



COMMUNICATION WITH INSTRUCTOR

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

Classroom: Remote course, Canvas/Zoom

Instructor: Donna Walton, Ph. D.

Phone: (972)294-8774

Email: Donna.Walton@unt.edu

Time: Wednesdays (8:00-10:50)

Office Hours: Wednesday 1:00 – 4:00

and by appointment. Please email

donna.walton@unt.edu to set up meeting.

REQUIRED TEXTBOOKS

Gentry, R., McNeel, J., & Wallace-Nelser, V. (2016). *Strategies for Implementing Writer's Workshop* (1st Ed.). Huntington Beach, CA: Shell Education.

Calkins, Lucy. (2020). *Teaching Writing* (20th Ed.). Portsmouth, NH: Heinemann (20th edition).

Writer's Notebook - decorated to represent you (you must purchase a composition book)

A printed copy of the Texas Essential Knowledge and Skills (TEKS) for ELA and Reading (available at www.tea.state.tx.us) for each grade level in which you are observing. Also (if possible), download the TEKS app (search the app store for "Texas Essential Knowledge and Skills") to your phone or mobile device. Please keep your printed copy in a folder or notebook that is updated every week.

Course Description: 3 hours. Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts. **Writing is the literacy focus of this course.** Prerequisite: EDRE 4450 or EDRE 4820.

Purpose of the Course in the Teacher Education Program

The UNT teacher education program envisions the teacher as an agent for the engaged learning of children. An important tool for engagement that children bring to school with them is their miraculous ability to understand and to use language. Although American children speak many languages, our emphasis is on the English language arts and on children's learning to communicate proficiently and effectively in a wide variety of situations. We'll learn ways to promote engagement in **visual, oral and written language**, and we will think about the **use of language in the content fields and in life outside of school**. The course acquaints future elementary and middle level teachers with content, methods, and rationales associated with teaching students the English language arts of reading, writing, listening, speaking, viewing, **thinking**, and visually representing information.

COURSE EXPECTATIONS

EAGLE CONNECT

All students should activate and regularly check their Eagle Connect (e-mail) account. Course assignments and communications will be accomplished using Canvas. Eagle Connect is linked to Canvas Messaging. Eagle Connect messages will be used for official communication from the University to students. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

Attendance: CLASS Attendance. EDRE 4860 course will be taught remotely during the fall semester of 2020. This means students will join a Zoom meeting at the scheduled class time each week. You will enhance your own learning and likely that of others through your active presence. Daily attendance will be taken. Class participation and attendance will be considered in assigning the final course grade. **Tardiness and absences will count towards final grade reduction.** Three late arrivals (joining the meeting more than 5 minutes after class begins) or early departures (any time before the end of class) count as one absence.

If you are tardy or absent from a zoom meeting, it is your responsibility to obtain any assignments, missed work, handouts, or other class information that you missed. You may get this from a student, or you may contact me to get this information **after the missed session.** **Any assignments that can be submitted electronically must be turned in on time, even if you are not in class on the due date.** Non-electronic missed assignments from an excused absence may be turned in for full credit if they are given to me **within two days** of the absence.

- If you do miss a class, please send me an email (donna.walton@unt.edu) before or immediately after an absence. **Keeping this open communication with me is very important.**
- One absence will not affect your grade. Absences 2-4 result in a 5-point percentage reduction in your final grade for each absence. Absence 5 results in course failure.
- If you are present for each class this semester, a 3-point percentage will be added to your final grade.

Participation: Your participation in class is needed to gain the most from this course. This includes asking questions, making comments, working with others to build understanding and integrate information, and making informal presentations. There will be a number of assignments within class as strategies are modeled, and you have the opportunity to experience them both individually and as a virtual group.

Completion of Assignments: **All assignments**, including assigned readings, are due at the beginning of class on the day designated in the course calendar. Late assignments are not accepted except in situations that have been discussed with me **PRIOR** to the due date.

Communication: I will keep open communication with you on any updates during the duration of the class through your UNT student email, as well as daily reminders in class. In turn, I ask that you keep an open communication with me about any questions or concerns you might have throughout the semester. Please contact me via email at donna.walton@unt.edu.

Professional Conduct: Expected at all times. The overall context of this class is a community based on mutual respect in an informal, participatory nature. Participants in a community are expected to be considerate of others and the instructor while participating and listening to others. http://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf

Dropping a Class: Remember that if you need to drop the class, you must go to my.unt.edu. Follow instructions exactly to ensure success in dropping the course. This is **your** responsibility. Despite the fact that you can do this on the computer, it is imperative that you talk to the instructor. There could be another solution for you so please contact me.

