EDRE 4850.012 –
Teaching the Tools and Practices of Reading Across the Curriculum

Instructor Information

Instructor:	Teddi L Martin, Ph.D. (she/her/hers)
Please call me:	Dr. Martin
Office:	n/a
Email:	teddi.martin@unt.edu OR Canvas message
Office hours:	before/after class or by appointment

Course Description, Structure, and Objectives

Our class will meet in person on Tuesday evenings from 5:30-8:20 in Matthews Hall 109.

This course's purpose is to prepare preservice teachers to teach reading as a process for meaning-making and a tool for inquiry. It will cover various teaching models, ranging from skills-oriented to process-oriented to practice-oriented perspectives. Each reading, assignment, and teaching demonstration will focus our minds and hearts on furthering our thinking about our roles as reading teachers.

READING MATERIALS
- All readings will be provided in Canvas.
- To be fully prepared to engage in each session's learning, please complete the required readings before class.

COURSE STRUCTURE
This course is a 15-week face-to-face course. There is no final exam. The content for each week is outlined on Canvas, where each section will have the required readings and assignments. Canvas supplements our face-to-face sessions; it is not a substitute for class sessions.

You are taking this course in Block B of your Professional Development Sequence (PDS). We will work to coordinate all of these experiences to support your growth in teaching. You will be working in a classroom two full days per week. We will work to make connections between this practicum experience and this course in literacy. You will, no doubt, see things in your classroom placement that reflect the content of this course. You will, no doubt, also see things in your classroom that are different from what we discuss in our course. Refrain from judging (your classroom and your teacher as well as your course instructor). Refrain from a "like" or "don't like" stance. <u>Focus on learning, understanding, and forming your vision for teaching literacy in the present and future. Focus on the ways that you can contribute to improvement of practice. This is the stance that will serve you well in your future as a teacher.</u>

At the same time as you are enrolled in this course focused on "reading as a tool" you will be taking a course focused on "writing as a tool." In a perfect world, these two would be one course as we strongly believe that dividing literacy is not helpful to learners or teachers. We have worked hard in the design of these two courses to fit together philosophically and pedagogically. You may even have the same course instructor for the two courses. You will find that the lines between the two courses often get blurred. That's a good thing. Mostly, we have worked to divide the assignments in ways that balance your load. Expect some repetition of core ideas. Question any contradictions you hear.

In addition, you will be enrolled in courses in Mathematics methods, classrooms and learning communities, and an introduction to special education. You will see "literacy" in all of these courses – this is the understanding that literacy is a tool. Explore and look for connections. Finally, all of you completed a course in "Early Literacy." You can expect that many of the concepts in this course will be extended in the literacy courses this semester.

TECHNICAL REQUIREMENTS & SUPPORT

In this class, students will need internet access to reference content and course assignments on Canvas. If circumstances change, you will be informed of other technical needs to access course content. For additional tech support, please reach out to the UNT Student Help Desk:

UNT Student Help Desk: helpdesk@unt.edu

Phone: 940-565-2324

COURSE OBJECTIVES

In this course, preservice teachers will:

- Develop an expanded understanding of literacy development that builds on the content of the Early Language Literacy course taken the previous semester.
- Practice teaching literacy using assessment and reflection to inform teaching.
- Consider the demands of literacy assessments associated with different audiences and how these forms of assessment can be used to better inform thoughtful instruction.
- Engage in asset-based, justice-oriented, and appreciative teaching to plan for instruction.
- Develop a critical understanding of the content of the "Science of Reading."
- Engage in critical inquiry into classroom teaching.

Students will further explore:

- Expansive vs restricted views of what counts as reading.
- Cultural and linguistic variation with humanizing pedagogies.
- Models for assessment.
- Teaching as relational, appreciative, humanizing, and responsive (through assessment).
- Practice as a space for inquiry and growth in teaching.
- Assessment and Teaching as woven together.
- Practice spaces for reading and teaching (e.g., read-alouds, shared reading, small group instruction, independent reading, book clubs, inquiry/study groups, etc.) in both hybrid and classroom contexts.

F-1 VISA INFORMATION

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 (PDF) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to Succeed in this Course

> We care about your success in this course and beyond. Please read the following section to learn more about how you can succeed in this course. If you have any questions or concerns, do not hesitate to contact us.

