COLLEGE OF EDUCATION
Department of Teacher Education & Administration

EDCI 4060: Content Area Literacy

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EDCI 4060 CATALOGUE DESCRIPTION

This course was designed to help middle and secondary teacher education candidates, as well as practicing teachers in all teaching fields, increase and enhance students' learning. While there is a primary emphasis on learning from printed materials, learning effectively from all forms of text (visual media, audio, and so on) will be included. The course will build an understanding of the importance and the process of recognizing and assessing the typically diverse population of classroom learners and using that information to scaffold learning and differentiate instruction. For each course topic, relevant theory and research will be provided. However, practical application of course material to your future or current classroom is emphasized. Areas studied will include content area literacy, disciplinary literacy, cognition, and metacognition, asset-based approaches to language and literacy learning, culturally sustaining pedagogies, critical perspectives, differentiating instruction, writing as a tool for thinking, classroom assessment, text analysis, and use of alternate resources to improve teaching and learning. Students will explore and understand existing knowledge and theory regarding literacy in its many forms and apply that information to practical classroom situations.

COURSE LEARNING OBJECTIVES

By the end of EDCI 4060, students will be able to:

1. Appreciate the value of an informed and reflective mindset about one's instructional decision-making.
2. Delineate the distinctions between Content Area Literacy, Disciplinary Literacy, and Critical Literacy.
3. Explain and apply to instructional decision-making an understanding of how reader, text, and context factors interact to affect the construction of meaning.
4. Incorporate disciplinary literacy strategies into instruction with the goal of folding learners into the practices of disciplinary communities.
5. Develop strategies to sustain learners' abilities, interests, cultures, and languages.
6. Utilize asset-based instructional resources and strategies in instructional decision-making.
7. Recognize and describe the impact of students' cognitive and metacognitive processing during
8. reading.
9. Identify and describe discipline-specific literacy practices employed by content experts (including yourself).
10. Identify discipline-specific professional literature, technology resources, and texts that support your instruction.
11. Incorporate discipline-specific language and text structures into instruction in ways that increase concept development and disciplinary habits of mind.
12. Purposefully choose and incorporate selected content literacy and disciplinary literacy strategies into instructional decision-making, drawing from varied modalities most aligned with specific
13. areas.

REQUIRED TEXTBOOKS/MATERIALS

All texts, reading materials, and videos are free and found in the Required Readings and Media section of each Module in Canvas. Some readings must be accessed via the UNT Electronic Library using your EUID and Password. You will not have to purchase texts or materials for this course.

ATTENDANCE EXPECTATION

This is a 3 credit 16-week required course that takes place completely online. There are NO required synchronous Zooms or Zoom lectures. There are 5 modules of instruction. Each module is multiple weeks long. You must log into the Canvas course on a regular basis and participate actively by reading ALL weekly announcements and completing ALL readings and assignments. The content and assignments in each module align with the course learning objectives and state educator preparation program standards

COURSE ASSESSMENT DESCRIPTIONS AND WEIGHTS
PLC Discussion and Online Participation and Engagement (20%) Students will be expected to be active participants in our online course. This counts as "attendance" and includes completing all coursework, regularly logging into our Canvas site to complete work, checking messages, and participating in discussions. Please note: If you do not complete all coursework and assignments, you will not receive full credit in this category. Because Discussion Boards are the interactive portion of our course, there are no exceptions to the due date.
Checkpoint Activities (35%) Each module has a checkpoint portion. These assignments allow you to dive deeper into the content of our course and to demonstrate your growing proficiency.
Performance Tasks (45%) Each module has a performance task. These assignments allow you to demonstrate your knowledge and skills as related to your future classroom.
TEA Learn (0%) REQUIRED The State of Texas requires undergraduate education students to complete certain trainings. While these assignments do not go toward your grade, they are required. Failure to complete any assignment will result in a failure for this course.