LLBE Program Expectations for Future Teachers

- Develop a **reflective** mindset about his/her learning and teaching
- Develop a **sensitivity** to the English Learner
- Endorse **integration** in the teaching of language arts
- Become a **lifelong learner**
- Support **student-centered** instruction

Learning Objectives During the course, you will demonstrate attainment of the following objectives:

1. Demonstrate inclusion and integration of the six language arts in the EC-4 and 4-8 curriculum through common patterns for practice and in resources organized by teachers to enable learning.
2. Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning.
3. Apply understandings of children's development of oral, written, and visual language through the design of learning activities and assessments and through simulated communication with parents, making appropriate adaptations for students with learning and linguistic differences.
4. Demonstrate familiarity with the Texas Essential Knowledge and Skills (TEKS), and use them in developing curriculum focused on students' acquisition of concepts, skills, and strategies associated with proficiency in English language use.
5. Design activities and mini-lessons for teaching oral and written language concepts, skills, and strategies in ways that integrate the language arts and that offer students opportunities for engagement and for assessment of their own development.
6. Articulate assessment strategies for learning activities and mini-lessons that are related to the TEKS and other learning goals, that are as authentic as possible, and that are diagnostic, feeding back into development of curriculum and instruction.
7. Apply and assess the effect of using scaffolding and other strategies to develop higher order thinking and comprehension in the design of learning activities.
8. Recognize differences in purposes for language arts learning, and design curriculum, instructional procedures, and assessment that direct learners toward engagement in aesthetic, efferent, and critical listening, reading, and viewing and production.
9. Engage in study of narrative, expository, and poetic text and in independent inquiry, and apply this knowledge to the design and assessment of similar experiences for students.
10. Demonstrate knowledge of the influence of media on communication and of strategies for involving EC-4 and 4-8 students in study and production of media and other modes of visual representation, including those that employ current technologies.
11. Know the writing process and how to apply workshop in the classroom, including attention to traditional and workshop-embedded teaching of literacy and mechanical skills, including spelling, capitalization and punctuation, handwriting and keyboarding, word usage, sentence and paragraph development, and use of a variety of genre.
12. Know terminology commonly used in the teaching of spelling, grammar and vocabulary, why these concepts are important, and ways to integrate them appropriately for EC-4 and 4-8 students.
13. Experience on-going and publicly accountable assessment processes that are fostered through regular use of learning logs, construction of portfolios, class development of rubrics and checklists, and teacher and small group conferencing, and apply understandings of these processes in planning for EC-4 and 4-8 teaching.
14. Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning.

Professional Resources (examples of books to support your work with student writing.)

- Anderson, C. (2000). *How's it going? A practical guide to conferring with students*. Portsmouth, NH: Heinemann.
- Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin.
- Atwell, N. (1987). *In the middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann.
- Buckner, A. (2005). *Notebook Know How*. Stenhouse Publishers
- Calkins: L. M. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Cunningham, P. M. (2000). *Phonics they use*. New York: Longman.
- Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.
- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.
- Fletcher, R., & Portalupi, J. (1999). *Writing workshop*. Portsmouth, NH: Heinemann.
- Gambrell, L. B., & Almasi, J. F. (Eds.). (1996). *Lively discussions: Fostering engaged conversations*. Newark, DE: International Reading Association.
- Henderson, E. H. (1990). *Teaching spelling*. Boston: Houghton Mifflin.
- Hurwitz, A. B., & Goddard, A. (1969). *Games to improve your child's English*. New York: Simon and Schuster.
- Moffatt, J. & Wagner, B. J. (1992). *Student-centered language arts, K-12*. Portsmouth, NH: Boynton-Cook.
- Peterson, R., & Eads, M. (1990). *Grand conversations: Literature groups in action*. New York: Scholastic.
- Routman, R. (2005) *Writing essentials: Raising Expectations and results while simplifying teaching*. Portsmouth: NH: Heinemann.
- Spandel, V. (2009). *Creating Writers through 6 trait writing assessment and instruction. 5th Edition*. New York: Allyn & Bacon.
- Spandel, V. (2012) *Creating Young Writers*. Third Edition.
- Templeton, S. (2002, March). Effective spelling instruction in the middle grades: It's a lot more than memorization. *Voices from the Middle*, 9(3), 8-14.

