**Teaching the Tools and Practices of Writing Across the Curriculum EC-6**

**EDRE 4860-023 (13211)**

Spring 2025, 3 credit hours (undergraduate)

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| InstructorDr. Doricka L. Menefee, Ph.D. *(she/her/hers)* | OfficeMatthews Hall 204I  | Email doricka.menefee@unt.edu |
| Spring 2025 16-Week Course January 13th -May 9th  | **Class Meeting** In PersonWednesdays 9AM-11:50AM  | **Meeting Place** |

**Communication Practices:**

Please connect with me through CANVAS message for course related questions. I check several times/days Monday-Friday from 9AM-8PM. For absences and to schedule office hours, please use my email. During peak times, my inbox stays full, so if you contact me and do not receive a response in one or two business days, please send me a follow up email. A gentle nudge is always appreciated. 😊

**Student Office Hours:**

* Mondays 10:30AM-1:30PM
* Tuesdays 10:30AM-1:30PM
* Thursdays 1:00PM-3:00PM (online)

**Course Pre-Requisites and Concurrent Enrollment**

EDRE 3350; Admission to Teacher Education program.

Concurrent enrollment in EDRE 4860; EDEE 4350; EDSP 4350; EDCI 4010. Some of the assignments in these courses will overlap. We try to think of the curriculum (artificially divided into courses) as integrated. This is a challenge for both the course instructors and for students but in the best interest of learning. In your “teacher life” you will face similar challenges to integrate across curriculum areas that have been artificially divided.

**Course Catalog Description**

This course's purpose is to provide preservice teachers with instruction and practice in teaching writing related to purpose, audience, and content. Emphasis is given to process writing and the teaching of writing in all content areas, including the use of technology and multiple modes, to introduce or give students practice with the writing conventions of a discipline and to help them gain familiarity and fluency with specific genres and formats typical of a given discipline.

**Required Textbooks**

Bomer, K. and Arens, C. (2020). *Writing Workshop Essentials: Time, Choice, Response.* Portsmouth, NH: Heinemann. **(Required)**

Tompkins, G. E. (2019). Teaching Writing: Balancing process and product: Balancing process and product (7th ed.) [Print]. Pearson. **(Required)**

Serravallo, J. (2017). *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers with 300 Strategies*. *(Recommended)*

*\*Course materials can be reviewed at Willis Library from service desk—Arts, Sciences, Education, Humanities, Social Sciences, World Languages and Spanish Courses section. Give the course information along with the instructor’s name.*

**Course Goals**

In this course, preservice teachers will:

* Develop an expanded understanding of writing and composing.
* Practice teaching writing using audience, purpose, and content to inform teaching.
* Engage in asset-based, appreciative assessment to plan for instruction.
* Consider the demands of composing in all content areas, genres, and modes, including technology and multimodalities.
* Develop an understanding of the interconnectedness of writing and reading.
* Develop an understanding of the content of the “science of reading”.

*Student will further explore:*

* Learning within a community of practice;
* Expansive vs restricted views of what counts as writing;
* Cultural and linguistic variation with humanizing pedagogies;
* Models for assessment of composing;
* Teaching as relational and responsive;
* Inquiry and reflection as essential to writing; and
* Reading and writing as reciprocal processes.

**Concurrent Experiences and Coursework**

You are taking this course in Block B of your Professional Development Sequence (PDS). We will coordinate these experiences to support your growth in teaching.

You will be working in a classroom two full days per week. We will work to make connections between this practicum experience and this course in literacy. You will, no doubt, see things in your classroom placement that reflect the content of this course. You will, no doubt, see things in your classroom that are different from what we discuss in our course. Refrain from judging (your classroom, teacher, and course instructor). Refrain from a “like” or “don’t like” stance. Focus on learning, understanding, and forming your vision for teaching literacy in the present and future. Focus on the ways that you can contribute to improvement of practice. This is the stance that will serve you well in your future as a teacher.

At the same time as you are enrolled in this course focused on “writing as a tool” you will be taking a course focused on “reading as a tool”. In a perfect world, these two would be one course as we strongly believe that dividing literacy is not helpful to learners or teachers. We have worked hard in the design of these two courses to fit together philosophically and pedagogically. You may even have the same course instructor for the two courses. You will find that the lines between the two courses often get blurred. That’s a good thing. Mostly, we have worked to divide the assignments in ways that balance your load. Expect some repetition of core ideas.

In addition, you will be enrolled in courses in Mathematics methods, classrooms and learning communities, and an introduction to special education. You will see “literacy” in all these courses – this is the understanding that literacy as a tool. Explore and look for connections.

Finally, all of you completed a course in “Early Literacy”. You can expect that many of the concepts in this course will be extended in the literacy courses this semester.

**Required Field Hours**

This course is part of Block B in the teacher preparation program. The students enrolled in this course are in classrooms for two days a week for the entire semester. The course sessions may be offered off-campus in an school site to provide opportunities for practicum experiences. This course is offered concurrently with the Reading course. Some of the assignments may connect.

**Attendance Expectations**

This class meets *in person* and therefore, attendance is *required* and *necessary*. Our time in class will consist of small group and whole class discussion, guest speakers, book studies, and critical learning with respect to the key content, assignments, and concepts. You are a *vital* part of this learning community, and your contributions are part of the knowledge that we will create in our classroom.

**The following attendance polices are in effect for this section of EDRE 4870:**

* **First Absence**: You are permitted ONE (1) absence (excused/unexcused) without grade penalty. To notify the instructor of ANY absence, you must notify the instructor as soon as possible so that make-up work can be discussed
* **Second Absence:** If excused (with appropriate, verifiable documentation submitted via email/canvas message), no grade point deduction if make-up assignment is completed. If unexcused, a full letter grade will be deducted from your final grade in the course. (Ex: B becomes a C)
* **Third Absence**: If excused (with appropriate, verifiable documentation submitted via email/canvas message), no grade point deduction if make-up assignment is completed. If unexcused, two full letter grades will be deducted from your final grade in the course. (Ex: B becomes a D)
* **Tardiness**: If you are late to class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival three or more times), one or more full letter grades will be deducted from your final grade at the professor’s discretion.
* **Attendance Reporting**: It is YOUR responsibility to sign the attendance sheet AND complete the absence reporting form on the day of your absence. Failure to do so will result in an unexcused absence.
* **Make-Up Work:** YOU are responsible for checking Canvas to complete readings/work you missed during an absence. DO NOT EMAIL the professor asking for missed work due to absence.

**University Excused Absences (MUST SUBMIT OFFICIAL DOCUMENTATION on the ABSENCE REPORTING FORM):**

* Religious holy day, including travel for that purpose
* Active military service, including travel for that purpose
* Participation in an official university function
* Illness or other extenuating circumstances
* Pregnancy (must be medically necessary) and parenting under Title IX

Unexcused Absences:

* Student organization/Sorority & Fraternity events/meetings
* Car Trouble/Parking/Transportation Issues
* Vacations
* Work/Job (other than active military service)
* Studying for Certification Exams/Completing work for other classes/studying for other classes
* Other events that do not fall under UNT policy as deemed by instructor

**If you need help generating/providing official documentation for your absence:**

* Contact the Dean of Students Office via phone: 940-565-2648 or via email: deanofstudents@unt.edu

**PLEASE NOTE**: It is truly unfair to expect or demand exceptions to the attendance policies outlined above. To avoid placing me in situations where my compassion and kindness are exploited or taken advantage of you must follow the attendance policy as written. That being said, I reserve the right to excuse absences for reasons not listed above.

**Course Grading Policies**

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| **A** | 90-100% **Exemplary: The student performs well above and beyond the minimum** **criteria.**  |
| **B** | 80-89% **Proficient: The student performs slightly above the minimum criteria.** |
| **C** | 70-79% **Average: The student meets the minimum criteria**. |
| **D** | 60-69% **Below Average: The student does not meet the minimum criteria.**  |
| **F** | 0-59% **Improvement Required: The Student does not complete the coursework.**  |

**Late Work**

Assignments submitted after the due date are late and points will be deducted from the final grade. For each day the assignment is late, at least 5pts will be deducted from the score earned. On the 8th day after the due date, the assignment will remain a zero in the grade book.

All work turned in after the deadline will receive a grade of zero unless the student has a university-excused absence and provides documentation within 48 hours (about 2 days) of the missed deadline. Please note that to receive a final grade of A in this course, ALL assignments must be completed and submitted before the last day of the course **09 MAY 2025.**

**Grade Disputes**

You are required to wait **24 hours before contacting me to dispute a grade**. Within that time, I expect you will review the assignment details and reflect on the work's quality. If you would still like to meet, **message me on CANVAS to set up a meeting (I cannot discuss grades over email)**.

You should come to our scheduled meeting with **specific examples that demonstrate that you earned a higher grade than you receive**d. If you miss your scheduled meeting, you forfeit your right to a grade dispute. **If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.**

**Revise & Resubmit**

If you are dissatisfied with your grade for a particular assignment that was turned in **ON TIME**, then you are welcome to revise it according to instructor feedback and then resubmit to recapture half of the points deducted from the first submission at the instructor's discretion. Also, the instructor may have you revise and resubmit an assignment if it has not been completed in the way advised initially.

**Turnaround Time**

I aim to return graded work to you within one week of the due date. If this is not possible, this will be communicated with you either through a CANVAS announcement or message or during our in-person class.

**Formatting**

The only types of document formats I will accept for a grade in this course are **Word** and **PDF**. If you submit a ***.pages document, a link on a document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date.*** Blank documents or incorrect documents will also receive grades of 0. It is your responsibility to ensure you have submitted the correct assignment using the designated formatting before the due date.

**Non-Participation in Class**

Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances, and I do not judge anyone when they struggle but if you are having issues, please let me know so that we can come to a compromise. A grade of a D, F, or W means you will retake the class, and this may affect your financial aid/tuition payment and degree completion date. A grade of I or Incomplete cannot be awarded if you are failing the class at the time of grade submission. (See Student Support Services)

**Technical Requirements**

* Microsoft Office (for creating Word Documents and PDF-s)
* Internet Access
* Adobe (for reading PDF articles/documents)
* Phone, tablet, laptop, or desktop with video/microphone/sound

**Professional Behavior in Class**

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil.

Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to deduct one or more letter grades from your final grade and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

**A few notes...,**

* **Artificial Intelligence (AI) and Plagiarism:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology to complete course work, or the use of any other materials/ methods/means not one’s own, is prohibited. These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues. See the Academic Integrity of syllabus for the course of action.
* **Video/Voice recording:** You are not permitted to record any part of a class lecture or discussion. Creating and distributing a video or voice recording of lecture/discussion could result in disciplinary action.

**Course Structure**

This is a 16-week in person course. This course is broken down into a weekly module. Each module holds all the work for one week.

This course will include discussions of how to teach writing methods, and resources. Topics include:

* The writing process
* Writing mini lessons
* Mentor Texts/Imitation
* Poetry
* Persuasive Writing
* Argumentative Writing
* Narrative Writing
* Nonfiction Writing
* Biographical Writing

**Assignment Breakdowns**

*All assignments (formative and summative performance tasks) are subject to change as directed by student needs and the demands of the content.*

**Writing Mini-lesson and Written Reflection**

Students will be partnered with a classmate or classmates and plan a mini writing lesson based on a topic covered in the course. The mini lesson will cover a topic discussed in class. The lesson must be planned outside of class and will include a presentation, activities, and teaching/student materials for your classmates to engage in your lesson. After delivering your lesson, you will write a critical reflection based on the planning process, your teaching, and overall lesson.

**Writing Conference and Reflection**

Student teachers will conduct a writing conference with a student in their placement and write a reflection on the experience. As you analyze the writing conference recording, note the discourse pattern—who does the most talking? Does the student “lead” with a question or need? And what support do you give as a teacher to the student?

**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts)**

Every week, you will be responding to the readings for this course. These are important in helping you prepare for discussions we will have in class while also helping you to make sense of what you are reading, learning, and interacting with. **THESE WILL BE DUE THE FRIDAY OF EVERY WEEK BY MIDNIGHT. THE TYPE OF ASSIGNMENT WILL BE DISCUSSED IN CLASS.**

There are three forms your visual aids can take:

* **Mind Maps:** A mind map is a diagram used to represent connections, concepts, and items arranged around a central concepts and subjects
* **One Pagers:** A one-pager is a document that clearly and visually lays out all the necessary information about a subject or concept.
* **Anchor Charts:** A visual tool teachers create to help their students remember important concepts and topics that have been discussed in the course.

**Writing Unit 5-day Lesson Plan**

Students will develop a Writing Unit to be taught during their student teaching. The assignment will be built on topics, methods, activities, and strategies learned by students during their Reading and Writing courses. Students will develop lessons in the Reading/Writing unit that incorporate a multimodal approach to include texts, media, art, music, and performance.

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| **Course Assignment Breakdown**  |
| **Writing Mini-Lesson and Reflection**  | 100 pts  |
| **Reading Response Visual Aids**  | 50 pts each (at minimum 11) |
| **Writing Conference w/ Student** | 100 pts  |
| **Five Day Literacy Lesson Plan Assignment**  | 100pts  |
| **Professionalism and Engagement** | 200 pts |
| **TOTAL** | 1,050 pts. |

*\*Assignments are subject to change as are the points associated with them.*

**Course Schedule**

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| **Week**  | **Date**   | **Topic**  | **Assignments/Due Dates** |
| **1** | January 15th   | **Introduction to course*** Syllabus
* Course Expectations etc.
 | **Due:** Syllabus Scavenger Hunt by January 21st by 11:59PM |
| **2** | January 22nd  | **Teaching Writing Today** * Foundations of Writing as Composition
* TEKS and Learning Objectives
 | **Due:** Tompkins (2019) pgs. 1-21 (Teaching Writing Today)**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday**  |
| **3** | January 29th  | **Writing Lessons, mini lessons, and writing workshops**  | **Due:**Bomer and Arens (2020) pgs. 1-19 (“To Begin” and “Time” section)   **Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday**  |
| **4** | February 5th  | **Writing Workshop** | **Due:*** Bomer and Arens (2020) pgs. 20-33
* Tompkins (2019) pgs. 22-43

**Strategic Writing Workshop Lesson Plan**  |
| **5** | February 12th  | **Developing Strategic Writers** | **Due:*** Tompkins (2019) pgs. 44-67
* Bomer and Arens pgs. 52-75

**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday**  |
| **6** | February 19th  | **Using Mentor Texts**  | **Due:**Reading on Canvas**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday**  |
| **7** | February 26th  | **Writing to Learn and Writing Strategies**  | **Due:*** Tompkin (2019) pgs. 117-144
* Bomer and Arens pgs. 93-121

**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **8** | March 5th  | **Writing Poetry** Butler “imitation” | **Due:**Tompkins (2019) pgs. 145-168**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **SPRING BREAK MARCH 9th -15th**  |
| **9** | March 19th  | **Narrative Writing**  | **Due:**Tompkins (2019) pgs. 169-191**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **10** |  March 26th  | **Biographical Writing**  | **Due:**Tompkins (2019) pgs. 193-217**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **11** | April 2nd  | **Non-Fiction Writing**  | **Due:**Tompkins (2019) pgs. 218-246**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **12** | April 9th  | **Writing Arguments**  | **Due:**Tompkins (2019) pgs. 248-269**Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **13** | April 16th  | **Assessing Writing**  | **Due:**Tompkins (2019) pgs. 96-115 **Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
| **14** | April 23rd  | **Working with English Language Learners and Students with Disabilities** | **Reading to be determined** **Reading Response Visual Aids (Mind-maps, One-pagers, Anchor Charts) by 11:59PM Friday** |
|  **15** | April 30th  | **Final Project Workshop**  | **Work on Final Project** |
| **Week 16: Finals Final Project Due May 7th by 11:59PM** |

You will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Emergency Notifications and Procedures Policy (https://policy.unt.edu/policy/06-049).

**COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)**

**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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**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](https://policy.unt.edu/policy/07-012). 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](https://policy.unt.edu/policy/07-012) can be found at [deanofstudents.unt.edu/conduct](https://policy.unt.edu/policy/07-012).

**Access to Information – Eagle Connect**

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/.

**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 [insert administration dates] 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 spot.unt.edu or email spot@unt.edu.

**Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

**ADDITIONAL STATEMENTS**

**Accessibility.** I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

**Chosen Name.** As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your chosen name. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at [these guidelines](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information).

**Food/Housing Insecurity.**Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:<https://deanofstudents.unt.edu/resources/food-pantry>

**Social Media and Online Sharing**. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. ***You may NOT capture images or record video from online or in-person meetings and share those outside our class community without consent.*** Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

**Observation of Religious Holidays**: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

**University Mental Health Services.** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website:<https://speakout.unt.edu/content/mental-health-resources>.

