

EDEC 3613.001(7010)
Summer 2021
Introduction to Early Childhood Education
University of North Texas
Department of Teacher Education and Administration

Instructor: Darla Taylor, Ph.D. [she/her/hers]
Call me Dr. Darla, Professor Taylor, Darla

Course Meets: Remote/synchronous via Zoom Monday, Tuesday, Wednesday, and Thursday, 10:00 am- 11:50 a.m.
June 1 – July 2, 2021

Office Hours: I am available Monday-Thursdays by appointment

E-mail: Darla.Taylor@unt.edu (24-hour response, except on weekends)

Note on email: When you email, include EDEC 3613.001 in the subject line. I will use Canvas announcements to distribute class information. It is your responsibility to check Canvas announcements regularly. You should be checking your student email regularly. Consider forwarding your UNT email to an account of your choice.

LIVING AND LEARNING IN THESE TIMES

These are challenging times given the effects (known and unknown) of COVID-19, economic instability, and given the current pain and trauma related to centuries of racial injustice. Each of us is impacted by these issues directly or indirectly to varying degrees, and I am fully aware that this may at times impact your engagement with this course. This syllabus represents one possibility for engaging in these ideas and meeting the course objectives. As our short time together unfolds, we may have to shift how we do things so that first and foremost, your physical and emotional well-being are taken care. *All I ask is that you communicate with me about your needs (to the extent that you want to share) so that I may better support you.*

NOTE: THIS STATEMENT IS ADOPTED FROM DR. DJANGO PARIS, UNIVERSITY OF WASHINGTON

OVERVIEW

This course provides you with an introduction to the study of children and childhoods. We will undertake this through the sociology of childhood as a way to emphasize a dynamic relational approach to understanding children. This model assumes that childhood is a structural form and that children are active social agents who impact, and are impacted by, society and their social surroundings. Over five weeks we will engage in the study of children and childhoods, and my hope is that you will walk away from the class seeing the complexity of young children. Children do not exist for us to manage, impart our wisdom, and instruct; to be a teacher means to see children as worthy of our study, thought, care, and generous interpretation. We have much to

learn from children, if we only allow ourselves to be in a position of uncertainty, of questioning, and of needing to know more about them.

REQUIRED TEXT

There are no required texts for this course. All readings can be found on Canvas.

OBJECTIVES

By the end of this course, you should be able to:

1. Read and analyze, from a sociological perspective, children and childhoods;
2. Co-create an ongoing archive of childhoods that contributes to understanding childhoods as multiple, complex, and shifting as a result of individuals' situated lives within time/space;
3. Develop the ethnographic skills of observation, analysis and generous/multiple interpretations;
4. Read and interpret children's play and exploration through multiple perspectives, from traditional developmental theories to ecological and sociocultural models;
5. Apply concepts from the sociology of childhood to children's culture and play (e.g. childhood as a structural form, play as a mode of interpretative reproduction, children's use of secondary adjustments, etc.);
6. Account for children's perspectives on matters that they have knowledge of and the issues that affect them.

COURSE STRUCTURE

The course will **primarily meet asynchronously online** (at your own pace during the week). You are expected to read and review the materials during the week so that we might have substantive and robust discussion on Zoom on Mondays and Thursdays. I hope this will also help you to write your weekly reflection/ response, too.

We will meet every Monday and Thursday via Zoom during our scheduled class time from 10:00 am – 11:50 am. The course is structured as weekly modules that you can work through at your own pace. **Each module is to be completed by the end of the week on Sundays by 11:59 pm. Each new week will be posted on Sunday night, if possible. We will work together to make sure that your needs are met. YOU MUST COMMUNICATE WITH ME!! I will do my best to be transparent with you during this novel time.**

Modules include:

- Readings and/or videos
- Recorded power point presentations
- *Online discussions
- *Reflections/responses (written and/or audio submissions depending on the prompt)

*Each week's discussions and reflections/responses are graded (see section on grades for further clarification) and require that you engage with the readings/videos and power point presentations. Each module has a "directions page" that explains the steps to complete the module.

Monday and Thursday Zoom meetings are highly encouraged. **The purpose of these meetings will be to discuss the content and anything that is confusing, get clarifications on assignments, and to have some form of community and social connection during our**

semester online. We will have discussions about the topics of the week as well as helping each other with research topics to complete assignments. This space will evolve based on your needs, so PLEASE do let me know what will be helpful to you throughout the semester. I do not read minds and I want to help you be successful!! **These sessions will not be recorded unless otherwise noting a need.** Also, please be sure to have your cameras on. It is very discouraging to see 37 blacked-out screens when teaching a class of students. We need to learn to establish community with each other. You will not be doing this in your own assigned classroom in the future.

