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

UNT

UNIVERSITY OF NORTH TEXAS®
COLLEGE OF EDUCATION

SPRING 2017 – Section .002 (12714)
MWF 12:00-12:50 – MH 112
Jeannette L. Ginther, M. Ed.
OFFICE HOURS: MWF 10:00 – 12:00 or by appointment; MH 204F
jeannette.ginther@unt.edu

REQUIRED TEXTS AND ONLINE COURSE ACCESS
DeVries, B. (2015). Literacy: Assessment and intervention for classroom teachers (4th ed.).
      Scottsdale, AZ: Holcomb Hathaway. (e-book available here)
        ➢ Online Resources
Fountas, I. C., & Pinnell, G. S. (2006). Teaching for comprehending and fluency: Thinking,
      talking, and writing about reading, K-8. Portsmouth, NH: Heinemann.
          ➢ Online Resources
Chapter and Articles Available on Blackboard Learn under the specified module

CATALOG COURSE DESCRIPTION
Examines theoretical and practical aspects of emergent literacy. The course focuses on
developmentally appropriate practices that foster motivated, strategic readers and writers.
Emphasizes development of early language and pre-literacy skills, common school literacy
practices, parental/societal influences, and affective elements related to early reading. Includes
an additional course hour of field experience per week.
Prerequisites: Admission to the Teacher Education program and DFST 3123 (Child
Development).

PURPOSE AND RATIONALE
This course is the first of three courses that prepares teacher candidates to be effective literacy
professionals serving children from infancy through grade 6. There is a particular emphasis in
this course on the reading and writing development of children from infancy through grade 2.
The current research on emergent literacy will serve as a foundation for investigating theoretical
and practical applications of developmentally appropriate literacy instruction. The course
emphasizes methods appropriate for preschool and early grade reading and writing instruction, as
well as exploring a variety of resources that support the reading and writing skills of young
children.

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

> ➢ Demonstrate instructional strategies that develop vocabulary and word recognition skills—including alphabetic principle, phonological and phonemic awareness, and phonics—through scaffolded instruction for learners across the ability spectrum.
> ➢ Demonstrate knowledge of instruction to develop skills of automaticity (fluency), listening and reading comprehension for narrative text structures through the use of read-aloud, shared reading, and guided reading.

What processes and knowledge are involved in reading/writing? How do these develop over time?

> ➢ Develop an awareness of the stages of writing and spelling, demonstrate knowledge of effective writing instruction, and design appropriate developmental writing activities for students.

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

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

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

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

PROGRAM EXPECTATIONS FOR FUTURE TEACHERS

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

ALIGNMENT TO TEKS, CORE SUBJECTS, PPR, & InTASC
TEK domains for grades K-2: Print Awareness, Phonological Awareness, Phonics, Beginning Reading Strategies, Fluency, Vocabulary Development, Literacy Development, Comprehension of Literary Text: Fiction, Oral and Written Conventions, Comprehension Skills
Core Subjects domains and competencies: 1 A-G, K; 2; 3; 4; 5; 6 AC; 7; 8 A-C; 9 A-E, G, I; 10
PPR domains: I, II, III
InTASC Standards: 1, 4, 5, 6, 7, 8, 9

EDRE 4450 ESSENTIAL CONCEPTS
Major Reading Approaches
- Balanced literacy/Comprehensive literacy
- Part-to-whole instruction
- Whole-to-part-to-whole instruction
- Language experience approach

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

Instructional Components for Developing Vocabulary and Word Recognition Skills
- Alphabetic principle
- Phonological awareness
- Alliteration
- Rhyme
- Syllable
- Phonemic awareness
- Phonics
- Morpheme
- Grapheme

Affixes: prefix, suffix (discussed further in EDRE 4850)
- CVC, CV, CVCe, Vowel pairs
- Onset/ Rime
- Word recognition

Language systems: semantic, syntax, phonological, pragmatic
- Structural analysis (discussed further in EDRE 4850)
- Context clues (discussed further in EDRE 4850)

Other Instructional Components
- Concepts of print
- Automaticity (fluency)

Comprehension: literal, inferential, and evaluative
- Listening Comprehension
- Narrative text structure (expository text structure discussed in EDRE 4850)
- Beginning comprehension strategies
- Stages of spelling development
- Stages of writing development