COMMUNICATION

Communication: Communication is important! I encourage you to reach out to me with any questions you might have. I am here to support your learning and success. You may communicate either through email (teddi.martin@unt.edu) or Canvas messaging. I respond to messages sent through the week within 36-hours. Messages sent after business hours on Friday will be answered Monday. My primary mode of communication is through Canvas announcements and Canvas messaging. Your success is my goal!

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.

ADA ACCOMMODATIONS

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to the faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

We share a commitment to the value of an inclusive learning environment.

We value the many perspectives students bring to our campus. Please work with us to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all learning together (Code of Student Conduct) (https://policy.unt.edu/policy/07-012).

Required/Recommended Materials

In this section, you will learn where to find the materials required for this course.

- All readings will be in Canvas, drawn from professional literature on teaching reading.
- Technology requirements: This course has digital components. Students need internet access to reference content on the Canvas Learning Management System to participate fully in this class. You will be informed of other technical needs to access course content if circumstances change. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

Course Requirements/Schedule

This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion in response to the local context (e.g., inclement weather, COVID-19) or to enhance students' learning experiences.

Week	Topic	Assignments Due
Week 1 1/14	Course Introduction; A Dynamic View of Literacy; Who are you as a reader? As a teacher of readers?	
Week 2 1/21	Designing classroom literacy instruction; How literacy develops; 9 elements of engaging, explicit instruction	• Readings Week 2 • Identity Markers assignment
Week 3 1/28	Selecting and utilizing diverse children's literature; Cultivating critical consumers of reading; using diverse texts	• Readings Week 3 • Noticings/wonderings from placement • **Reading Identity**
Week 4 2/4	TEKS Deep Dive; Questioning to Support Comprehension (Getting ready for book clubs)	• Readings Week 4 • Noticings/wonderings from placement
Week 5 2/11	Structuring literacy instruction: Whole group practices, including read aloud and shared reading Book club 1	• Readings Week 5 • Noticings/wonderings from placement • **Text Environment Assessment**
Week 6 2/18	Structuring literacy instruction: Small group and individual practices, including guided reading Book club 2	• Readings Week 6 • Noticings/wonderings from placement
Week 7 2/25	The Pillars of Reading: Fluency and Vocabulary including assessment and working with diverse learners Book club 3	• Readings Week 7 • Noticings/wonderings from placement
Week 8 3/4	The Pillars of Reading: Comprehension including assessment and working with diverse learners—Reader factors Book club 4	• Readings Week 8 • Noticings/wonderings from placement
Spring break: 3/11		
Week 9 3/18	The Pillars of Reading: Comprehension including assessment and working with diverse learners—Text factors, Literary	• Readings Week 9
Week 10 3/25	The Pillars of Reading: Comprehension including assessment and working with diverse learners—Text factors, Nonfiction	• Readings Week 10 • **Literature Unit Part 1**
Week 11 4/1	The Pillars of Reading: Comprehension including assessment and working with diverse learners—Using text sets to deepen comprehension	• Readings Week 11
Week 12 4/8	The Pillars of Reading: Comprehension including assessment and working with diverse learners—Using writing to deepen comprehension	• Readings Week 12
Week 13 4/15	STR exam review part 1/ The Pillars of Reading: Revisiting emergent literacy; Oral language; Phonemic awareness & phonological awareness	

Week 14 4/22	STR exam review part 2/ The Pillars of Reading: Oral Language, Phonemic Awareness & Phonological Awareness; Phonics & Word Study including assessment and working with diverse learners	
Week 15 4/29	Final Reflections & Course Wrap-Up	• **Literature Unit Part 2** *All work is due no later than 5/3, 11:59 pm*

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The calendar is subject to change per the Emergency Notifications and Procedures Policy (https://policy.unt.edu/policy/06-049).