COURSE ASSIGNMENTS

I will open the entire Canvas course page the first week of the class. If this is overwhelming to you as a class whole, I will only post one week at a time for you to prevent overload and undue stress. I know that some of you like to work ahead. But there is a majority of students that feel overwhelmed by this. I will do my best to work you through this now that I know the “COVID” version better even though it has been altered somewhat. I want to help you be organized.)

Weekly Zoom Meeting Participation (9): Attendance and participation in Zoom sessions will be worth 25 points per session. Please put your names in the “comment” box when you enter the Zoom room. Please have your camera on so we can establish community and know who you are. (It is extremely depressing to see only black screens when Zooming with 37 students.) There are 14 sessions total, and within the sessions there will be exercises (observations and interpretations) that we will engage in together. **[225 points]—**

Note there is no Zoom Meeting on June 3, 2021. This gives you a chance to look over the course syllabus and do this week’s readings. We will have a **Zoom Meeting on June 7, 2021.**

Weekly Responses/Reflections (4): Each week there will be responses/reflections that ask you to synthesize and apply the concepts from the weekly zoom meetings, readings and/or videos. **They will be due on the Sunday evening following the week of course work. There will not be a Weekly Response/Reflection on the week of finals. [200 points]**

Childhoods Across Generations Interview & Analysis: You will interview a person at least 15 years older than you to better understand their childhoods, including the local and global systems that influenced their developing and being in the world. **[100 points]- Due June 21, 2021**

Archive of childhoods: Across the course, you will gather “artifacts” related to various aspects of childhoods across time, space and place that we will explore. Each artifact includes a media representation (picture/audio/video) and an annotation explaining your artifact. This assignment will be developed across the course of the semester, with opportunity for you to receive feedback on your early drafts. **[200 points] – First 3 artifacts due – June 23, 2021; Last three artifacts due – June 28, 2021**

Analysis of Childhood Text: You will select an aspect or text of childhood to analyze using course concepts and materials. This assignment will cover material from April 12 and April 19th. Note you will also be given class time to work on this assignment. **[100 points] – July 1, 2021**

COURSE EVALUATION

Assignment	Points	Due Date
Introductory Questionnaire	25	June 4, 2021
Zoom Meetings (9)- 25 pts @	225	@ Monday and Thursday except June 3
Weekly Response/Reflection- 4- 50 @	200	@ Sunday evening
Childhood Across Generations Interview	100	June 21
Archive of childhoods posts (6) 3 posts = 100 -first submission- 100 Final 3 posts – second submission- 100	200	June 23 – first 3 June 28 – last 3
Analysis of childhood text	100	July 1
TOTAL:	850	

A = 495-850 points (90%-100%)

B = 400- 494 points (80%-89%)

C = 350- 390 points (70%-79%)

D = 300-349 points (60%-69%)

F = < 349 (<59%)

NOTE ON GRADES FROM DARLA

I realize that society's emphasis today on achievement and testing have unfortunately created a particular kind of anxiety for students around grades. I am not interested in grades; I assign them because regrettably that is the system we are held to in the university.

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. If I see that you are putting forth effort in this course to further your thinking of what learning *is* and can be, then you will be absolutely fine in this course. Reasons for making less than A would include:

1. Not completing and/or turning in assignments;
2. Maintaining ideas about learning as primarily and solely lecture-oriented or teacher-directed. *I am asking you to think about learning as happening within our experiences in the world;*
3. Thinking that the role of the teacher is to be the expert over “students”. I am asking you to think about teachers as facilitators of environments and as learning *alongside* children (not students, do not use the word “students” in this course).

All of this is to say a few things:

1. It is your responsibility to keep track of your grades. Grades on Canvas may be inaccurate so to figure out your grade, total up your points and divide it by the total possible number of points.
2. Please refrain from emailing me about your grades unless you feel that you are seriously in danger of losing a scholarship, grant, or some other award. If you are upset because you “lost 2 points” out of 150 points, I want you to stop and put it into perspective that that is problem a fraction of a fraction of your total grade. Life is still

okay if you are “not perfect” --- and personal perfection is not the right pursuit in education. Rather, justice and equity are.