COURSE REQUIRED ASSIGNMENTS	Percentage
(VIRTUAL) FIELD EXPERIENCE Traditionally, a field experience component of one hour/week was required. To meet field placement availability, this has been adapted to be completed on Blackboard. o Part 1: Locate an *innovative technology tool* that could help enhance literacy development. Create one (1) PPT slide with the name of the tool, description of the tool, its purpose, and a teaching application. You will also present your tool to the class (2 minute presentation). (5%) o Part 2: Watch 2 videos demonstrating exemplary literacy teaching (on Bb). Create a Double-Bubble Thinking Map to compare/contrast the teaching elements in each lesson. (5%) o Part 3: Complete the activities on Blackboard to help you accommodate for various learners (e.g., Dyslexia, ELLs, Cultural sensitivity, Autism) and write a double-entry journal for each. (5%)	15%
LESSON PLANS Prepare two lesson plans using UNT TE&A template following guidelines discussed in class. 1. Phonics or Phonemic Awareness Lesson (10%) 2. Vocabulary or Comprehension (10%) a. Teaching Demonstration (5%)	25%
READING RESPONSE AND CLASS DISCUSSIONS Complete a weekly reading response to course readings and use evidence from your readings to *knowledgeably participate* in class discussions and PLCs.	15%
QUIZZES 2 quizzes on Blackboard. (5% each)	10%
ANALYSIS OF WRITING SAMPLES Together with a small group, you will analyze several writing samples. Analysis will include identifying and naming the predominant spelling and writing stage, noticing and naming high-frequency words spelled correctly, and recommending word study activities appropriate for the spelling/writing stage. You must attend class on this day to earn credit.	5%
RUNNING RECORD AND MISCUE ANALYSIS With a partner, complete and analyze a running record according to the protocol developed by Marie Clay. You must attend class on this day to earn credit.	5%
PROFESSIONALISM AND ATTENDANCE	11%
FINAL Choose from 4 projects (month-long curriculum, *Literacy Daily* blog, selected books, literature review of literacy topic) to synthesize what you learned in this course. Write a 4-5 pg. paper highlighting aspects of this experience that shaped your view of teaching, using APA style. Prepare a 1-pg. handout for your 4-5 minute presentation.	14%

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

COURSE SCHEDULE

Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. Check Blackboard for specific assignment due dates/times. <mark>**Upload all assignments as a PDF. Points will be deducted for ALL late work.**</mark>

Topic Overview	Monday	Wednesday	Friday
Week 1 Course Overview Syllabus		**1/18** Introductions and Overview of Course	**1/20 NO CLASS** **Create:** PPT Slide with Technology Tool (see Virtual Field Experience: Part 1) **Due:** Before class on 1/27 **Present:** In class on 1/27, 2/3, or 2/10 *Professor Ginther will not be in class on this day.*
Week 2 Overview of Literacy Development Components of Reading PLCs (Professional Learning Communities)	**1/23** Active Learning/ PLC **Due:** DeVries Ch. 1,2 Reading Response	**1/25** Active Learning/PLC	**1/27** Technology Tool Presentations **Due:** Virtual Field Experience Part 1: Technology Tool
Week 3 Phonological Awareness Phonemic Awareness Phonics	**1/30** Active Learning/ PLC **Due:** DeVries Ch. 4,5 Reading Response	**2/1** Active Learning/ PLC	**2/3** Technology Tool Presentations
Week 4 Continued: Phonological Awareness Phonemic Awareness Phonics *Read-Aloud Activity*	**2/6** Active Learning/PLC **Due:** F&P Ch. 15 Read-Aloud Article in Bb Reading Responses (2)	**2/8** Active Learning/PLC	**2/10** Technology Tool Presentations
Week 5 Word Recognition Language Cueing Systems *Read-Aloud Activity*	**2/13** Active Learning/PLC **Due:** DeVries Ch.6 Literacy Process Article in Bb Reading Responses (2)	**2/15** Active Learning/ PLC	**2/17 NO CLASS** **Due:** Quiz #1 in Bb before midnight *Professor Ginther will not be in class on this day.*

Week 6 Vocabulary	2/20 Active Learning/PLC **Due:** DeVries Ch. 7 Reading Response	2/22 Active Learning/PLC	2/24 Active Learning **Due:** Lesson Plan #1 in Bb before midnight **Due:** Virtual Field Experience: Part 2 in Bb before midnight
Week 7 Fluency	2/27 Active Learning/PLC **Due:** DeVries Ch. 10 Reading Response	3/1 Active Learning/PLC	3/3 Active Learning/PLC
Week 8 Literacy Assessment Cycle	3/6 Active Learning/PLC **Due:** DeVries Ch.3 Reading Response	3/8 Active Learning/PLC	3/10 Running Record/Miscue Analysis Activity (Completed in class) Introduction to Final Exam Assignment
Spring Break	3/13	3/15	3/17
Week 9 Stages of Writing and Spelling Development	3/20 Active Learning/PLC **Due:** DeVries Ch. 11,12 Reading Response	3/22 PLC Analysis of Writing Samples (Completed in class)	3/24 NO CLASS **Due:** Quiz #2 in Bb before midnight *Professor Ginther will not be in class on this day.*
Week 10 Sustaining Processing Expanding Thinking Read-Aloud/Think-Aloud	3/27 Active Learning/PLC **Due:** F&P Ch.4, 5 Reading Response	3/29 Active Learning/PLC	3/31 Active Learning/PLC
Week 11 Comprehension of Narrative Text Comprehension of Informational Text	4/3 Active Learning/PLC **Due:** DeVries Ch. 8,9 Reading Response	4/5 Active Learning/PLC	4/7 Active Learning/PLC **Due:** Lesson Plan #2 in Bb before midnight
Week 12 Presentations	4/10 Lesson Plan #2 Presentations	4/12 Lesson Plan #2 Presentations	4/14 Lesson Plan #2 Presentations
Week 13 Differentiating Instruction Guided/Shared Reading	4/17 Active Learning/PLC **Due:** DeVries Ch. 13 Article in Bb Reading Responses (2)	4/19 Active Learning/PLC	4/21 Active Learning/PLC **Due:** Virtual Field Experience: Part 3 in Bb before midnight

