

***Reading and the Language Arts in Grades EC–6 and 4–8***

**EDRE 4860.502 Spring 2021**

**Classroom:** Remote

**Instructor:** Elizabeth Moore, M.Ed.

**Email:** elizabeth.moore@unt.edu

**Phone:** 469-258-1910

**Time:** Thursday 8:00 am- 10:50 am

**Office Hours:** Tuesday 10:30 am–2 pm; or

by Zoom appointment

**Required Texts**

Calkins, L. (2020). *Teaching writing.* Portsmouth, NH: Heinemann.

**Required Readings**

Other readings related to Writing Instruction and the Science of Teaching Reading and the TExES

Writer’s Notebook – you can use a composition book, online format, or another way to have a place to keep your writing, strategies, class notes, etc. together. We will use this at all class sessions.

A printed copy of the Texas Essential Knowledge and Skills (TEKS) for ELA and Reading (available at [www.tea.state.tx.us](http://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 you can easily access.

**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. 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 in an integrated environment that motivates engagement in learning. Throughout your engagement with the material, you will build and develop content knowledge related to the Science of Teaching Reading TExES exam. You will attend three seminars designed to help you prepare for this exam. Writing is the focus of this course, but it is always connected to the other language arts.

**COURSE EXPECTATIONS**

**EAGLE CONNECT**

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is 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:** **COME TO CLASS!** It is impossible to recreate class experiences outside of class. Although the course is remote this semester, you need to attend class.

If you are tardy or absent, 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.**

* If you do need to miss a class, please send me an email (elizabeth.moore@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 2-3 result in a 5-point reduction in your final grade for each absence. Absence 4 results in course failure.

**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 will have the opportunity to experience them both individually and as a group.

**Completion of Assignments:** **All assignments**, including assigned readings, are due as 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 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 at elizabeth.moore@unt.edu or visit me during my office hours (we can set up Zoom meetings).

**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.

[Code of Conduct](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_.19_0.pdf)

**Dropping a Class**: Remember that if you need to drop the class, you must go to **my.unt.edu**. The instructions are there. Follow them exactly so that the course gets dropped. This is your responsibility. Even though you can do this on the computer, it is imperative that you talk to the instructor. There may be another solution so please contact me.

**Course Themes**

There are five major themes that form the basis for this course. You will see these themes interwoven across the various activities you will engage with in the course.

* A first theme in this course is the view that **the best path to becoming a powerful teacher is to work to develop and reflect on our own personal identities as readers and writers**.  You will write. We will write together and with the children we mentor.
* **A Language Arts curriculum must embrace a social practice/social activist perspective on language that is considerate of the cultural, psychological, and political conditions we live in today.  Understanding the potential forces of power, privilege, access, and oppression mediated through discourse is essential in enacting your role as a teacher.** You will grow in your power to become conscious, deconstructive and reconstructive in your teacher life.

* **Literacy must be viewed broadly as inclusive of multiple sign systems and representations.** Texts take on many different forms and purposes that continue to expand – in particular in digital mediums.   Attention to reading and writing must be considerate of this diversity of texts and associated purposes.  There will be a major focus on the ways in which technology is changing our notions of what it means to be literate and how our curriculum must respond.

* A fourth theme centers on inquiry as **an organizing framework for a curriculum that promotes the integration of language arts teaching with learning across the content areas** (especially science and social studies).

* Race, culture and language matter in teaching. **We will work to create a curriculum with our children that honors diversity, is anti-racist, promotes access, and draws on humanizing pedagogies.**

**Learning Objectives**

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

Throughout the PALs mentoring experience (explained later in the syllabus) you will develop and strengthen your ability in the learning objectives. Part of PALs purpose is to provide you with a hands-on experience with implementing learning strategies with students and will be valuable to your development as a teacher.

* + - 1. Use vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second-language learning.
      2. Apply understandings of children’s development of oral, written, and visual language through the design of learning activities and assessments and through making appropriate adaptations for students with learning and linguistic differences.
      3. 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.
      4. Design activities and minilessons 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.
      5. Articulate assessment strategies that are related to the TEKS and other learning goals that are as authentic as possible and are diagnostic.
      6. 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.
      7. Engage in critical inquiry with students into texts and apply this knowledge to the design and assessment of curriculum.
      8. Know the writing process and how to apply writing 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.
      9. Experience ongoing 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 conferring, and apply understandings of these processes in planning for EC-6 and 4-8 teaching.
      10. Know the standards/domains associated with the Science of Teaching Reading Exam and demonstrate familiarity with its concepts.

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

***NOT REQUIRED READING*!**

Atwell, N. (1987). *In the middle: Writing, reading and learning with adolescents.* Portsmouth, NH: Heinemann.

# Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2019) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.* Upper Saddle River, NJ: Pearson.

Beers, K., & Probst, R. (2017) *Disrupting Thinking*. *Why How We Read Matters.* New York: Scholastic Teaching Resources.

Buckner, A. (2005). *Notebook Know How.* Stenhouse Publishers.

# Cherry-Paul, S. (2019). Breathing New Life into Book Clubs: A Practical Guide for Teachers. Portsmouth, NH: Heinemann.

Cruz, M. C. (2018). *Writers Read Better: Nonfiction: 50+ Paired Lessons That Turn Writing Craft Work Into Powerful Genre**Reading.* Thousand Oaks, CA: Corwin.

# Cruz, M.C. (2019). *Writers Read Better: Narrative: 50+ Paired Lessons That Turn Writing Craft Work*

# *Into Powerful Genre Reading.* Thousand Oaks, CA: Corwin.

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. (2017). *Joy Write.* 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.

Gentry, R., McNeel, J., & Wallace-Nesler, V. (2016) *Strategies for implementing writer’s workshop.* Huntington Beach, CA: Shell Education

Glass, Kathy Tuchman (2017). *The Fundamentals of (re)Designing Writing Units.* Bloomington, IN: Solution Tree Press.

Harvey, S., Holbrook, S., & Salinger, M. (2018). *From Striving to Thriving Writers.* New York: Scholastic Professional.

Jewell, T. (2020). *This Book Is Anti-Racist*. London, UK: Frances Lincoln Children’s Book.

Kissel, B. (2017). *When Writers Drive the Workshop: Honoring Young Voices and Bold Choices.* Portland, ME: Stenhouse Publishers.

Peterson, R., & Eads, M. (1990). *Grand conversations: Literature groups in action*. New York: Scholastic.

# Robb, L. (2016). *Read, Talk, Write: 35 Lessons That Teach Students to Analyze Fiction and Nonfiction.* ThousandOaks,

# CA: Corwin.

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.

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.aaronshep.com>/ (Multicultural reader’s theater scripts)

http://www.ala.org/tools/ (American Library Association site).

[http://www.readwritethink.or](http://www.readwritethink.org)g (Multigenre and more)

<http://www.tooter4kids.com/classroom/FairyTaleUnit.htm> (fractured fairy tales)

<http://www.writingfix.com> (Writing Traits)

## Course Assignments

## Grading Scale: 1300–1180 = A; 1179–1060 = B; 1059–940= C; 939–800 = D; Below 800 = F

*All work typed and double spaced unless otherwise indicated.*

**WHO ARE MY INFLUENCES IN READING/WRITING CLASSROOMS?**

**1. Writing Development Life Line and Narrative (Life Line 50 points; Narrative 30 points)**

It is important for teachers to understand their own writing development and attitude in order to effectively teach others about writing.

The life line (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.
* Speak with parents and see if they have any knowledge of you as an early writer.
* experiences from childhood all the way to the present. You might even think about how writing impacts your daily life today.
* personal experiences with writing impact your attitude about teaching writing; and
* **books/texts** that you have read that influenced your writing experiences?

Be prepared to share your writing life map. You will post it on the padlet.

After you create your Writing Development Life Line, you **will write a narrative** explaining the ideas conveyed on the visual. Your Narrative will be turned in on Canvas.

**Due Jan 28th**

**2. Reader Response Textbook Readings Discussions (80 points: 4 @ 20 points each.**

**One individual assignment for each of the following chapters — 1, 3, 8, & 9. Reading the textbooks is critical to the development of your knowledge of writing instruction**.

**Lucy’s Writing History — Read Calkins Chapter 1 –** Notes on the chapter will be done using **Sketchnotes –** read this guide ([Link (Links to an external site.)](http://yourvisualjournal.com/how-to-sketchnote/#:~:text=%20How%20to%20Sketchnote%20%28)) to learn the basics.

Watch this for some more examples of what it looks like:  
[Mike Rohde (Links to an external site.)](https://www.youtube.com/watch?v=39Xq4tSQ31A)

Turn in your Sketchnotes to Canvas.

**Due Jan 21st**

**What Does the Writing Process Look Like? — Read Calkins Chapter 3** – Writing Process Visual

**Chapter 3 in Calkins** provides a discussion of the Writing Process. Many classrooms post a visual of the writing process to remind students of the various processes that writer’s experience as they do their work. Create a visual of the writing process that you might use in your classroom. Please do not merely take a picture of someone else’s. **Create your own.** You might think of an analogy. Use pictures and words. Think about your English learners. What might help them with the writing process?

**Due Feb 4th**

**How Do I Confer with Writers? — Read Calkins Chapter 8** Create a Collage/Infographic/one-page Newsletter that will help other teachers be prepared for conferring with students. Turn in to Canvas. **Due Feb 25th**

**How Do I Teach Writing through Whole Group and Small Group Instruction? —Read Calkins Chapter 9** - Write a reflection explaining the difference between Whole Group and Small Group Instruction. Be sure to address the many ways a teacher might use to determine the appropriate time to use each one. Identify one whole group activity that you might do and explain why. Identify one small group activity that you might use and explain why. Turn your work into Canvas.

**Due Mar 4th**

**3. Data Collection for Literacy Instruction Observation, Teacher Interview & Reflection— (100 points) Due April 1st**

Observe/Take Notes during a Literacy Lesson (there are videos if you do not have access to a classroom), Interview your Mentor teacher regarding their writing/reading instruction (protocol provided), and type a reflection of what you are learning about literacy instruction, about the ways they you are seeing it happen in classrooms, and about how you are thinking you will introduce it into your classroom.

**Interview Questions** – The following questions are suggestions for how to shape your interviews:

* How do you teach writing to your students?
* How did you learn to teach writing?
* What are the sources of influence on your practice?
* What are you trying out new in writing instruction this year?
* What are some things you would like to try out in your writing instruction that you feel there are obstacles/barriers to?
* How do you connect reading and writing?
* What writing/reading do you do outside of school?

**4. Classroom Map for Literacy Instruction— (100 Points)**

**Due Apr 15th | Presentation on Apr 22nd**

Imagine how you want to structure your classroom to support literacy instruction. Create an **anchor chart** that states five principles that will guide your literacy teaching and work inside of your future classroom. Remember, this will be what your students see and the message you are telling them about literacy. **Draw a map** of the room and explain how you have organized your room to facilitate writing workshops and literacy instruction. Think about how reading and writing come together and **represent your understanding of reading and writing** **instruction** (multimodal—could be a poem, drama, audio recording, etc. Your choice!) You have the option of joining with some of your classmates to construct a joint vision, but may work on this as an individual if preferred. **More details will be provided.**

**HOW AM I DEVELOPING AS A WRITER/READER?**

**5.** **Personal Writing/Writing Workshop Publications for** (**140 points) (complete two pieces of personal writing to share with the class.**

**1. Poem (55 points) Due Mar 11th 2. “Book” (85 points) Due Apr 15th**

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. One of your pieces will be a poem that will help build the classroom community. The other is a narrative, informational, or opinion/argument piece that you will complete and publish as a book. Ideas for topics and models to consider will be demonstrated in class through minilessons. From the minilessons, you will generate several drafts, including prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer, and to share with the class.

6. Book Analysis – 100 points Present April 15th

You will participate in an analysis related to the books you are using in your PALs mentoring. Critical analysis of books is important to selecting and using books that will resonate with your students. For this assignment you should pick a book that relates to social justice or critical issues. Think about the message of the book based on your interpretation and your mentee’s reaction to the book. This will complement the work that you are already doing with your mentee and invites a deeper reflection.

More information will be provided for this assignment later.

Books from this assignment might connect with your Social Studies assignment for EC–6.

Books from this assignment might be helpful as part of your text set in EDRE 4870 for the 4–8 students.

**WHO AM I AS A TEACHER OF WRITING/READING?**

**7. Teach a minilesson – 100 points (50 for Lesson and 50 for Reflection) Lesson Due Apr 8th; Reflection Due Apr 22nd**

Follow the guide that Lucy Calkins (additional resources provided) lays out for how to conduct a minilesson. You will want to work with your mentor teacher to develop a minilesson that complements the current unit.

**PALs Mentoring Assignment**

**Ongoing throughout the semester**

**(600 points across assignments)**

The goal of the PALs Mentoring experience is to prepare you for literacy teaching drawing on “hands-on” work with children. Your mentoring experience will deepen your understanding of the concepts that surround literacy development, assessment, and teaching. Your mentoring experience will expand your repertoire of literacy teaching strategies to support literacy growth.

In this time of COVID-19 there will be flexibility in the ways in which you enact PALs Mentoring. There will be options. You can expect that circumstances will be different even for the students in the same section of the course. Here we describe the basic elements of the plan and then some of the options available. There may be additional options created based on your unique situations.

Regardless, this mentoring assignment will constitute a major part of your workload for this course and this effort will be reflected in the weighting for course credit and grades. You can expect that this experience will be a major source of your learning to teach as you puzzle through challenges and opportunities with your course instructor, your classmates, and the students you work with in mentoring. What you learn through your mentoring will not only inform your successes in the PDS experience, but it will also inform you in your teaching lives moving forward. The content of this experience will be a significant part of your preparation for the required Science of Reading certification exam.

**Overview**

You will engage in a one-to-one literacy mentoring experience with a child following the PALs framework. We use the term mentoring (rather than “tutoring”) to emphasize the importance of relationships in teaching. The PALs mentoring framework has been the focus for numerous research studies and has been shown effective in promoting teaching expertise. While the program has been in use for over 20 years, it has continued to grow through research—a plan we hope to continue this semester in working with you. You will mentor twice per week in 45-minute sessions for the entire semester.

**Your “Pal”**

There are several options for you in determining the child you will work with in mentoring. Ideally, you will work with a child from your PDS1 placement classroom. The child will be selected by the teacher as someone who will benefit from additional literacy support.

Another option will be for you to locate a child (e.g, a relative, a neighbor) who you can mentor. The only requirement here is that the child be a grade 1 through 5 student. If you are placed in a different grade-level please contact me.

**Time and Place**

There is flexibility for the time and place of your mentoring. If you are working with a child from your classroom, you should arrange for a time that works for the teacher and the student. Depending on the school situation you might mentor in the library, your classroom, or in the hallway (least favorite). If you are working in the out of school option, then you should arrange something that works in after-school hours. The bottom line is two times per week for 45 minutes to exceed expectations and one time per week to meet expectations according to the rubric.

**Academic Coursework and Mentoring**

The PALs mentoring is a significant part of your 4860 course requirements. Each of your academic class sessions will involve work with the PALs Mentoring Components and as time to debrief and reflect with your classmates and course instructor around your mentoring experiences. The work with PALs will be integrated into your CANVAS work.

**PALs Mentoring Framework and Components**

PALs mentoring is enacted in a set of activity structures that we refer to as ‘components’. Each of these components centers on a different purpose, different text, and different instructional strategy. Each of these components mirrors a literacy instructional practice in classroom teaching. Just to illustrate, a read aloud is one component of the mentoring. Read alouds are a common practice in the classroom and through PALs you will engage with the instruction that surrounds read alouds. Read alouds happen every session in PALs mentoring. There are at least eight other components you will explore in mentoring. Some of these you will spend more time with than others. Some you will use regularly and others you will use on an as-needed basis. In a typical 45-minute session you will enact four or six of these components.

**Video Support (100 Points)**

There are videos to support your work with PALs Mentoring. These videos offer an introduction/overview of the Mentoring Plan and each of the mentoring components. The work through these videos will be scheduled on canvas as discussions. You will be assigned to view and post in response to each component. We will pace the videos across the semester although the work in the first half will be heavier than the second half. Viewing and posting on these videos in a timely manner will be crucial to the class discussions that will center on the components.