Module	Week	To Do	Due
Introduction Module	1	Please Review the Content in the Introduction Module and the Syllabus	8/23
Module 1: Defining Content Area Reading	1	Module 1: Student Information Survey Module 1: PLC Discussion	8/23
	2	Module 1: Checkpoint	8/30
Module 2: The Cognitive Demands of Content Area Instruction for Adolescent Learners	3	Work on TEA Learn: Required Trainings	9/6
	4	Module 2: PLC Discussion	9/13
	5	Module 2: Checkpoint	9/20
	6	Module 2: Performance Task	9/27
Module 3: Strategic Reading to Support Universal Access to Content	7	Module 3: PLC Discussion Work on TEA Learn: Required Trainings	10/11
	8	Module 3: Checkpoint	10/18
	9	Module 3: Performance Task	10/25
Module 4:	10	Module 4: PLC Discussion	10/25

Writing and Speaking to Learn - Academic Language and Vocabulary	11	Module 4: Checkpoint	11/1
	12	Module 4: Performance Task	11/8
Module 5: Assessment, UDL, and Multimodal Literacy - Designing for ALL Learners	13	Module 5: Checkpoint	11/15
	14	Work on TEA Learn: Required Trainings	11/22
	15	Work on Module 5: Performance Task	11/29
	16	Module 5: Performance Task Due	12/3
Finals Week	17	Finals Week (No Final Exam for this Course)	

NOTE: *In order to receive an A in this class, all assignments must be completed and submitted in Canvas. If there are ANY missing assignments, even if your average is above a 90%, a grade of A will not be awarded.*

GRADING

A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria. B: 80-89% Proficient. The student performs slightly above the minimum criteria.
C: 70-79% Average. The student meets the minimum criteria.
D: 60-69% Below Average. The student does not meet the minimum criteria.
F: 0-59% Improvement Required. The student does not complete the coursework.

LATE WORK

Assignments submitted after the due date are late and points will be deducted from the final grade. For each day an assignment is late, 10% will be deducted from the score earned. On the 8th day after the due date, the assignment will remain 0% in the grade book. All work turned in after the deadline will receive a grade of zero unless the student has a university excused absence and provides documentation within 48 hours of the missed deadline. In the case of an emergency, if you need extra time before a due date, please discuss it with me, and together, we will decide on a timeline for completion. Please remember to honor this commitment.

FORMATTING

The only type of document formats I will accept for a grade in this course are Word and PDF. If you submit a .pages document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date. Blank documents or incorrect documents will also receive grades of 0. It is YOUR responsibility to ensure you have submitted the correct assignment using the designated formatting.

REVISING/RESUBMITTING

If you would like the opportunity to revise/resubmit a graded assignment in order to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within 48 hours of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances and I do not judge anyone when they struggle. But, you MUST let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class and this may affect your financial aid/tuition payment and degree completion date. January 24th is the last day you can drop this course without it appearing on your transcript, but it could still affect your financial aid and degree completion. If you withdraw between January 25th and April 10th, a grade of W will appear on your transcript and tuition and fees will remain. However, a W could affect your financial aid and degree completion. You cannot withdraw from class after April 10th. A grade of “I” for Incomplete cannot be awarded if you are failing the class at the time of grade submission.

TECHNICAL REQUIREMENTS

This course has digital components. To participate in this class, you will need internet access to reference content on the Canvas Learning Management System and complete assignments using Microsoft Word Processing. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

PROFESSIONAL BEHAVIOR IN CLASS

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

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to deduct one or more letter grades from your final grade and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

AI (ARTIFICIAL INTELLIGENCE) AND PLAGIARISM IN EDCI 4060

The unauthorized use of any person or technology that assists in a student's assignment, project, or paper is considered cheating under the UNT Student Academic Integrity Policy (UNT Policy 6.003). Unless a professor or instructor gives explicit "authorization," AI cannot be used to complete assignments, projects, or papers. Doing so will result in a "cheating" violation.

As future educators, it is completely necessary that you engage fully in the learning process throughout this course. Plagiarizing and/or using AI to complete assignments in place of your own work will seriously undermine your ability to pass your TExES Certification Exams, weaken your confidence during your clinical practice experience, and ultimately compromise your ability to successfully teach your future students. If AI does the thinking for you now, it can delay or prevent your personal growth, and you will not be as prepared to make real time decisions as an educator.

While some assignments may seem to invite the use of online tools, the core expectation for our class is that the work you submit is your own original writing. Using the work of someone else (including AI) without citing it is a form of plagiarism and is treated as such at UNT. UNT employs AI detection software through Canvas LMS, so please be aware of this when submitting your work.