| Week 14 Factors that Impact Literacy Development	4/24 Active Learning/PLC **Due:** DeVries Ch. 14 Reading Response	4/26 Active Learning/PLC	4/28 Active Learning/PLC
Week 15 Peer Review of Final Paper	5/1 Peer Review of Final Paper **Due:** Final Paper and Handout before class begins	5/3 Last Class Session Culmination Activity	**5/5 No Classes**
Week 16 Finals Week	**Wednesday, May 10** 10:30am-12:30 pm	**Final Exam Presentations TBD**	

Assignment Summary

Assignment	Due Date (by midnight unless stated otherwise)
Student Information Survey	1/20
Virtual Field Experience Part 1: Technology Tool	Before class on 1/27
Technology Tool Presentation	In class on 1/27, 2/3, or 2/10
Quiz #1 in Blackboard	2/17
Lesson Plan #1: Phonics or Phonemic Awareness	2/24
Virtual Field Experience Part 2: Videos and Double Bubble Thinking Map	2/24
Running Record/Miscue Analysis	In class on 3/10
Analysis of Writing Samples	In class on 3/22
Quiz #2 in Blackboard	3/24
Lesson Plan #2: Comprehension or Vocabulary	4/7
Lesson Plan Presentations	In class on 4/10, 4/12, or 4/14
Virtual Field Experience Part 3: Accommodating All Learners (Double-Entry Journal)	4/21
Final Exam Paper and Handout	5/1

Communication
The official manner of communication outside of class meetings and office hours will be by email to jeannette.ginther@unt.edu (NOT through Blackboard). When sending emails, please attend to the following:
1. Put EDRE 4450 in the subject line of the email
2. Clearly elaborate your question or concern
3. Include your full name at the close of your message

Please note: Before you send an email, please make sure you have used due diligence to answer your question yourself. Refer first to assignment instructions, assignment rubrics provided, Blackboard announcements, and your syllabus. Emails sent during evening/weekend hours may not be addressed until the next business day.
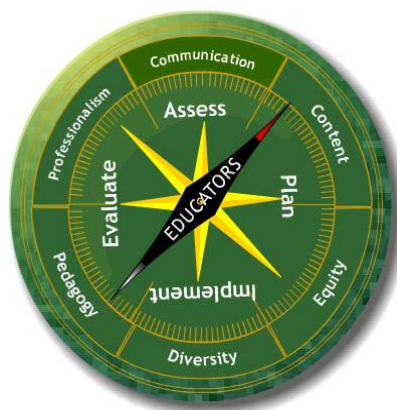
PROCEDURES AND POLICIES

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

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

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

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

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced

programs, to provide leadership for development of programs that promote engagement of learners.

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

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

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

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

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

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

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

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for

student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

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

ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu. You may also contact them by phone at (940) 565-4323.

ATTENDANCE
You are expected to be in class and attendance will be taken daily. Students are required to notify the instructor of any absence for any reason prior to the class meeting. In-class assignments cannot be made up – no exceptions.

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

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

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event

of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

GRADING AND GRADE REPORTING
Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

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

PROFESSIONAL ORGANIZATIONS
International Literacy Association
National Council of Teachers of English
ReadWriteThink
Literacy in Learning Exchange
Literacy Research Association

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard 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 HERE.

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

STUDENT EVALUATION OF INSTRUCTION
Student feedback is important and an essential part of participation in this course. The student

evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

STUDENT WORK SAMPLES
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.

SUBMITTING WORK
All assignments will be submitted via Blackboard Learn. **Assignments posted after the deadline will be considered late and points will be deducted from the final grade.**

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

TK20
Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go HERE for directions on how to purchase. Announcements regarding TK20 will also be posted on the TK20 website.

TECHNOLOGY
Students should turn off digital devices when they are in class unless the phones are being used for learning activities associated with the course.

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

TExES TEST PREPARATION
To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in

coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or 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).

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.