EDRE 4870

**EDRE 4870 Cross-Curricular (Content Area) Literacy Materials and Resources
(Fall 2020 Online/Remote)**

Course Basics:

Instructor: Dr. Jeannette L. Ginther
Class Location: Online/Remote
Class Day/Time: T/Th 2:00-3:20pm
Office Hours: Zoom via Appointment
Contact: jeannette.ginther@unt.edu
Course Designer: Dr. Lauren Eutsler

> "Once you learn to read, you will be forever free."
> –Frederick Douglass

Course Description (UNT Catalog)

Prepares pre-service teachers within both EC–6 and 4–8 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas. Prerequisite(s): Admission to the teacher education program; EDRE 4450 (for EC–6) or EDRE 4820 (for 4–8 English Language Arts) or EDCI 4060 (for 4–8 Social Studies, Science or Mathematics; 7-12 Secondary ELA and the prerequisite course may be taken concurrently).

Purpose and Rationale

During this semester we will explore materials and resources to use in all content areas – resources that invite our students to be part of our literacy community and support them as they use the language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living. While the emphasis is on resources, we know these resources must be accompanied by powerful instructional strategies to accomplish our goals of creating confident, critical thinkers and literacy users.

As we respond to and integrate literature, technology, and content reading strategies, a goal of this course is to become reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live. As a result, insight into your own learning processes will hopefully enhance your personal critical and creative thinking as well as help you become a teacher who incorporates response-based engagements to inform your instruction. Therefore, our focus is on ourselves as learners, readers, and teachers as we learn about resources and strategies to involve our students. You and your contributions are a vital part of the literacy community we create here!

Professionalism and Engagement

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

Attendance Policy

This is a performance-based active online/remote class, so attendance will be measured by *your participation in online Zoom discussions, and your completion and submission of assignments on their designated due dates.* Half of a letter grade will be deducted for all assignments submitted after the due date. If you are unable to participate in a scheduled, synchronous Zoom session, please notify the instructor in advance, and view the recorded Zoom as soon as possible following your absence. You may need to schedule a visit with the instructor during Zoom office hours should you miss a required Zoom.

Required Text

There is no required textbook for this course, however, required articles will be found in Canvas.

Course Objectives

This course is designed to empower each participant to gain knowledge and skills and to develop dispositions to make informed instructional decisions in the following areas:

1. Content Area/Disciplinary Literacy
   a. Understand the need for literacy instruction in academic content areas.
   b. Develop knowledge of literacy and study strategies within the context of content instruction.
   c. Explain the relationship between the expressive and reflective language arts processes (reading, writing, listening, speaking, viewing, visually representing) and demonstrate how they can be capitalized upon for instructional and learning purposes.
   d. Develop an understanding of the various factors impacting reading comprehension.
   e. Develop a repertoire of teaching and learning strategies for helping students learn content area vocabulary and technical terms.
   f. Apply informal assessment tools to determine the students' ability to learn from printed materials.
2. Integrating Materials and Resources for Literacy Instruction
   a. Use texts of all kinds to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely, independently, for information, and for pleasure.
   b. Design, select, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and the needs of individual learners; develop the ability to modify curriculum materials to meet the needs of diverse learners.
   c. Identify and describe major pedagogical approaches to teaching content area literacies to a diverse population of learners in today's classrooms.
   d. Exhibit your understanding of using a wide variety of print throughout the curriculum, including high-quality informational texts and diverse expository materials appropriate to the age and developmental level of learners.
   e. Analyze the structure and content of various texts used for instruction within content areas.
   f. Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
   g. Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.
3. Professionalism and Reflective Teaching
   a. Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.
   b. Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.

c. Determine which professional resources (websites, journals and publications) are a significant source of information concerning literacy resources and instruction

Pandemic/COVID-19 Considerations

We are currently in the midst of an unprecedented global pandemic with COVID-19 at this time, and as faculty, we recognize that this can place you or others you know in uncertain positions. Some of you may be caring for your children. Some of you might be caring for your siblings and/or elders. Your schedules and jobs may be unpredictable, and finances may be strained. Some of you may be doing okay right now, and if that is the case, your instructors want it to remain that way for you. All we ask is that you PLEASE STAY in communication with your instructor if things get tough, especially if they reach out to check on you via Canvas or email. They will do the best they can to support you (or direct you to the support you need), and they will ALWAYS be compassionate, caring, understanding, and patient.

Required Assignments

Module Checkpoints= 25% of your Final Grade
Performance Tasks = 70% of your Final Grade
Professionalism and Engagement = 5% of your Final Grade

*All assignments are due in Canvas by midnight on the designated due date.
*Please note that in order to receive a final grade of **A** in this course, ALL assignments must be completed and submitted before midnight on **December 7, 2020**.

