Workshop; 25%; due May 2**

In this group assignment, you will create and conduct a professional development workshop that describes a mathematics lesson that investigates a social justice issue.

**Final Reflection; 20%; due May 9**

For this assignment you will reflect on the development of your understanding of mathematics education and your role as a math educator over the course of the semester. In this reflection you will be expected to discuss any impacts that the global pandemic has had on this development.

### COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Engagement</td>
<td>10%</td>
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<tr>
<td>Discussion of Readings</td>
<td>10%</td>
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<tr>
<td>Math (Auto)Biography</td>
<td>15%</td>
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<tr>
<td>Math Newsletter</td>
<td>20%</td>
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<tr>
<td>Math and Social Justice Professional Development Workshop</td>
<td>25%</td>
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<tr>
<td>Final Reflection</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%**

Note: You may opt out of 1 weekly engagement and 1 weekly reading response except for the 1st week. You may do this by writing “Opt Out” in the comment box. This could be especially helpful if you have an unexpected life event.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics Covered</th>
<th>Readings*</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 24</td>
<td>Course overview Standards for Math Learning Intro to Equity-Based Practices Rights of the Learner</td>
<td>IOI Ch 1 What Mathematics? For Whom? For What Purposes? TD Ch 1 Teaching Mathematics in the 21st Century, pg.1-8 Ch 2 Exploring What It Means to Know and Do Mathematics, pg. 25-29 Classroom Rules Reimagined as Rights of the Learner (Kalinec-Craig and Robles, 2020)</td>
<td>WE #1</td>
</tr>
<tr>
<td>2</td>
<td>Jan 31</td>
<td></td>
<td>RR #1 WE #2</td>
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<td>4</td>
<td>Feb 14</td>
<td></td>
<td>RR #3 WE #4</td>
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<tr>
<td>5</td>
<td>Feb 21</td>
<td>Content Number Sense and Place Value Pedagogy Identities, Agency, and Mathematical Proficiency Math Teacher Identity Linguistically Diverse Students</td>
<td>RR #4 WE #5</td>
<td></td>
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<tr>
<td>6</td>
<td>Feb 28</td>
<td></td>
<td>RR #5 WE #6</td>
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<tr>
<td>7</td>
<td>Mar 7</td>
<td>Content Addition, and Subtraction of Whole Numbers</td>
<td>TD: Ch8 Developing Meanings for the Operations Listening To And Learning From Student Thinking (Kazemi et al, 2016)</td>
<td>RR #6 WE #7 Newsletter</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Content</td>
<td>Pedagogy</td>
<td>Reference</td>
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<td>8 Mar 21</td>
<td><strong>Pedagogy</strong></td>
<td><strong>Teaching for Problem Solving</strong> Intro to 5 Practices Cultivating Mathematical Agency</td>
<td></td>
<td>IOI pg. 43-48 &amp; Ch. 4 Cultivating Mathematical Agency</td>
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<tr>
<td>9 Mar 28</td>
<td><strong>Module 5: Teaching Multiplication and Division</strong></td>
<td><strong>Content</strong> Multiplication and Division of Whole Numbers Building on Students’ Strengths Assessment</td>
<td><strong>Pedagogy</strong></td>
<td>TD: Ch 3 Teaching Through Problem Solving TD: Ch11 Developing Strategies for Addition and Subtraction Computation Bansho: Visually Sequencing Mathematical Ideas (Kuehnert et al. 2018)</td>
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<tr>
<td>10 Apr 4</td>
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<td></td>
<td>RR #7 WE #8</td>
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<tr>
<td>11 Apr 11</td>
<td><strong>Module 6: Teaching Algebraic Reasoning and Relations</strong></td>
<td><strong>Content</strong> Algebraic Reasoning and Relations Engaging Parents</td>
<td><strong>Pedagogy</strong></td>
<td>TD: Ch 13 Algebraic Thinking, Equations, and Functions Learning From the Unknown Student, (Barlow, et al, 2016) IOI Ch. 7 Routine Practices to Engage Parents</td>
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<tr>
<td>12 Apr 18</td>
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<td></td>
<td>RR #9 WE #10</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Math Content</td>
<td>Reading Response</td>
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<td></td>
<td>RR #13&lt;br&gt;WE #14&lt;br&gt;Math and Social Justice PD Workshop</td>
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<tr>
<td>Finals Week</td>
<td>May 9</td>
<td>Math and Social Justice PD Presentations</td>
<td>Final Reflection</td>
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</tbody>
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IOI=Impact of Identity text<br>TD=Teaching Developmentally text<br>RR=Reading Response<br>WE=Weekly Engagement
Assignment Policies: All grades/points for assignments are final. If you have any questions about grades/points earned for assignments, make an appointment to visit during office hours or send me an email. I will not discuss grades/points during class time.

All deadlines are final. All assignments, except reading responses, are due on Canvas by 11:59pm on the due date (e.g., an assignment due on February 7 is due by 11:59pm on February 7). Reading responses are due by 11:59pm one night before our scheduled class time (e.g., RR #1 is due by 11:59 on January 30).

All assignments must be submitted in the designated area on our class Canvas page. All written items should include a professional standard of spelling, grammar and punctuation. Cohesion of thought, clarity of expression, depth of reading, analysis of issues and relevance of discussion will need to be evident. Standard requirements for each assignment are 12-point font, double-spacing, appropriate APA referencing style, use of headings and subtitles if necessary and reference lists.

The following rubric will be used across all assignments for this course unless otherwise specified.

