

EDRE 4450: READING & WRITING (BIRTH—GRADE 6)



UNIVERSITY OF NORTH TEXAS COLLEGE OF EDUCATION

SPRING 2020 – Section .001 (11165)

Monday 5:30-8:20 – MH 115

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Office Hours: Monday 4:00 to 5:30 by appointment only

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COMMUNICATION WITH INSTRUCTOR

Send a message to the instructor using email: donna.walton@unt.edu

REQUIRED TEXTBOOK

Tompkins, G., Campbell, R., Green, D., & Smith, C. (2017). *Literacy for the 21st century* (7th Ed.).

Pearson. ISBN: 9780134813653 (print or e-text; Pearson reveal is not required)

Additional course readings on the [Course Guide](#)

CATALOG COURSE DESCRIPTION

- Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers and writers.
- Emphasizes development of early language and pre-literacy skills, common school literacy practices, parental/societal influences, and affective elements related to early reading. Includes an additional course hour of field experience per week.

Prerequisites: Admission to the Teacher Education program and DFST 3123 (Child Development).

PURPOSE AND RATIONALE

This course is the first of three courses that prepares teacher candidates to be effective literacy professionals serving children from infancy through grade 6. The current research on emergent literacy will serve as a foundation for investigating theoretical and practical applications of developmentally appropriate literacy instruction. The course emphasizes methods appropriate for preschool and early grade reading and writing instruction, as well as exploring a variety of resources that support the reading and writing skills of upper elementary-aged children.

FOLIOTEK E-PORTFOLIO

Foliotek is a free to you software data management system used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course requires 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://www.coe.unt.edu/office-educator-preparation/foliotek>.

COURSE GOALS/OBJECTIVES

What are the five components of reading and how do I apply these components to design for instruction at all stages of birth-gr 6 reading development?

- Demonstrate instructional strategies that develop vocabulary and word recognition skills—including alphabetic principle, phonological and phonemic awareness, and phonics—through scaffolded instruction for learners across the ability spectrum.
- Demonstrate knowledge of instruction to develop skills of automaticity (fluency), listening and reading comprehension for narrative text structures through the use of read-aloud, shared reading, and guided reading. What processes and knowledge are involved in reading/writing? How do these develop over time?
- Develop an awareness of the stages of writing and spelling, demonstrate knowledge of effective writing instruction, and design appropriate developmental writing activities for students.

How does knowledge of literature and text choice impact children's reading development?

- Demonstrate familiarity with current award-winning children's literature.
- Distinguish levels of text and reading genres to provide children with an array of reading experiences with multiple kinds of texts.
- Demonstrate effective strategies for sharing books and other resources with children, including multicultural materials. This includes planning for read-aloud, think-aloud, shared reading, and guided reading.

How can I create a classroom that supports the literacy development of all my students?

- Demonstrate knowledge of how individual learning difficulties require unique teaching accommodations.
- Develop an awareness of L1 on English language learning.
- Understand the impact of individual interests on reading motivation.

PROGRAM EXPECTATIONS FOR FUTURE TEACHERS

- Develop a reflective mindset about learning and teaching
- Develop a sensitivity to the English Language Learner
- Endorse integration in the teaching of language arts
- Embrace a lifelong learner perspective
- Support student-centered instruction

ALIGNMENT TO TEKS, CORE SUBJECTS, PPR, & InTASC

TEK domains for grades K-2: Print Awareness, Phonological Awareness, Phonics, Beginning Reading Strategies, Fluency, Vocabulary Development, Literacy Development, Comprehension of Literary Text: Fiction, Oral and Written Conventions, Comprehension Skills

Core Subjects domains and competencies: 1 A-G, K; 2; 3; 4; 5; 6 AC; 7; 8 A-C; 9 A-E, G, I; 10

PPR domains: I, II, III

InTASC Standards: 1, 4, 5, 6, 7, 8, 9

EDRE 4450 ESSENTIAL CONCEPTS

Major Reading Approaches

- Balanced literacy/Comprehensive literacy
- Part-to-whole instruction
- Whole-to-part-to-whole instruction
- Language experience approach

Instructional Strategies and Materials

- Read-aloud
- Think-aloud
- Shared reading
- Echo reading
- Shared writing
- Interactive writing
- Guided reading
- Independent Reading
- Leveled books
- Children's literature
- Independent, instructional, frustration reading levels

Instructional Components for Developing Vocabulary and Word Recognition Skills

- Alphabetic principle
- Phonological awareness
- Alliteration
- Rhyme
- Syllable
- Phonemic awareness
- Phonics
- Morpheme
- Grapheme