Grading

90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

Required Assignments (Subject to Change As Needed)

Assignment Description	Percentage
Professionalism and Engagement Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, performance tasks, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.	5%
Module Checkpoints For Modules 1-5, you will be actively participating in Checkpoints which will take the form of a Canvas Discussion Board, Zoom Discussion with your PLC (Personal Learning Community) Group, OR a written reflection pertaining to the readings and course content/objectives that are experienced in each module. Please refer to the specific directions and rubric in Canvas when completing these assignments. Each is worth 5% of your final grade.	25%
Module 1 Performance Task: Multicultural and International Literature Exploration You will be explore the web to locate new media to support content area literacy that can help engage and motivate learners while inviting a variety of diverse perspectives to help make sense of literacy by discipline. You will locate and read multicultural texts by country, view award winning books, and reflect on the importance of these connective practices.	10%
Module 2 Performance Task: Annotated Text Set You will design a text set for your content area. Text sets are collections of resources from different genres, media, and levels of reading difficulty, designed to be supportive of the learning of readers with a range of experiences and interests. A text-set collection focuses on one concept or topic while using a variety of sources (e.g., books, charts, maps, pamphlets, poetry, songs, photographs, non-fiction books, almanacs, encyclopedias).	10%
Module 3 Performance Task: Text Set Analysis You will analyze your text set to reveal the broader goals for learning and to describe how each selected text will aid in student understanding of the content, topic, and conceptual focus.	10%
Content Area Literacy Lesson Plan (Canvas and Foliotek Assignment) Informed by a carefully selected text set and text analysis, you will create a 5-day lesson plan (attached to a broader unit of instruction) within your content area using the TE&A Common Lesson Plan template. Informed by research within your text set, you will implement discipline-specific literacy strategies.	30%
Module 5 Performance Task: Culmination Activity You will be composing a written analysis on your experiences in this course as they apply to your career, your life, and your future using the guidelines and prompts in Canvas.	10%

Fall 2020 Class Schedule with Assignments (Subject to Change as Needed)

Weeks/Topic	Assignments and Due Dates
Week 1 *Introduction/Welcome*	**Watch:** Introduction to the Course and Welcome Videos in Canvas **Complete:** Read through the syllabus and preview course schedule/assignments in Canvas prior to Monday, 8/31. **Due:** Student Information Questionnaire in Survey Monkey by midnight on Monday, 8/31. Introduction Activity in Canvas by midnight on Monday 8/31.
Weeks 2, 3, 4 *Module 1: Major Approaches to Content Literacy*	**Zoom:** Tuesday, September 1, 2:30-3:00pm (Link will be provided in Canvas) **Complete:** All readings, instructional activities, and videos for Module 1 by Monday, 9/7. **Due:** Module 1 Checkpoint in Canvas by midnight on Monday, 9/14. Module 1 Performance Task in Canvas by midnight on Monday, 9/21.
Weeks 5, 6, 7 *Module 2: Building Content Knowledge to Develop Instructional Language*	**Zoom:** Tuesday, September 22, 2:30-3:00pm (Link will be provided in Canvas) **Complete:** All readings, instructional activities, and videos for Module 2 by Monday, 9/28. **Due:** Module 2 Checkpoint in Canvas by midnight on Monday, 10/5. Module 2 Performance Task in Canvas by midnight on Monday, 10/12.
Weeks 8, 9, 10 *Module 3: Asking Questions, Organizing Thinking, and Note Taking*	**Zoom:** Tuesday, October 13, 2:30-3:00pm (Link will be provided in Canvas) **Complete:** All readings, instructional activities, and videos for Module 3 by Monday, 10/19. **Due:** Module 3 Checkpoint in Canvas by midnight on Monday, 10/26. Module 3 Performance Task in Canvas by midnight on Monday, 11/2.
Weeks 11, 12, 13 *Module 4: Writing to Learn*	**Zoom:** Tuesday, November 3, 2:30-3:00pm (Link will be provided in Canvas) **Complete:** All readings, instructional activities, and videos for Module 4 by Monday, 11/9. **Due:** Module 4 Checkpoint in Canvas by midnight on Monday, 11/16. Content Area Literacy Lesson Plan in Canvas by midnight on Monday, 11/23.
Weeks 14 & 15 *Module 5: Standards, Assessment, and High Stakes Testing*	**Zoom:** Tuesday, December 1, 2:30-3:00pm (Link will be provided in Canvas) **Complete:** All readings, instructional activities, and videos for Module 5 by Monday, 11/30. **Due:** Module 5 Checkpoint in Canvas by midnight on Monday, 12/1. Module 5 Performance Task in Canvas by midnight on Monday, 12/7.
Week 16 **Finals**	**There are no final exams for this course. Please be sure to turn in all assignments on or before Monday, December 7th. To receive an A in this course, all assignments must be completed and submitted.**

*All assignments are subject to change and half a letter grade will be deducted for ALL late work

Science of Teaching Reading Standards Covered in this Course

Domain I: Reading Pedagogy
Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.
C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
G. Recognize the importance of planning and managing reading instruction in ways that not only promote young children's learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.
R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.
S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Domain II: Reading Developmental Foundations
Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.
D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.
G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).
Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.
C. Demonstrate knowledge of the role of vocabulary in supporting students' reading comprehension and ability to engage in self-sustained reading, including the interrelationships between vocabulary knowledge, reading achievement, and overall academic achievement.

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

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

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

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

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

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

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

Domain III: Reading Level Comprehension

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department and University Policy Statements

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.

Food/Housing Insecurity. The UNT Food Pantry is currently closed, but this website will direct you to alternate locations that are providing food at this time: https://deanofstudents.unt.edu/resources/food-pantry. A student with difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students, Suite 409 at the University Union.

University Mental Health Services. The Student Health and Wellness Center Clinic is open. You can contact the center at 940-565-2333 or askSHWC@unt.edu. For mental health resources, please refer to the following website: https://speakout.unt.edu/content/mental-health-resources.

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 laboratory courses 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.

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.

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).

Submitting Work. All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

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

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, and format. 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.

Observation 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.

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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Attendance. See the instructor's attendance policy.

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.

Collection of Student Work. In order 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.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice 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 940-369-8601or 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.texes.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).

Six Student Success Messages. 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.

COVID-19 Impact on Attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.
If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.