<table>
<thead>
<tr>
<th>Module Assignment Grading Guide:</th>
<th>Unless grading criteria are specified for the assignment</th>
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<tbody>
<tr>
<td><strong>A</strong> score≥90% Excellent</td>
<td><strong>Exceeds or meets ALL of the following:</strong></td>
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<td></td>
<td>Submission is completed thoughtfully and with depth. It shows a commitment to learning and to the content of this course. It addresses the assignment requirements but also appears to be personally meaningful and/or relevant. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).</td>
</tr>
<tr>
<td><strong>B</strong> 80%≤score&lt;90% Good</td>
<td><strong>Meets most or many of the following:</strong></td>
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<td></td>
<td>Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).</td>
</tr>
<tr>
<td><strong>C</strong> 70%≤score&lt;80% Developing</td>
<td><strong>Meets some of the following:</strong></td>
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<tr>
<td></td>
<td>Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).</td>
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COURSE POLICIES

Canvas: Our course Canvas page is the hub where all things related to our course are located. All assignments should also be uploaded there. Please do not email assignments to me. Email announcements will also be sent from Canvas to your UNT email address so be sure to check your email regularly.

Face Coverings: UNT requests everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines and mandated by the City of Denton. As such, it is asked you comply with this request when attending class.

Attendance: This course is designed and organized to be collaborative and experiential. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not present or prepared for class. However, given the current global pandemic and all the personal challenges that can be associated with it, please inform me if you are unable to attend class meetings because you are ill or are caring for a loved one who is ill, in mindfulness of the health and safety of everyone in our community.

Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grades in this course. Excused absences will automatically be granted for religious observances, military duty, and any UNT-sponsored event. Please e-mail and set up a meeting with Dr. Eddy if you would like to appeal any absences at the time policy will impact your final grade. No appeals will be accepted the last two weeks of class.

- Three (3) unexcused tardies or leaving early will count as 1 unexcused absence.
- 3 unexcused absences = final grade in the course will be lowered by one full letter grade
- 4 unexcused absences = final grade in the course will be lowered by two full letter grades
- 5 unexcused absences = F in the course Note: This is being absent 1/3 of classes.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team
at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Course Materials for Remote Instruction:** Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. You will need access to a computer with a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**Texas Teaching Standards:**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning.

Standard 3--Content Knowledge and Expertise.

Standard 4--Learning Environment.

Standard 5--Data-Driven Practice.


**Standards, Domains, and Competencies for the EC-6 CORE SUBJECTS-Math**

Competency 001: (Mathematics Instruction) The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize and implement instruction and assess learning. (1A-1N)

Competency 002: (Number Concepts and Operations): The teacher understands concepts related to numbers, operations and algorithms and the properties of numbers. (2F, 2J)

Competency 006: (Mathematical Processes): The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems and make mathematical connections within and outside of mathematics. (6A-6N)

**Pedagogy and Professional Responsibilities Standards (EC-Grade 12)**

**Domain I. Designing Instruction and Assessment to Promote Student Learning**

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. (1.001.A-C, 1.001.F, 1.001.K, 1.001L, 1.001P)
Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. (I.002.A-F)

Competency 003—The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. (I.003.A, I.003.E)

Competency 004—The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. (I.004.E, I.004.F, I.004J)

Domain II. Creating a Positive, Productive Classroom Environment

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive. (II.005.A, B, II.005.E, II.005.G)

Domain III. Implementing Effective, Responsive Instruction and Assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. (III.007.A, B)

Competency 008: The teacher PROVIDES appropriate instruction that actively ENGAGES students in the learning process. (III.008.C)

Competency 009: The teacher INCORPORATES the effective use of technology to plan, organize, deliver, and evaluate instruction. (III.009.E, F)

Competency 010: The teacher monitors student performance and achievement; PROVIDES students with timely, high-quality feedback; and RESPONDS flexibly to promote learning for all students. (III.010.C)

Domain IV. Fulfilling Professional Roles and Responsibilities

Competency 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families. (11B, 11D, 11F)

All Professional Standards approved by the State Board for Educator Certification can be found online: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

This course syllabus is intended to be a guide and may be amended at any time by the instructor.
**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT Teacher Education Program Commitments**

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.
<table>
<thead>
<tr>
<th>Commitments -&gt;</th>
<th>As Teachers</th>
<th>To Children and Youth</th>
<th>In our Practice</th>
<th>To Radically Imagine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity</strong></td>
<td>We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.</td>
<td>We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace that young people bring into our teaching spaces.</td>
<td>We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.</td>
<td>We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.</td>
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<tr>
<td><strong>Inquiry</strong></td>
<td>We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.</td>
<td>We value young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating.</td>
<td>We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.</td>
<td>We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.</td>
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<td><strong>Advocacy &amp; Activism</strong></td>
<td>We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.</td>
<td>We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.</td>
<td>We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of a more just, more caring, and more peaceful world.</td>
<td>We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.</td>
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<tr>
<td><strong>Communities</strong></td>
<td>We are members of a multiple communities—connected in ways that make our successes intertwined.</td>
<td>We value inclusive learning communities that connect us within and outside of our classrooms.</td>
<td>We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.</td>
<td>We imagine schools as sustaining intersecting ways of being, knowing, and languaging.</td>
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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).

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 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Department Syllabus Statements

Foliotek ePortfolio (where applicable). Foliotek is a 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 evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. 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

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.
**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA 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 with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**UNT’s Course Policies**

**Face Coverings**
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Attendance**
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team.
at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Course Materials for Remote Instruction**
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn