

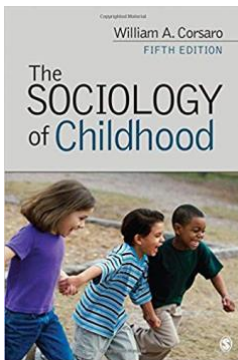
EDEC 3613.001, SPRING 2020
Introduction to Early Childhood Education
University of North Texas
Department of Teacher Education and Administration

Instructor: Ranita Cheruvu, Ed.D.
Course Meets: T/Th, 3:30-4:50 p.m., Matthews Hall 311
Office: Matthews Hall 206-I
Office Hours: Tuesdays, 2:15-3:15; Wednesdays, 1-3 p.m. or by appointment
Please use my booking site to schedule an appointment during office hours:
<https://ranitacheruvu.youcanbook.me>
E-mail: Ranita.Chervuvu@unt.edu (48 hour response, except on weekends)
Note on email: When you email, include EDEC 3613 in the subject line.
Office phone: 940-565-2030

OVERVIEW

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

REQUIRED TEXT



Corsaro, W. A. (2018). *The sociology of childhood* (5th ed.). Thousand Oaks, CA: Sage.

There is a copy in the library that can be accessed at the reserves desk. It is also possible to rent this text from several online vendors (both hard copies and e-text) such as Chegg, eCampus and Amazon.

Other readings and videos will be linked via Canvas. Access Canvas via your my.unt.edu account or <https://unt.instructure.com/>

OBJECTIVES

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

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

COURSE STRUCTURE

The course will be interactive and will include a mix of provocations (interactive lectures), small/large group discussions, and group led activities. Your attendance and active participation are important to the success of the class. All readings should be done before class, and you should come prepared to each class with notes, ideas, and questions to pose to your classmates. As an instructor, I understand that there are multiple ways of participating in class, and therefore, I have designed the course to honor the multiple modes we use to engage with course content. That is, while I would not force you to speak up in large group, I do expect that you engage in small group discussions and activities.

Important: The provocations are not intended to summarize the required readings; they are meant to complement the text. The expectation is that you read *before* you come to class.

COURSE ASSIGNMENTS

Further details will be provided about the assignments during the semester.

Participation and attendance: *The primary reason for not doing well in this course would be related to tardies and absences.* In addition to the points for this, other assignments are highly contingent on your being in class and accessing the material discussed *during class*. [50 points]

Exit tickets: Throughout the semester I will be asking you to complete exit tickets based on various topics. An exit ticket is my way of checking in with you about what you are learning and what questions you are thinking about. These exit tickets will be graded for completion and content. [50 points]

Theories of childhood quiz: This is comprised of questions related to the big ideas we discuss in the earlier sessions of class. Your responses should reflect your understandings of the course content from the text and from class lectures/discussions. [30 points]

In-class assignments: There will be 4 in-class assignments that we will be working on in class related to the topic that day. You must be in class to complete them, no exceptions other than unexpected emergencies. These will be collected in class and so it is important that you don't miss class that day. [80 points]

Childhoods across generations, Interview assignment: You will interview a person *at least* 15 years older than you to better understand their childhoods, including the local and global systems that have influenced their developing and being in the world. [30 points]

Archive of childhoods: Across the semester, you will contribute to an ongoing class archive of childhoods. Your archive will serve as a "museum" of artifacts and narratives that capture childhoods across space and time. These will be related to: 1) the interviewee's childhood; 2) your childhood ; 3) your family (traditions, memories and/or practices); 4) a pop culture phenomenon from your childhood; 5) a contemporary pop culture phenomenon of children today; and 6) a larger social issue that affects childhoods. [90 points- 15 points each]

Final Project: For the final project you have a choice of assignments- a podcast or visual informative media text related to an issue impacting childhoods, a film reflection about differentiated childhoods, or an interview and reflection with a child about contemporary childhoods. The final project can be done in small groups of up to 3 individuals or individually. [40 points]

Final course reflection: This 2-3 page single-spaced reflection will take into account your archive of childhoods, your final project, and the course content and material. In it, you will address how a sociology of childhood framework could be useful to teaching and classroom practice. In your reflection, you must make reference to key terms/concepts from the course and at least two of the following: your group's archive of childhood, the Corsaro text, and one another text (readings, videos we watched and/or other course material/content including course presentations). [30 points]

| Assignment | Points |
|------------------|--------|
| Exit tickets (5) | 50 |

| | |
|--|------------|
| Participation & attendance *also see attendance policy p. 9 | 50 |
| Short answer quiz | 30 |
| Interview assignment | 30 |
| In-class observation assignments (4) | 80 |
| Archive of childhoods posts (6) | 90 |
| Final Project | 40 |
| Final Reflection | 30 |
| TOTAL: | 400 |

COURSE EVALUATION

COURSE GRADING SCALE

| | |
|--------------------|------------|
| A = 358-400 points | (90%-100%) |
| B = 318-357 points | (80%-89%) |
| C = 277-356 points | (70%-79%) |
| D = 238-276 points | (60%-69%) |
| F = <237 points | (<59%) |