Assessing Your Work

Brief descriptions of major assignments are provided below. **Please refer back to this throughout the semester.** A more detailed assignment sheet and evaluation rubric may be provided a few weeks before each assignment is due; provided in Canvas. Please note that I prefer double-spaced, one-inch margins, and 12-point font for all assignments. *All assignments must be your own work, without the use of AI or other tools.*

COURSE EVALUATION

Participation (15%) and In-class Assignments (10%)	25%
Literature Unit	25%
Reading Identity (multimodal)	10%
Reading Inventory	10%
Readings	20%
Book Clubs	10%
Total Evaluation Points	**100%**

Participation and In-Class Assignments (25%)

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to everyone's learning in our course. Each week there will be at least one in-class assignments. This grade includes successful demonstration of learning throughout the entire class. ***Note: As part of the in-class assignments, students are expected to bring to each class a written "noticings and wonderings" based on their observations in their school placement classrooms (Submit in Canvas prior to class).

Readings (20%)

To support your successful participation in course activities, you will respond to assigned readings on Canvas by the due date (these may not be completed late). I will drop the lowest score.

Reading Identity (10%)

To understand the experiences of our young readers, we must begin with an examination and reflection of our own journeys as readers. This assignment asks you to examine your reading life in the past and the present. Examining our personal histories as readers pushes us to see how what we believe and have experienced may impact the decisions we make as teachers. Part of this work is to critically examine how our identities and the broader sociocultural context in which we were raised have influenced our experiences with language and literacy learning, our beliefs regarding what it means to be "literate" or a "good reader" and the views we may hold about ourselves or others. In unpacking our literate

lives, both past and present, we begin to see the ways in which we can understand our students as readers and writers and create learning environments that engage students in reading and writing.

For this assignment, you will share your reading life with us in a way that represents you. You will represent this through a multi-modal product of your choosing.
- Choose 4-5 key events in your reading life to highlight.
- Include a representation of the ways in which socio-cultural influences impacted you as a reader as child.
- Conclude with a representation of how these events and influences will shape who you are as a teacher of literacy.
- Multi-modal aspects should support the message you are conveying, not be decoration. Creativity is also part of this (could include infographic, poem/song, video, photo-essay, etc.)

Literature Unit (25%)
This literature unit aims to develop your understanding of and strategies for using literature study as a curricular tool. You will create 3-4 lesson plans, tied together by an overarching theme, that incorporates children's literature and the ELA TEKS. This assignment will include a proposal and then a final submission.

Reading Inventory (10%)
Students will assess the text environment in their classroom practicum placement using a modified TEX-IN3 inventory.

Book Clubs (10%)
In a group, students will meet on assigned weeks to discuss high-quality literature. Groups will read chosen books and then discuss their chosen texts using guiding questions presented in class. At the end of the course, students will individually submit their reflections.

COURSE GRADING SCALE
A=90-100; B=80-89; C=70-79; D=60-69; F=below 60

ACADEMIC INTEGRITY
Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. **Students who use other people's work (including AI) without citations will violate UNT's Academic Integrity Policy.** Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this or any UNT policy, please email me or come discuss this with me during my office hours.

UNT Student Honor Code: *"I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

A note on Artificial Intelligence (AI) and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. While some assignments may invite the use of online tools, the core expectation for our class is that ==*the work you submit is your own original writing*. Any acts of plagiarism, use of AI technology to complete course work, or the use of any other materials/methods/means not one's own, is prohibited.== These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues. (UNT Policy 06.003)

LATE WORK

All assignments and postings are due on the day designated in the course agenda by 11:59 p.m. (for example, if an assignment is due on 9/8, it is due by 11:59 p.m. on 9/8). If you are unable to complete and submit a course assignment on time, and if you let me know at least an hour prior to the assignment due date and time, I will gladly give you a one-week extension, no questions asked, and no excuse required. **(If an assignment is not turned in on time and you do not notify me in advance, the assignment will not be accepted late.)** The exception, of course, is anything due the last week of class as well as any assignment that is needed in class to participate in a particular learning/activity.

ASSIGNMENT EXPECTATIONS

Please submit assignments according to the directions in Canvas for each assignment. NOTE: If an assignment does not meet all requirements, I will return it to you ungraded. *Please do not email assignments.* All assignments should:
- present evidence of material read, evidence that the assignment is addressed in a well-organized and coherent manner, and include evidence of reflective thought, clarity of expression, criticality, creativity, and initiative.
- include APA citations. You must give credit for other people's work. NO EXCEPTIONS!
- be submitted in an organized and polished fashion.