Websites

- <http://www.aaronshelp.com/> (Multicultural readers theater scripts)
- <http://www.ala.org/tools/> (American Library Association site).
- <http://www.readwritethink.org> (Multigenre and more)
- <http://www.tooter4kids.com/classroom/FairyTaleUnit.htm> (fractured fairy tales)
- <http://www.brownielocks.com> (fractured fairytales)
- <http://www.writingfix.com> (Writing Traits)

Course Grading Scale and Assignments

Points Earned	Grade	Assignment	Points
1000 to 920	A	1. Research Logs <i>Strategies for Implementing Writer's Workshop</i>	150 pts
919 to 840	B	2. Writing Life Map	50 pts
839 to 750	C	3. PLC Assignments <i>Teaching Writing</i>	200 pts
749 to 660	D	4. Personal Writing	100 pts
659 or below	F	5. Teach a Writing Lesson	250 pts
		6. Planning for a Literacy Rich ELAR Environment	50 pts
		7. Field Inquiry/Interview	50 pts
		8. Science of Reading Seminars (3)	150 pts
		TOTAL	

All work typed and double spaced unless otherwise indicated.

COURSE ASSIGNMENTS

ASSIGNMENT 1 Writing Life Map (100 points)

It is important for teachers to understand their own writing development and attitude in order to effectively teach others about writing. The map (a visual representation) should represent in and out of school experiences related to writing --- specific teachers/friends/family members who influenced your writing; episodes related to handwriting, grammar, spelling, themes/essays and research papers, school newspaper/yearbook experiences, letter writing, thank you notes, emailing, blogging, etc.; experiences from childhood all the way to the present. You might even think about how writing impacts your daily life today. Further, think about how your personal experiences with writing impact your attitude about teaching writing. Be prepared to share your writing life map with your peers. (We will begin this in class to help you get started.)

ASSIGNMENT 2 Research Log for *Strategies for Implementing Writer's Workshop* Textbook Readings Using the Reflective Cycle (150 points 5 Research Logs @ 30 points each)

One Reflection for each of the five chapters assigned from the *Strategies for Implementing Writer's Workshop*. Instructions for completing five Research Logs will be found in *Canvas Assignments* and submitted through Canvas. Each Research Log will consist of a template to be completed by the student about one chapter of the *Strategies for Implementing Writer's Workshop* textbook. While reading assigned chapters in the textbook, note MEANINGFUL ideas and quotes from the reading. Reading the textbook is critical to the development of your knowledge of writing instruction. Class Reading Log assignments open after class on Wednesday and close at the beginning of class on Wednesday. Once it is closed, you will not be able to submit your work without contacting me through email.

What will my Reflection look like? We will use a reflective cycle guided by Human Systems Dynamics and Jay & Johnson's (2002) *A typology for reflective practice*. In both of these instances, the work is guided by complexity science because classrooms are Complex Adaptive Systems in which responding to change takes thinking that is flexible and agile. The assignment template will lead you to provide each component below:

- ✓ **Part 1 Descriptive** – In this section, you will provide 5 key ideas (1- 3 sentences about each idea) and one “quote” (be sure to put the page number where each of these can be found). The descriptive section demonstrates knowledge you are taking from the chapter.
- ✓ **Part 2 Connective or Comparative** – In this section you can make connections to experiences you have had, compare the information to other information that you have read, determine what may or may not work about the information so you might change some of your thinking, and/or consider other people's perspectives.
- ✓ **Part 3 Critical** – How will the information and the connections I have made inform and renew my perspective about the information? What new thinking do you have?

ASSIGNMENT 3 Professional Learning Community *Teaching Writing* (200 points, Part A=120 points, Part B=40 points, & Part C=40 points)

A. PLC: Discussion Director, Literacy Luminary, Connector, Word Wizard, Quizzer (120 Points, 4 assignments @ 30 points each)

As you enter the classroom this semester as an observer, what are your questions about best practices of teaching writing? In order to help you teach writing, you are to read the book, *Teaching Writing by Lucy Calkins*. The book addresses the familiar topics - the writing process, conferring, kinds of writing, and writing assessment and helps students see those topics with new eyes. Lucy Calkins explains the use of explicit and systematic teaching strategies to build majestic and meaningful writing products. You will be asked to reflect on your PLC's during weekly Zoom discussions.

- Literacy Circle 1 – kinds of writing
- Literacy Circle 2 – strategies for teaching
- Literacy Circle 3 – writing conferences
- Literacy Circle 4 – writing assessment

B. Assessment for Learning (40 points)

- Reflection Cycle - Serafini: 10 points, Jigsaw Article
- Personal Experience with Assessment: 10 points, Using Concept Mapping
- Classroom Assessments: 10 points, 5 examples of what your mentor teacher does to assess student progress or achievement during class. Type and print on paper to turn in.
- Formative Assessment – Stiggins: 10 points, module to read and summarize in class.