Course Calendar

**The instructor reserves the right to change the course calendar, readings, and assignments to meet the needs of the class.*

| Class | Date | Discussion Topic | Assignment (Readings are to be completed prior to class) | Assignment |
|--|----------------|--|--|---|
| PART I: CHILDHOOD AS A STRUCTURAL FORM- A FRAMEWORK FOR CONCEPTUALIZING CHILDHOOD | | | | |
| 1 | Tuesday, 1/14 | Introductions Course Orientation | | Exit Ticket 1: Getting to know you Due Friday, 1/17 by 8am |
| 2 | Thursday, 1/16 | Social Theories of Childhood: An Introduction- online class | Corsaro (2018), Ch. 1, pp. 1-18 | In class assignment 1 Due by Sunday, 1/19 by 8am |
| 3 | Tuesday, 1/21 | Social Theories of Childhood | Corsaro (2018), Ch. 1, pp. 18-27 | Theories of childhood quiz Due Friday, 1/31 by 8am |
| 4 | Thursday, 1/23 | The structure of childhood and children's interpretive reproductions | Corsaro (2003), <i>When I grow-up and you grow-up, we'll be the bosses (Canvas)</i> Recommended but not required: Corsaro (2018), Ch. 2, pp. 29-46 | |
| PART II: STUDYING CHILDREN AND CHILDHOODS ACROSS TIME AND SPACE | | | | |
| 5 | Tuesday, 1/28 | Studying children and childhoods Discourse and representation | Corsaro (2003), <i>Entering Kids Culture (Canvas)</i> Recommended but not required: Corsaro (2018), Ch. 3 | |
| 6 | Thursday, 1/30 | Historical views of childhood and children Discuss Childhoods across generations interview assignment | Corsaro (2018), Ch. 4, pp. 65-81 | Childhoods across generations interview assignment Due Friday, 2/21 by 8am |
| 7 | Tuesday, 2/4 | Historical views of childhood and children (con't) | Corsaro (2018), Ch. 4, pp. 81-89 | |

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|---|----------------|--|--|--|
| 8 | Thursday, 2/6 | Childhoods across time and space Introduce Artifacts of Childhoods | Rewatch <i>Voices of Children</i> (link in Canvas – turn on Closed Captioning) | Come to next class (Thursday, 2/11) with an artifact or a picture of an artifact from your childhood |
| 9 | Tuesday, 2/11 | The art and craft of listening to children (Introduction to ethnographic observations) | Paley (2007) (<i>Canvas</i>) | Exit Ticket 2: My childhood artifact Due Monday, 2/15 by 11:59pm |
| 10 | Thursday, 2/13 | The art and craft of listening to children (con't) | | In class assignment 2 |
| 11 | Tuesday, 2/18 | Social change, families, and children | Corsaro (2018), Ch. 5 (pp. 111-123) <i>Recommend reading whole chapter but if you are unable to before class, please read these pages</i> | |
| PART III: EXPLORING CHILDREN'S PEER CULTURES | | | | |
| 12 | Thursday, 2/20 | Children's peer cultures and interpretive reproduction | Corsaro (2018), Ch. 6 (pp. 127-145) <i>Recommend reading whole chapter but if you are unable to before class, please read these pages</i> | Choose one element of children's symbolic or material culture from list generated in class and do some internet research on it for next class- be prepared to share what you learned |
| 13 | Tuesday, 2/25 | Children's pop culture – what we think we know about children's interests (and what children <i>actually</i> know) | Watch <i>Mickey Mouse Monopoly</i> (link in Canvas) Select & view 4-5 texts online related to an aspect of contemporary childhood pop culture. Be prepared to share in class in small groups. | Submit first 3 artifacts for Archive of Childhoods Sunday, 3/8 by 11:59 pm In class assignment 3 |
| 14 | Thursday, 2/27 | Friendship & Childhoods | Corsaro (2003), <i>You wanna know what happened because you're my best friend</i> (<i>Canvas</i>) | |
| 15 | Tuesday, 3/3 | Sharing and participation in peer cultures | Corsaro (2003), <i>"We're Friends, right?"</i> (<i>Canvas</i>) | |