If you use AI this semester in this course, I encourage you to reflect on this guiding question: “Am I using this tool to support my learning, or to avoid it?” Please establish a reasonable relationship with emerging technologies that enhances your authentic growth as a reflective, capable, and compassionate educator.

You may use AI (with full disclosure to your professor) to:
Refine grammar and organization after drafting your own writing/responses FIRST.
Ask follow-up questions to deepen your understanding of course concepts.
Brainstorm ideas based upon your own thoughts and suggestions.

You may NOT use AI to:
Write assignments, assessments, reflections, lesson plans, discussion board posts, etc.
Generate written work without SIGNIFICANT personal input, revision, and citation/disclosure of AI use.
Fabricate personal experiences or interactions.

As your instructor, I promise to NEVER use AI to replace the deep engagement and individualized attention you each deserve from me. I strive to provide consistent, high-quality support, and I vow to read every word you write or share with me. I do not use AI to grade assignments. I will deliver customized, authentic, and meaningful feedback on your work. While I may occasionally use AI to enhance my ability to provide consistent, high-quality support so that I may serve you more efficiently, I assure you that all of my interactions with you and our class will be genuine, unique, personal, and guided by my professional judgment and ethical commitment to your success. I will also be sure to fully disclose when, how, and why I use AI in our course if I do.

A note on publicly sharing course content and material: You are not permitted to share any portion of this course publicly on any type of social media platform. Doing so will result in disciplinary action that may lead to your dismissal from this program.

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F1 VISA REGULATIONS

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (DOC) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

(TAC) Texas Classroom Teacher Certification Standards in this Course

TEA TAC Chapter 235. ***Classroom Teacher Certification Standards***

Instructional Preparation

- Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.
- Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
- Teachers identify the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
- Teachers design lessons based on the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade or course level content.
- Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.
- Teachers design lessons that connect students prior understanding and real-world experiences to new content and contexts.
- Teachers plan for the use of digital tools and resources to engage students in active deep learning.
- Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
- Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
- Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning.
- Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.
- Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

Delivery and Assessment

- Teachers build student capacity to self-monitor their progress.
- Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

Content Pedagogy

- Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
- Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
- Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.
- Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.
- Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.
- Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.
- Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
- Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading (STR) competencies and engage students in deliberate practice to make meaning from text.
- Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.
- Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
- Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.

- Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills.

- Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.

- Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
- Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

- Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

TExES PPR K-12 Certification Exam Standards in this Course

Pedagogy and Professional Responsibilities Standards

1.1.B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.

1.1.C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.

1.2.A. Demonstrates knowledge of a variety of student characteristics (e.g., those related to language, students' backgrounds, disability) and the significance of the variety of students for teaching, learning and assessment.

1.2.B. Accepts and respects students with a variety of backgrounds and needs.

1.2.C. Knows how to use flexibility in the classroom and the community to enrich all students' learning experiences.

1.2.D. Knows strategies for enhancing one's own understanding of a variety of students' backgrounds and needs.

1.2.E. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.

1.3.A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.

1.3.F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.

1.3.G. Plans learning experiences that provide students with grade-level appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing varied learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).

1.4.J.Analyzes ways in which external factors impact student learning and plans instruction and assessment.

1.4.N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

1.4.O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.

3.7.A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.

3.8.C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

3.8.D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.

3.8.J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

3.9.F. Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use grade-level appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

3.10.B. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.

COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: Academic Integrity Policy (PDF) (https://policy.unt.edu/policy/06-003).

AI (UNT's Statement)
In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

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 class and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at UNT Policy 07.012 Code of Student Conduct.

ADA Accommodations
The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access).

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days
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. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

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, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

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

ADDITIONAL STATEMENTS

Academic Success Resources. UNT strives to offer you a high-quality education and a supportive environment so you learn and grow. As faculty members, we are committed to helping you be successful as a student. To learn more about campus resources and how to succeed at UNT, visit unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Name Change. As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at these guidelines.

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 (or by calling 940-565-2648). 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://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. ***You may NOT capture images or record video from online or in-person meetings and share those outside our class community without consent.*** Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

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, call 940-565-2333 and/or refer to the following website: https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/index.html

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