**Materials**

You will need to purchase a tri-fold board for your mentoring. You will need a supply of pencils, colors, blank paper, scissors, glue and construction paper. If you are mentoring in a school setting then these materials should be available for your use—not the tri-fold board, this you will need to purchase on your own.

You will sometimes be doing work on the internet with your PAL. If you do not have a laptop or tablet, there is the possibility of checking one out from the university.

You will need books to read in mentoring—particularly for read alouds and guided reading. We have “Kits” for you to check out, or you can rely on books used from your school or local library. This is a choice for you. The Kits are organized around themes and while the quality is very good, the supply is limited.

**Teaching Plans (200 Points)**

You will create a separate teaching plan for each PALs mentoring session. The teaching plans are described in detail in the overview video for PALs. You will upload the teaching plan to a shared Google Drive where everyone in the class will be able to see what others are doing. The plan has two sections. The first section focuses on what you plan to do. This part is completed and posted before your session. The second section includes a reflection that is completed after the mentoring session.

**Uploaded Videos (100 Points)**

Under non-COVID conditions, we would be observing you (and you would be observing each other) in mentoring. This will not be possible this semester. Therefore, we are asking that you video record four sessions that you feel represent your growth this semester. You will not record the entire sessions but just the “component” you wish to focus on (e.g., the read aloud). The four sessions you upload will be of different components. More videos more bonus points!

**Report (200 points)**

You will turn in a report on your mentoring as a final “product”. This is a five- to ten-page report that focuses on the student’s growth in literacy and your growth in literacy teaching.

**Monitoring and Evaluation**

Here are the elements we will consider in evaluating your work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not-Expected | Meets Expectations | Exceeds Expectations | Points |
| Video viewing and Responses | Not completed;  Not on time;  Not elaborated in postings. | Postings to all videos on time.  Comments, Questions, | Postings to all videos on time.  Comments, Questions, Connections made to coursework. | 100 |
| Teaching Plans and Reflections | Not completed;  Not on time;  Not elaborated. | Postings of teaching plans on time (before for plans and after for reflections).  Comments, Questions, | Postings of teaching plans on time (before for plans and after for reflections).  Comments, Questions, Connections made to coursework,  IMAGINATION! | 200 |
| Videos | Not completed;  Not on time;  Not representing the critical elements of the component in focus. | All four completed;  on time;  Representing the critical elements of the component in focus. | All four completed (additional ones included);  on time;  Representing the critical elements of the component in focus. IMAGINATION! High Quality of Recording. | 100 |
| Report | Not completed;  Not on time;  Not documenting the work and progress of the student or the Mentor. | Completed;  On time;  Some documentation of the work (artifacts) and progress of the student AND the Mentor. | Completed;  On time;  Rich documentation of the work (artifacts) and progress of the student AND the Mentor. | 200 |

**Bonus/Extra Credit**

**30 pts.** We are continuing to build a collection of videos for future students. You can earn extra credit by giving permission to use your videos on the PALs mentoring website. We will need a release signed by you and your students’ parents/guardian. We will assist in gathering this permission.

**30 pts.** We are continuing to conduct research into the PALs mentoring experience and the contribution to your learning to teach. If you would be willing to participate in a 20-minute (zoom) interview at the end of the semester, we will recognize this extra time with extra credit.

**Tentative Schedule for PALs**

|  |  |  |
| --- | --- | --- |
| Class Session | Video(s) Assigned | Posting Completed |
| 1 | Orientation  Language Experience | Before class session 2 |
| 2 | Read Aloud  Poetry Warmup  Jokes | Before class session 3 |
| Mentoring Begins | | |
| 3 | Small i inquiry | Before class 4 |
| 4 | Guided Reading | Before class 5 |
| 5 | No new video |  |
| 6 | Sentence Work | Before class 7 |
| 7 | Word Work | Before class 8 |
| 8 | Assessment | Before class 9 |
| 9 | No new video |  |
| 10 | Big I inquiry | Before class 11 |
| *11* | Drama | Before class 12 |
| 12 | No new video |  |

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

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

**Mission**

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

**Vision**

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

**UNT’s Standard Syllabus Statements**

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

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

**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.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

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

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