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|---|-------------------------------|--|---|---|
| 16 | Thursday, 3/5 | Sharing and control in peer cultures | Corsaro (2018), Ch. 7 | In class assignment 3 |
| - | Tuesday, 3/10 & Thursday 3/12 | SPRING BREAK | | |
| 17 | Tuesday, 3/17 | Children and schooling across cultures: What can we learn and ask? | See Canvas for video selections | Exit Ticket 3: Schools across cultures Due Friday, 3/20 by 11:59 pm |
| 18 | Thursday, 3/19 | Online class- Childhoods and schooling across cultures | Finish watching Preschools in Three Cultures Revisited (link in Canvas) | |
| 19 | Tuesday, 3/24 | Fantasy & pretend play as the work of children | Selected Readings from Paley (<i>see Canvas</i>) | In class assignment 4 |
| 20 | Thursday, 3/26 | Conflict and differentiation in the initial peer culture | Corsaro (2003), <i>"You can't come to birthday party"</i> (<i>Canvas</i>) | |
| PART IV: ISSUES IMPACTING CHILDHOODS | | | | |
| 21 | Tuesday, 3/31 | Children, social problems, and the family Introduce final project | Corsaro (2018), Ch. 10 (pp. 279-286) <i>Recommend reading whole chapter but if you are unable to before class, please read these pages</i> | Final project proposal due by Friday 4/10 by 11:59 pm (please submit one per group) |
| 22 | Thursday, 4/2 | Children, social problems, and society | Corsaro (2018), Ch. 11 (pp. 305-327) <i>Recommend reading whole chapter but if you are unable to before class, please read these pages</i> | |
| 23 | Tuesday, 4/7 | Issues: Childhoods and the future of our Earth | Reading/Video to be determined | Exit Ticket 4: Reflections Due Monday, 4/13 by 11:59pm |
| 24 | Thursday, 4/9 | Issues: Who gets to be a child? | Reading/Video to be determined | |
| 25 | Tuesday, 4/14 | Issues: Gender and Childhoods | Reading/Video to be determined | Exit Ticket 5: Reflections Due Monday, 4/20 by 11:59pm |

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|----|----------------|---|--|---|
| 26 | Thursday, 4/16 | Issues: Disability and Childhoods | Reading/Video to be determined | |
| 27 | Tuesday, 4/21 | Issues: Violence and Childhoods | Reading/Video to be determined | Completed Archive of Childhoods due Friday, 4/24 by 11:59 pm. |
| 28 | Thursday, 4/23 | Final project workshops | <p>This session will focus on getting feedback and worktime on your final projects. Please come to class prepared with materials related to your final project and questions for your peers and me.</p> <p>Reminder Final Project Due Friday, May 1st</p> | |
| 29 | Tuesday, 4/28 | Considering the future of childhoods and the implications for teachers | Corsaro (2018), Ch. 11 | |
| 30 | Thursday, 4/30 | <p><i>Sharing of final projects in small groups</i> <i>Please submit final project on Friday, May 1st by 11:59pm on Canvas- if working in a group, each member must submit the project.</i></p> | | |
| - | Finals week | No class: Final Reflection due by Tuesday, 5/5 by 11:59 pm | | |

COURSE POLICIES

Canvas: We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings, which will be uploaded there unless it is the primary text. From time to time, I may make revisions, based on the needs of the class or inclement weather days. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Class Attendance: Attendance is required, as is punctuality. You will get the most out of class if you complete readings before class and actively engage during class. Your contributions are important and valuable as learning is a social (Vygotsky, 1979) and dialogic (Freire, 1970) process. If, due to an emergency, you must miss a class session or arrive late, please email me as soon as possible before class. If you are not able to contact me beforehand, it is your responsibility to contact me as soon as possible. You should check with a classmate about any material that you missed, as well as review the uploaded powerpoints, as they cover material that complement readings.

Any absences and tardiness will affect your participation grade. You will be deducted points for tardies and absences. Missing more than 2 classes will lower your grade by 10 points and 3 classes by 15 points; missing 4 classes or more may result in failure to pass the class. *That being said, I know that life happens and unexpected issues may arise. Please reach out to me should something occur that is impacting your learning and success in this class. While my goal is for you to learn as much as possible and to challenge your thinking about children, schools and teaching, your well-being is also important. Please don't hesitate in letting me know about your situation so that we can figure out a way to best support you.*

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

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

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

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

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

Technology in the Classroom: You can bring your digital devices to class, but I trust that you will use it to take notes or conduct class-related inquiries. In this technological age, let’s use our computers for good and not for evil ☺ (by distracting ourselves or others, etc.). In other words, please use your devices in class for course purposes. Use your phones only if necessary. Let me know ahead of time if you have family responsibilities or personal situations that require the use of your phone during class.

Integrity

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

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

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

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

NOTEWORTHY

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students

who may need it. Please visit the website for more details, or feel free to come see me about this:

<https://deanofstudents.unt.edu/resources/food-pantry>

Title IX Services: Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs:

<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

University Mental Health Services: I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

Teacher Education & Administration ***Departmental Policy Statements***

ACADEMIC DISHONESTY

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

ACCEPTABLE STUDENT BEHAVIOR

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

ADA STATEMENT

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

ATTENDANCE

See instructor's attendance policy.

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.

E-PORTFOLIO

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>

ELECTRONIC DEVICES

Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

EMAIL – EAGLE CONNECT

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

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

EMERGENCY NOTIFICATION & PROCEDURES

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

ETHICAL BEHAVIOR AND CODE OF ETHICS

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

OBSERVANCE OF RELIGIOUS HOLIDAYS

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

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

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.

STUDENT WORK SAMPLES

To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUCCEED AT UNT

The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

TECHNOLOGY INTEGRATION POLICY

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

TEXES TEST PREPARATION

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

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

UNT CAREER CONNECT

All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

WRITING POLICY

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lrc.unt.edu/labs/unt-writing-lab-home>.