C. Assessment of Learning, Quiz on Assessment of Writing (40 points)

ASSIGNMENT 4 Personal Writing/Writing Workshop Publications (100 points)

As we learn the whys and wherefores of writing workshop, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish one piece of writing during the course of the semester. Ideas for topics and models to consider will be demonstrated in class through mini-lessons. From the mini-lessons, you will generate several drafts; however, two of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share with the class.

ASSIGNMENT 5 Teach a Writing Lesson (250 points – must earn at least 225 points on this assignment to pass course) You will complete this during the first rotation (**unless given permission by the instructor**) of the semester. The specific information about the assignment can be found later in the syllabus. I will be working with you during the first rotation to help plan, prepare, and implement this lesson.

GUIDELINES FOR TEACHING A WRITING LESSON

You are required to conduct a writing lesson with a group of students or the whole class if the teacher allows. Discuss with the teacher which students need a specific area of assistance as it relates to writing [grammar, punctuation, vocabulary, or a genre (narrative, persuasive, informative, etc.)] --- **not handwriting.**

1. **Conduct a Conference with your Mentor to select students** that need assistance in a specific area of writing.
2. **Collect a set of papers from these students or a selection of students if you are doing whole-class** --- papers do not have to be formal. They could be a free write, journal entry, former assignment, etc. You may take picture of these or make copies.
3. **Review the papers and do a needs assessment for the papers-** Create a Strengths and Needs T-chart to determine what lesson would be of greatest assistance to the students.
4. **Prepare a lesson plan** (Use the Madeline Hunter OR 5E method) with TEK(s) and activity(s). It should require the students to create some language arts product-i.e. write a poem, story, letter, reflection, response, etc. Share the lesson with the mentor teacher for approval. PUT THIS IN THE UNT Lesson Plan format.
5. **Conduct the lesson with the students.**
6. **Collect the student work.**
7. **Assess the student work.**
8. **Develop a strengths and needs chart** that reflects a result of your lesson. What do you notice now?
9. **Provide feedback to students (if you did the whole class, choose 2-3 students to talk to about their work.**
10. **Written Reflection of your learning.**

**You will turn in the following:

1. Lesson plan
2. Copies of the student work you assessed --- pre and post lesson --- OPTIONAL though nice to have
3. Strength and Needs Chart --- pre and post lesson – **Be sure to not use real names.**
4. Written reflection of what you learned as a result of writing lesson plans, teaching, assessing, and conferring with the students. The strategies used with your students, mentor, and reflection should

reference information learned in *Teaching Writing*. Be sure to talk about successful (and unsuccessful) strategies, mentor feedback, and changes in the student's work.

Madeline Hunter Method (See Blackboard for the UNT lesson plan format with MH included) *Put the following into the "Activities" section of your UNT lesson plan.*

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day.):

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

Model (You will be demonstrating the skill or competence, how will this be done?): **I DO**

Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice. Reminder that this is what you and the students do together. For example, if you are teaching students how to write a letter. During this portion of the lesson the teacher and the students write the letter together.): **WE DO**

Closure (What method of review and evaluation will be used to complete the lesson?):

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.): **YOU DO**

ASSIGNMENT 6 Planning for my Literacy Rich Classroom (50 points)

Your mentors' classrooms are rich with literacy ideas. To help you be ready to build your own classroom take pictures of these ideas. You will collect at least 20 pictures which can include --- bulletin boards, learning stations, seating arrangements, materials, etc. Each picture should contain an explanation of why you chose it and how you will use it. Pictures should be placed on a website, blog, google, padlet, or other technology format. You will post your link on Canvas.

ASSIGNMENT 7 Field Inquiry, Interview Questions and Literacy Instruction Observation (50 points) Handouts including *Interview Questions* and a *Literacy Data Gathering Sheet* will guide observations. Students will use the reflective cycle to synthesize the action, responses to the interview questions and the observation. Paper - maximum 2 pages.

ASSIGNMENT 8 Science of Reading Seminar (150 points, 50 points for each seminar)

Students will be required to participate and complete all assignments related to the three Science of Reading seminars. These seminars will be coordinated between your EDRE 4860 course instructor and your cadre coordinator. This is the first time we have offered this experience in our program. It is in response to new state requirements. We hope to learn from the experience this fall (2020) semester and grow this component of our program for the future.



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.

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.

TEXES TEST PREPARATION

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

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

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://lwc.unt.edu/labs/unt-writing-lab-home>.

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.

UNIVERSITY OF NORTH TEXAS

Policy 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.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

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.