

**EDEC 3613**  
**Summer 2020 5W1**  
**Introduction to Early Childhood Education**  
**University of North Texas**  
**Department of Teacher Education and Administration**

**Instructor:** Ranita Cheruvu, Ed.D. [she/her/hers]  
**Course Meets:** Online and synchronously via Zoom on Wednesdays, 10-11:30  
**Office Hours:** I am available Monday-Friday by appointment and will have virtual office hours every Monday from 2-3:30 (see Zoom link on Canvas)  
**E-mail:** [Ranita.Chervu@unt.edu](mailto:Ranita.Chervu@unt.edu) (24-hour response, except on weekends)  
**Note on email:** When you email, include EDEC 3613 in the subject line.

**OVERVIEW**

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

**REQUIRED TEXT**

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

**OBJECTIVES**

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

1. Read and analyze, from a sociological perspective, children and childhoods;
2. Co-create an ongoing archive of childhoods that contributes to understanding childhoods as multiple, complex, and shifting as a result of individuals' situated lives within time/space;
3. Develop 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;

**COURSE STRUCTURE**

The course will be interactive both online and during our weekly Zoom meetings. Zoom meetings will be held on Wednesdays from 10-11:30am. The purpose of the meetings is to spend time collaboratively discussing and working through the concepts for that week, and to lay the foundation for the following week's topics. While these meetings are not mandatory, they are crucial to your learning and success in

this course. If you are not able to attend these meetings it is your responsibility to let me know ahead of time.

When we are not meeting via Zoom, you will be working independently through a series of learning engagements. These learning engagements take the place of traditional course meetings. Learning engagements include presentation of course ideas and “work” that is to be completed by you to help you further engage with the course ideas. Directions for each of these engagements are located in Canvas and may ask you to use alternate tools such as Pear Deck, Flip Grid and Padlet. The work associated with each learning engagement serves two purposes: 1) to give you the opportunity to engage more deeply with course ideas beyond lecture and readings; and 2) to help me better understand your learning and questions of concepts.

*Important: Readings support the work with learning engagements and these readings will not be summarized in learning engagements, although from time to time connections will be made directly to the readings.*

### **LIVING AND LEARNING IN THESE TIMES**

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

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

### **COURSE ASSIGNMENTS**

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

**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. [50 points]

Due Sunday, June 14<sup>th</sup> 11:59 pm

**Childhoods across generations interview and analysis:** You will interview a person *at least* 15 years older than you to better understand their childhoods, including the local and global systems that have influenced their developing and being in the world. [75 points]

Due Sunday, June 21<sup>st</sup> 11:59 pm

**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 annotations 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. [150 points- 25 points each]

First 3 annotations due Sunday, June 28<sup>th</sup> 11:59 pm; last 3 annotations and rewrites of first 3 annotations due July 2<sup>nd</sup> by 11:59 pm

**Final course reflection:** This 3-page double-spaced reflection will take into your assignments, learning engagements, readings and weekly meetings. In this reflection, you will summarize 3 big concepts that you have developed an understanding of, and for each explain how these will impact your work with children. In your reflection, you must make reference to key terms/concepts from the course and at least two course texts (readings/videos).

Due Friday, July 3<sup>rd</sup> by 11:59pm

**Learning engagements:** Learning engagements are the “work” that you submit while working your way through the material for each topic. Work includes reflections, discussions posts (written, audio or video using Canvas, Padlet, Pear Deck and/or Flip Grid), exit tickets. This work is designed to scaffold your learning and also help me informally assess your ongoing understandings and questions. Ideally you should be on each learning engagement during the week. On Wednesday meetings I will review key ideas from Monday and Tuesday and also introduce ideas/topics that are to come. I understand that completing this work each day this is not always possible. Therefore, the work for each learning engagement is due before the start of the next week. This is to ensure that you do not fall behind. Learning engagement work for June 1-4 should be submitted by Monday, June 8<sup>th</sup>; the learning engagement work for June 8-11<sup>th</sup> should be submitted by Monday, June 15<sup>th</sup>; and the learning engagement work for June 15-18<sup>th</sup> should be submitted by Monday, June 22<sup>nd</sup>; and the learning engagements for June 22-June 25<sup>th</sup> by Monday, June 29<sup>th</sup>. There is no work to be submitted for week 5, June 29<sup>th</sup>-July 2<sup>nd</sup>.

There are 12 learning engagements- one for each day we are not meeting via Zoom. Each of these engagements is 25 points for a total of 300 points.