Attendance and Participation

To be successful in this course, you must attend class regularly and come prepared. If you find this challenging, please reach out to Dr. Martin to develop a plan for moving forward.

YOU are an important member of our class community. Your attendance and participation are important to our work as future educators and our collective work in this class, so attendance is required at each session. If you are absent, completion of a makeup assignment in Canvas is required. *Please attend all classes and arrive on time.*

The following attendance policies are in effect for our course:
- **First and second absences**: You are permitted two (2) absences from this class (excused or unexcused) without penalty as long as you notify the instructor in advance and complete/submit the absence make-up assignment on or before the designated due date. If you do not complete the makeup assignments for the dates you are absent, you will receive a zero (0)/Incomplete for your attendance grade on those dates. [The assignment will be sent to you via Canvas if you communicated your absence ahead of time.]
- **Third and fourth absences:** If you miss three or four classes (excused or unexcused), you will receive the point deduction for participation and in-class assignments.
- **Five or more absences:** If you are absent more than four times, you will receive an F as a final grade.
- **Tardiness:** If you are late due to weather or unforeseen circumstances once or twice, that is completely acceptable. However, if you are chronically tardy (late more than twice), points will be deducted from the day's participation points. [This also includes leaving class early or taking extended breaks during class.] Tardy is anything more than 10 minutes.

University Excused Absences (Policy 06.039):
- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances (see policy for documentation)
- Pregnancy (must be medically necessary) and parenting under Title IX

Unexcused Absences:
- Student organization/Sorority/Fraternity events/meetings

- Car trouble/parking/transportation issues
- Vacations
- Work/job (other than active military service)
- Studying for exams/completing work for other courses
- Other events that do not fall under UNT policy as deemed by instructor

In addition to your regular attendance, our class participation grade is based on active participation, including sharing your thoughts and questions as well as listening to the thoughts and questions of others. This is the expectation in every class. As we meet only once weekly, your class participation grade is based on these specific questions:

- Did my presence in class make the class better today?
- Did I actively engage with my peers in our community?
- Did I conduct myself in a way to ensure I learned?
- Did I help my colleagues learn?
- Did I take advantage of what was offered?

I greatly respect students balancing the demands of their coursework with their work, family responsibilities, etc. If you run into challenges that require you to fall behind in attending our class or completing the assignments, please contact me. There may be some flexibility we can offer to support your academic success.

Educator Standards

To recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum aligns with standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards focus on the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.
a. Standard 1Ai,ii,iv
b. Standard 1Bi,ii (Lesson design)
2. Standard 2--Knowledge of Students and Student Learning
3. Standard 3--Content Knowledge and Expertise
4. Standard 4--Learning Environment
5. Standard 5--Data-Driven Practice
6. Standard 6--Professional Practices and Responsibilities

A full description of the standards and competencies can be accessed using this link: Texas Teaching Standards Adopted in Chapter 149

EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:

A full description of the standards and competencies can be accessed using this link: https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards

English Language Arts and Reading Generalist EC–6 Standards

- Standard I. Oral Language
- Standard II. Phonological and Phonemic Awareness

- Standard III. Alphabetic Principle
- Standard IV. Literacy Development and Practice
- Standard V. Word Analysis and Decoding
- Standard VI. Reading Fluency
- Standard VII. Reading Comprehension
- Standard X. Assessment and Instruction of Developing Literacy
- Standard XI. Research and Inquiry Skills
- Standard XII. Viewing and Representing

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency website using the A-Z index at the following URL: https://tea.texas.gov/academics/curriculum-standards

- PreK Guidelines Domain III. Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 · Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery to improve English learners' language acquisition and content area knowledge. Teacher candidates will implement the ELPs during instruction of the subject area for English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board website using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

TECHNOLOGY APPLICATIONS

Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers. They are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

· Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
· Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s
· Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
· Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]

Course Syllabi Requirements (UNT Policy 06.049)

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures

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

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's 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. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

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

Access to Information – Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/.

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] 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 spot.unt.edu or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

Additional Statements

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.

Chosen Name. As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your chosen name. 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](#).

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we choose to be called and, if we desire, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

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://deanofstudents.unt.edu/resources/food-pantry

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.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

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://speakout.unt.edu/content/mental-health-resources.