Affixes: prefix, suffix (discussed further in EDRE 4850)

- CVC, CV, CVCe, Vowel pairs
- Onset/ Rime
- Word recognition

Language systems: semantic, syntax, phonological, pragmatic

- Structural analysis (discussed further in EDRE 4850)
- Context clues (discussed further in EDRE 4850)

Other Instructional Components

- Concepts of print
- Automaticity (fluency)

Comprehension: literal, inferential, and evaluative

- Listening Comprehension
- Narrative text structure (expository text structure discussed in EDRE 4850)
- Beginning comprehension strategies
- Stages of spelling development
- Stages of writing development

COURSE REQUIRED ASSIGNMENTS	Percentage
<i>Please note: This is a brief overview of each assignment. Refer to assignment specific guidelines posted under each assignment in Canvas.</i>	
PROFESSIONALISM, ATTENDANCE, AND PARTICIPATION Attendance and conduct of a professional nature is expected of all students for every class session. Professional conduct includes academic honesty, submission of work reflective of professionals, and respectful behavior. Students are required to notify the instructor of any absence for any reason through email PRIOR to the class meeting time. Failure to do so will affect the student's grade as well as acquisition of knowledge. 1% will be deducted for each absence, with .25% reduction for each tardiness and early departure from class. With written pre-approval, UNT related commitments qualify as an excused absence.	10
QUIZZES Two timed 30-minute quizzes covering course content.	20
READING REFLECTION LOG Complete weekly readings while maintaining a reading reflection log . Bring your RR log to class during weeks 5, 10, and 14. Refer to the grading rubric for expectations.	15
LITERATURE CIRCLE GROUPS Form a group of 4-6 and select a book of choice to read no one has read previously. Outline a plan for reading the book and assign roles for each meeting, planning for 3 face-to-face group meetings (refer to syllabus dates) lasting about 20-25 minutes each. Finally, create and present a group diorama over a scene in the book. Refer to the assignment handout for details.	10
LESSON PLAN Prepare a lesson plan focused on guided reading using the TE&A lesson plan template. Select a text from https://teachingchildrensliterature.weebly.com .	10
FIELD EXPERIENCE HOURS This course contains a required 15-hour field component and partners with Communities in Schools of North Texas, a non-profit K-12 educational organization. In-class orientation and background check (paid by CISNT) are required. Failure to pass background check will result in completion of a virtual observation – please consult with the instructor for this alternate assignment.	15
LITERACY INQUIRY PORTFOLIO Once you receive your field placement (approximately week 4), you will work with a student or small group of students. As you're helping child(ren) develop their literacy skills, you'll identify and pursue inquiry on a topic of interest. The portfolio presentation submitted to Foliotek includes: project description, annotated bibliography, inquiry diary, parent letter, and reflection paper. Refer to the assignment handout for details.	20

GRADING

A// 90-100% B// 80-89% C// 70-79% D// 60-69% F// below 60%

COURSE SCHEDULE

Subject to change. Check Canvas for due dates. I highly recommend printing this schedule.

Online iPad workshop No class meeting

Access course slides [here](https://tinyurl.com/edre4450ppt); <https://tinyurl.com/edre4450ppt>

Date	Topic and In-Class Assignments	Assignments Due
1: 1/13	Syllabus/Reading Reflection log; <i>The Important Book</i> activity; <i>READING LOGS</i> ; Principles Effective Literacy Instruction	<i>READING REFLECTION LOG</i> • Tompkins pp. 6-31
2: 1/20	Martin Luther King Holiday Campus Closed	
3: 1/27	CISNT Orientation/Introduction to Service Learning; Faculty candidate interview teaching demonstration #1; Reading and Writing Processes (read-aloud, guided reading); Introduction to Inquiry	<i>READING REFLECTION LOG</i> • Course slides on Service Learning and Inquiry • Tompkins pp. 39-57
4: 2/3	Introduce LITERACY PORTFOLIO Faculty candidate interview #2 teaching demonstration; Phonological Awareness; Think-Aloud; <i>INTRODUCE LESSON PLAN</i>	<i>READING REFLECTION LOG</i> • Phonological Awareness: Tompkins pp. 106-110; 114-119 • Article in-class: The ABCs of Performing Highly Effective Think-Alouds
5: 2/10	Phonemic Awareness; Advanced Phonemic Awareness w/iPads; Inquiry Check-in; <i>RR LOG CHECK #1</i>	<i>READING REFLECTION LOG</i> • Tompkins pp. 146-52
6: 2/17	Phonics/Center Rotations w/iPads; Stages of Spelling; <i>INTRODUCE LITERATURE CIRCLES</i>	<i>READING REFLECTION LOG</i> • Phonics: Tompkins pp. 155-166 • Article in-class: A framework for using iPads to build early literacy skills • Spelling: pp. 166-175
7: 2/25	<i>QUIZ 1</i> ; Culturally relevant app analysis activity w/iPad; Fluency; <i>LITERACY CIRCLE MEETING #1</i>	<i>READING REFLECTION LOG</i> • Tompkins pp. 186-195