#### COURSE EVALUATION

Assignment	Points
Learning Engagements (12)	300
Theories of Childhood quiz	50
Interview assignment	75
Archive of childhoods posts (6)	150
Final Reflection	50
<b>TOTAL:</b>	625

#### COURSE GRADING SCALE

A = 556-625points (90%-100%)  
B = 494-555 points(80%-89%)  
C = 431-493 points(70%-79%)  
D = 368-430 points (60%-69%)  
F = <368 points (<59%)

### COURSE CALENDAR

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

	Date	Topic	Format	Assignments (Please see Canvas for materials) Note: depending on your interests & overall progress this syllabus may change—use Canvas as your guide)
<b>WEEK 1</b>	June 1	Introductions & course overview	<b><i>Class meeting via Zoom</i></b>	<ol style="list-style-type: none"> <li>1. Getting to know you questionnaire</li> <li>2. Post your introduction video on Flip Grid (see link on Canvas)</li> <li>3. Define childhood &amp; create collage of 3-5 images that represent childhood as you currently understand it</li> </ol>
	June 2	Unpacking our ideas about children & childhoods	Independent work- see Canvas for readings, films & learning engagements	Watch Voices of Children  See Canvas for learning engagements around this topic.
	June 3	Introduction to the sociology of childhood and critical childhood studies	<b><i>Class meeting 10-11:30 via Zoom &amp; Pear Deck</i></b>	Readings: Thomas (2018) Sociology of Childhood
	June 4	Childhood as a structural form and other theories that shape our perceptions of children and childhood	Independent work- see Canvas for readings, films & learning engagements	Readings: Corsaro (2018) Social Theories of Childhood  See Canvas for learning engagements around this topic.

WEEK 2	June 8	Interpretive reproduction & introduction to peer culture	Independent work- see Canvas for readings, films & learning engagements	Readings: Corsaro (2018) The Structure of Childhood & Children's Interpretive Reproductions  See Canvas for learning engagements around this topic.
	June 9	Historical perspectives on children and childhoods/ Discourses shaping childhood	Independent work- see Canvas for readings, films & learning engagements	Readings: Valkanova (2018) Childhood Through the Ages  See Canvas for learning engagements around this topic.
	June 10	Art & craft of listening to children	<b><i>Class meeting 10-11:30 via Zoom &amp; Pear Deck</i></b>	Readings: Paley (2007)
	June 11	Listening to children's play	Independent work- see Canvas for readings, films & learning engagements	Readings Paley (2004)  See Canvas for learning engagements around this topic.  <b>Theories of Childhood Quiz due by Sunday, June 14th 11:59pm</b>
WEEK 3	June 15	Childhoods and families	Independent work- see Canvas for readings, films & learning engagements	See Canvas for learning engagements around this topic.
	June 16	Exploring children's media	Independent work- see Canvas for readings, films & learning engagements	Watch the Mickey Mouse Monopoly  See Canvas for learning engagements around this topic.

	June 17	Childhoods and popular culture	<b><i>Class meeting 10-11:30 via Zoom &amp; Pear Deck</i></b>	
	June 18	Peer cultures and technology	Independent work- see Canvas for readings, films & learning engagements	See Canvas for learning engagements around this topic.  <b>Childhood Across Generations Interview due by Sunday, June 21<sup>st</sup> 11:59 pm</b>
WEEK 4	June 22	Sharing & control in peer cultures	Independent work- see Canvas for readings, films & learning engagements	Readings: TBD  See Canvas for learning engagements around this topic.
	June 23	Sharing & participation in peer cultures	Independent work- see Canvas for readings, films & learning engagements	Readings: TBD  See Canvas for learning engagements around this topic.
	June 24	Putting it all together- peer cultures	<b><i>Class meeting 10-11:30 via Zoom &amp; Pear Deck</i></b>	
	June 25	Children's agency & schooling	Independent work- see Canvas for readings, films & learning engagements	Watch Preschool in Three Cultures Revisited  See Canvas for learning engagements around this topic.  <b>Archives of Childhood (first 3 annotations) due by Sunday, June 28<sup>th</sup> 11:59 pm</b>
WEEK 5	June 29-30	Exploring issues of childhood	Independent work- see Canvas for readings, films & learning engagements	See Canvas for learning engagements around this topic.
	July 1	Putting it all together	<b><i>Class meeting 10-11:30 via Zoom &amp; Pear Deck</i></b>	
	July 2	No class meeting- use this time to work on assignments & catch up☺		

		<b>Archives of Childhood (last 3 annotations and rewrites of first 3 annotations due by Thursday, July 2<sup>nd</sup> 11:59pm)</b>
	July 3	<b>Final reflection due by 11:59 pm</b>

## COURSE POLICIES

**Canvas:** We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings and learning engagements which will be uploaded there. 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 beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. All written assignments must be completed in APA style (<http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

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

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

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

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

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



### ***Integrity***

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

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

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

1. *Word-for-word plagiarism.* This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.

2. *Patchwork plagiarism.* This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.

3. *Unacknowledged paraphrase.* It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

4. *Self-plagiarism.* Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

### **NOTEWORTHY**

**Food/Housing Insecurity:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and

harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs:

<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto: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](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](http://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](http://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](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

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

### **UNT CAREER CONNECT**

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

### **WRITING POLICY**

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