3. If you have anxiety around grades, do let me know early on. I have made arrangements with students to not give grades until the end, at which point it is a discussion between us. I’m happy to do the same with you.

Note on late assignments: *If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments. Late assignments may be subject to grade reduction.*

I have always had a motto with my students whether they are 3 years old or 51 years old: “We learn to love; we love to learn.” But it goes further than that. “We treat others the way we want to be treated!” That goes for the instructor, as well, right? Kindness and being courteous is always the key to what we do whether we are teachers, nurses, or servers of others. During this particular novel time of our lives, I want to encourage you to practice kindness and courtesy. This translates to loving one another and peace. My goal is to be my best with you by being kind, courteous, as well as keeping a listening ear and heart to your needs so you can be successful. This is a new way of teaching for me, too. I will do my very best. Let’s be patient with each other.

COURSE SCHEDULE

(PLEASE NOTE THE INSTRUCTOR MAY CHANGE THE SCHEDULE BASED ON COLLECTIVE NEEDS & INTERESTS OF STUDENTS. PLEASE FOLLOW CANVAS FOR UPDATES AND CHANGES).

Week	Topic	Assignment (each week there will be a combination or readings, PowerPoints, & videos – see Canvas for videos and readings)
June 1 Week 1 Day 1	Course Introduction/ What does it mean to be a “child”?	ZOOM Meeting 10:00 – 11:50 a.m. See Canvas for directions on introductory questionnaire and reflection. Discuss: Childhoods Across Generations Interview & Analysis
June 2 Week 1 Day 2	Sociology of childhood	Woodrow (1999) Thomas (2018) pdf. See Canvas for videos, presentations, links, etc. (if assigned)
June 3 Week 1 Day 3	Discourses of childhoods	No ZOOM Meeting See Canvas for videos, presentations, links, etc. (if assigned) Weekly response/reflection due 6/6/2021 – 50 points
June 7 Week 2 Day 4	Childhoods Across time, space and place	ZOOM Meeting 10:00 – 11:50 a.m. Discuss Artifacts of Childhood See Canvas for videos, presentations, links, etc. (if assigned)
June 8	Childhoods Across Space and Schooling	Orellana (2009)

Week 2 Day 5		See Canvas for videos, presentations, links, etc. (if assigned) Look at Part 1 of Weekly Discussion
June 9 Week 2 Day 6	Social Change and Policies, Shaping Children and Childhoods	See Canvas for videos, presentations, links, etc. (if assigned)
June 10 Week 2 Day 7	Cumulation of Social Changes, Families, Social Policies, and Childhoods	ZOOM Meeting – 10:00 – 11:50 a.m. See Canvas for videos, presentations, links, etc. (if assigned) Weekly response/reflection due 6/13/2021 – 50 points
June 14 Week 3 Day 8	Thinking About Children's Agency	ZOOM Meeting – 10:00 – 11:50 a.m. See Canvas for videos, presentations, links, etc. (if assigned)
June 15 Week 3 Day 9	Children's Identities	See Canvas for videos, presentations, links, etc. (if assigned)
June 16 Week 3 Day 10	Interpretive Reproduction and Play	See Canvas for videos, presentations, links, etc. (if assigned) Gabriel (2017)
June 17 Week 3 Day 11	Peer Culture & Participation, and Control	ZOOM Meeting – 10:00 – 11:50 a.m. Corsaro (2003) See Canvas for videos, presentations, links, etc. (if assigned) Weekly response/reflection due 6/20/2021
June 21 Week 4 Day 12	Children's Popular Culture	ZOOM Meeting – 10:00 – 11:50 a.m. Corsaro (2008) See Canvas for videos, presentations, links, etc. (if assigned) Childhood Across Generations & Analysis due June 21, 2021
June 22 Week 4 Day 13	Critical look at children's popular culture	Pugh (2009) See Canvas for videos, presentations, links, etc. (if assigned) Watch film – Mickey Mouse Monopoly via UNT Library

June 23 Week 4 Day 14	The material and symbolic worlds of childhoods	First 3 Artifacts of Childhood due June 23 See Canvas for videos, presentations, links, etc. (if assigned)
June 24 Week 4 Day 15	Children's relationships to land, earth and water	ZOOM Meeting 10:00 – 11:50 a.m. See Canvas for videos, presentations, links, etc. (if assigned) Rautio & Jokinen (2015) Watch film – Voices of Children via Canvas link & turn on CC Weekly response/reflection due 6/27/2021
June 28 Week 5 Day 16	Final's week ---	ZOOM Meeting 10:00-11:50 a.m. Last 3 artifacts for Archive of Childhoods due by Thursday, June 28, 2021
June 29 Week 5 Day 17		TBA
June 30 Week 5 Day 18		TBA
July 1 Week 5 Day 19		ZOOM Meeting 10:00-11:50 a.m. Analysis of Childhood Text due July 1
July 2 Week 5 Day 20		Last Day of Course

References Written Texts

Gabriel, N. (2017). The sociology of early childhood: Critical perspectives. Sage. Golden, J. (2018).