8: 3/2	Assessing Fluency w/running records; Vocabulary w/iPad; <i>LIT CIRCLE MEETING #2</i>	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> Running records: Tompkins, pp. 70-74; Article: Running Records, An Observational Measurement Tompkins pp. 216-220
March 9-13th – Spring Break – no classes		
9: 3/16	Advanced Vocabulary; <i>LIT CIRCLE MEETING #3</i> ; Create and present literature circle diorama with robotics	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> Tompkins pp. 222-232
10: 3/23	Comprehension and the Reader; Murder Mystery activity; <i>RR LOG CHECK #2</i> ; <i>LESSON PLAN PEER REVIEW</i>	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> Tompkins pp. 250-268 <i>LIT CIRCLE BINDER 3/26</i>
11: 3/30	Comprehension and the Text; Guided Reading Levels of Questioning; <i>QUIZ 2</i>	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> Tompkins pp. 295-298; 306-312 Article in-class: Comprehension Strategy Instruction in Core Reading Programs
12: 4/6	Organizing Literacy Instruction; <i>LESSON PLAN SMALL GROUP TEACHING DEMONSTRATIONS w/iPad</i> ; Differentiating Instruction w/iPad.	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> Tompkins pp. 332-339 <i>LESSON PLAN DUE 4/13</i> Article in-class: Flexible grouping during literacy centers: A model for differentiating instruction
13: 4/13	<i>LITERACY PORTFOLIO</i> working day (instructor review of parent letters, organize diary into timeline)	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> Tompkins pp. 371-379
14: 4/20	Reading and Writing Across the Curriculum (in-class text set thematic unit activity); Motivation in Literacy; <i>RR LOG CHECK #3</i>	<i>READING REFLECTION LOG</i> <ul style="list-style-type: none"> R&W: Tompkins pp. 403-408; pp. 416-418 Motivation: Tompkins pp. 281-285
15: 4/27	Revise <i>LITERACY PORTFOLIO</i> ; <i>PORTFOLIO ROUNDTABLE PRESENTATIONS</i>	<i>LITERACY PORTFOLIO DUE 5/5 at start of class</i>
16: 5/5	Final Exam	<i>LITERACY PORTFOLIO</i> Parent letters handed in/mailed to Site Coordinators



The Educator as Agent of Engaged Learning:

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

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

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

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

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

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

Teacher Education & Administration

Departmental Policy Statements

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, 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 Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

ATTENDANCE

You are expected to be in-class and attendance will be taken daily. Students are required to send a Canvas message to the instructor of any absence prior to the class meeting. Unless you have prior university approval, in-class assignments cannot be made up. Refer to the course assignment rubric, PROFESSIONALISM, ATTENDANCE, AND PARTICIPATION, for detailed information.

COMPREHENSIVE ARTS PROGRAM POLICY

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

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).

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

GRADING AND GRADE REPORTING

Grading rubrics for all assignments are on the Canvas course website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

OBSERVANCE OF RELIGIOUS HOLIDAYS

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

PROFESSIONAL ORGANIZATIONS

[International Literacy Association](#)

[National Council of Teachers of English](#)

[ReadWriteThink](#)

[Literacy in Learning Exchange](#)

[Literacy Research Association](#)

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 Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

SEXUAL DISCRIMINATION, HARASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

SPOT

The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback. I value your constructive feedback and strive to use thoughtful considerations to continually improve my teaching.

STUDENT EVALUATION OF INSTRUCTION

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. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

STUDENT WORK SAMPLES

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

SUBMITTING WORK

Based on the assignment requirements, they may be submitted in-class, on Canvas, or Foliotek; refer to the assignment details for submission expectations. Each day an assignment is late, 10% will be deducted from the total possible score. On the fourth day, the assignment is considered missing, receives a zero, and cannot be made up.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

TECHNOLOGY

Students should silence digital devices while in class unless they are being used for learning activities associated with the course.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TE_xES TEST PREPARATION

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

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

UNT CAREER CONNECT

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

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 (Auditorium Building, 105) 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>.