**Educator Preparation Standards**

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

**Texas Administrative Code Requirements for Teacher Certification**

The [Texas Administrative Code Title 19, Part 7, Subchapter 235](https://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=21) Educator Preparation Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students for candidates pursuing the EC-6 certification.

***Instructional Planning and Delivery.*** Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

1. develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2. effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
3. connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4. plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5. use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
6. differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
7. plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
8. integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
9. ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
10. encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
11. set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
12. provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
13. monitor and assess students' progress to ensure that their lessons meet students' needs;
14. provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
15. adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

***Knowledge of Student and Student Learning.*** Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

1. create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
2. connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
3. understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
4. understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
5. understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
6. identify readiness for learning and understand how development in one area may affect students' performance in other areas.

***Content Knowledge and Expertise.*** Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

1. have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
2. identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;
3. keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
4. organize curriculum to facilitate student understanding of the subject matter;
5. understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
6. promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
7. teach both the key content knowledge and the key skills of the discipline; and
8. make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

***Learning Environment.*** Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

1. embrace students' backgrounds and experiences as an asset in their learning;
2. maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
3. establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
4. create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
5. implement behavior management systems to maintain an environment where all students can learn effectively;
6. maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
7. maximize instructional time, including managing transitions;
8. manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
9. communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

***Data-Driven Practices.*** Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

1. gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
2. analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
3. design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

***Professional Practices and Responsibilities.*** Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:

1. reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
2. seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
3. adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
4. communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
5. serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**Science of Teaching Reading Standards**

**Domain I: Reading Pedagogy**

Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.

G. Recognize the importance of planning and managing reading instruction in ways that not only promote young children's learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

**Domain II: Reading Developmental Foundations**

Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.

G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

C. Demonstrate knowledge of the role of vocabulary in supporting students' reading comprehension and ability to engage in self-sustained reading, including the interrelationships between vocabulary knowledge, reading achievement, and overall academic achievement.

E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.

F. Demonstrate knowledge of the distinctions between various tiers of vocabulary (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.

G. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.

I. Demonstrate understanding of the importance of teaching students independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.

J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words.

K. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues (e.g., syntax, punctuation, embedded definition/explanation, apposition, restatement/synonym, contrast/antonym).

L. Demonstrate knowledge of research-based strategies and best practices for promoting students' word consciousness and motivation to learn new words and for supporting their retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; grouping words based on conceptual categories and associative meanings; developing semantic maps).

**Domain III: Reading Level Comprehension**

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).

F. Demonstrate knowledge of different levels of comprehension, including literal comprehension skills, inferential comprehension skills, and evaluative comprehension skills.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).

H. Demonstrate knowledge of the role of teacher-guided close reading and rereading in developing students' ability to comprehend increasingly complex texts, including key components of a research-based close-reading routine or protocol (e.g., using text-dependent questions and annotation; rereading a text for different levels of meaning; engaging students in collaborative conversations about and written responses to the text).

J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text according to the purpose for reading (e.g., skimming for gist, scanning for specific information, close reading for deep understanding).

K. Demonstrate knowledge of the importance of balancing young children's exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts.

D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5).

E. Demonstrate understanding of the importance of reading aloud high-quality informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.

F. Demonstrate understanding of the importance of scaffolding young children's comprehension and analysis of informational texts and knowledge of research-based strategies and best practices related to this purpose (e.g., using strategic questioning and engaging students in academic conversations about a text's content, teaching text annotation and note-taking skills, helping students develop semantic maps and other graphic organizers to help clarify or reinforce a text's content or organizational structure, helping students generate and respond to peer questioning about a text).

G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze informational texts, including identifying different informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), identifying and summarizing a text's central ideas and supporting evidence, using textual features (e.g., subtitles, bold or italicized text) and graphic features (e.g., charts, diagrams) to gain information, comparing and contrasting the content presented in a book's text with that presented in its graphic features, identifying a sequence of steps or events in a text, recognizing the characteristics of multimodal and digital texts, identifying an author's purpose and intended audience, analyzing an author's craft (e.g., choice of words, evidence, and rhetorical devices), distinguishing facts from opinions, and identifying the claim in an argumentative text.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).

I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., ruler in mathematics [a measuring device] versus ruler in social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational texts in order to address the assessed needs of all students.