Babies Made Us Modern: How Infants Brought America into the Twentieth Century. Cambridge University Press. Holland, P. (2004).

Picturing childhood: The myth of the child in popular imagery. IB Tauris. O'Connor, S. (2017).

The secret power of play. Time Magazine. EDEC 3613.001 Spring 2021 Orellana, M. F. (2009).

Translating childhoods: Immigrant youth, language, and culture. Rutgers University Press. Pugh, A. J. (2009).

Longing and belonging: Parents, children, and consumer culture. University of California Press. Rautio, P., & Jokinen, P. (2016).

Children's relations to the more-than-human world beyond developmental views. Play and recreation, health and wellbeing, 35-49. Woodrow, C. (1999).

Revisiting images of the child in early childhood education: Reflections and considerations. Australasian Journal of Early Childhood, 24(4), 7-12.

COURSE POLICIES

Canvas: We will use Canvas as the platform for the course. **It is your responsibility to check Canvas for the readings and learning engagement assignments which will be uploaded there.** From time to time, I may make revisions to this syllabus, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Class Attendance: **Your attendance is your completion of the modules each day.** As a reminder, bi-weekly meetings on Monday and Thursday are highly encouraged and meant to be a source of support and connection. If you have questions but can't make the weekly meetings, you can still reach out to me and we will set up another time.

Assignments: All written assignments should be completed on time. **I will accept all assignments up to 24 hours after the due date with no questions asked or explanations needed. I encourage you to use this grace period as needed, but at the same time to not plan around the grace period.** If you are unable to turn in your assignment beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. All written assignments must be completed in APA style (<http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>). You must submit assignments via Canvas.

Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Additionally, I have put careful thought into spreading out the assignments so that the work is meaningful and for the most part assignments don't overlap.

Please be proactive in looking ahead at assignments so that you can ask any clarifying questions well before it is due. I will be going over assignments in class. On the schedule I have indicated when assignments are due. You can also use the calendar tool in Canvas. If an assignment due date is changed due to course needs and/or student learning needs, please know that the due date will only be postponed but never preponed.

Extra credit: I do not give extra credit assignments so it is important for you to do your best on the work that is already assigned in the course.

Incompletes: All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

Technology in the Classroom: We only meet synchronously via Zoom once during the week, so please use this time to engage with your peers and me. I know that having your computer or tablet open can be challenging as it can be distracting when there is so much at your fingertips—but please try to refrain from distracting yourself and your peers.

Integrity

Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, will result in a grade of a 0 (zero) for the assignment.** Please also see the department policies in the following section for more on this.

Integrity beyond question is expected of every student. Every source used to inform written work, whether expressed in quotation marks or simply integrated into the substance of the paper, accessed in print or Internet publication, must be appropriately cited. Documented plagiarism will be reported to the appropriate College official. All work submitted in this course must be the student's own and original, which means that it has not been submitted for any other course or publication.

Plagiarism violates academic integrity (*and it also affects my personal relationship with you*). Any attempt to present someone else's work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. *Word-for-word plagiarism.* This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.
2. *Patchwork plagiarism.* This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.
3. *Unacknowledged paraphrase.* It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.
4. *Self-plagiarism.* Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

NOTEWORTHY

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. 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>

Title IX Services: 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, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

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 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

UNT AND DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION POLICY STATEMENTS

ACADEMIC INTEGRITY

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.

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

ACCEPTABLE STUDENT BEHAVIOR

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

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.

ATTENDANCE

See instructor's attendance policy.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service 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.

EMAIL – EAGLE CONNECT

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

For this course, should you need to contact me, please send me an email via Canvas. This allows me to better keep track of your questions, comments, and messages. It also allows me to keep track of which class my students are emailing me from- thank you in advance!

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 Canvas for contingency plans for covering course.

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).

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.

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 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.

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.

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.

SUCCEED AT UNT

The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website:

<https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

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