EDEE: 4340.01/03 - Social Studies in Grades EC–6 | Sp18

Daniel G. Krutka, Ph.D.
Assistant Professor of Social Studies Education
Department of Teacher Education and Administration
University of North Texas
Profile | @dankrutka | Research

Class Meetings
Section 3: Mondays, 12pm – 2:50pm
Section 1: Tuesdays, 12:30-3:20pm
Matthews Hall room 109

Instructor Contact Information

<table>
<thead>
<tr>
<th>Office</th>
<th>Matthews Hall 206Q (with greenscreen &amp; mics for recording)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td><a href="mailto:dan.krutka@unt.edu">dan.krutka@unt.edu</a></td>
</tr>
<tr>
<td>Cell Phone</td>
<td>405-476-5427; Use appropriately and professionally to text questions or request phone, videoconference, or face-to-face appointments</td>
</tr>
<tr>
<td>Videoconference</td>
<td>Google Hangout (<a href="mailto:dankrutka@gmail.com">dankrutka@gmail.com</a>); Skype (dan.krutka)</td>
</tr>
<tr>
<td>Twitter</td>
<td>@dankrutka; Class hashtag: #NTsschat</td>
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<tr>
<td>G Suite Google e-mail</td>
<td><a href="mailto:dankrutka@gmail.com">dankrutka@gmail.com</a>; For use when sharing Google docs, slides, etc.</td>
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<tr>
<td>Course Resources &amp; Calendar</td>
<td><a href="https://docs.google.com/document/d/1rcv3ZKSoTFfziYWIOiYwDcZYOqntCkSXfIggHSdyA/edit?usp=sharing">https://docs.google.com/document/d/1rcv3ZKSoTFfziYWIOiYwDcZYOqntCkSXfIggHSdyA/edit?usp=sharing</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays 11am-12pm; 3pm-5pm; Tuesdays from 11am-12:30pm, 3:30-5pm and by appointment; Please make appointments even if during office hours.</td>
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Prerequisites
Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, EDEE 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major social studies courses and DFST classes.

Course Description
Principles of teaching social studies in the primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings and experience first-hand the scope and sequence of the curriculum in a school setting. Assignments, directed field experience and other class activities take place in grades EC–6.
Notes on the Syllabus, Course, and Expectations

Welcome to EDEE: 4340.01/03 - Social Studies in Grades EC–6! I am Dr. Dan Krutka and I am excited to explore social studies methods with you this semester. I was a high school social studies teacher for six years and I have been active as a social studies professor and researcher since 2011. I also host a podcast that focuses primarily on social studies education called Visions of Education (find episodes here). The purpose of this course is to prepare you to be an effective social studies teacher who can design learning experiences for the citizens our local, national, and global communities need. This syllabus provides basic information about our course and assignments, but the course calendar is your week-to-week guide with instructions of what you will do each week. As the instructor, I reserve the right to change or modify course assignments, projects, and examinations as are needed to improve our class, but you will be notified with sufficient time for adjustment. As is detailed in the professional participation portions of this class, I have high expectations that you will arrive to class sessions on time, stay for the entirety, and engage productively; you are expected to complete assignments on time; And, finally, you should communicate as soon as possible if you will miss a class or deadline to make arrangements with me. If you are absent on a due date, the assignment/project should be turned in on time digitally via e-mail or other means unless other arrangements are made. Make-up assignments must be completed for any missed class time. If accepted, late assignments will be subject to a point deduction at my discretion. Assignments that are not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of "I" or "F" may be assigned. I am excited about the semester and I am here to support you in your journey in the teaching profession. Do not hesitate to set up an appointment if you ever need assistance! Let's make this semester a great one!

Required Book


- Available for purchase at UNT bookstore & Amazon (ebook, new & used, etc.)
- Copies may be available for checkout from Dr. Krutka in Matthews 206Q upon request

Suggested Book

Note: This course does not use a comprehensive textbook. If you feel like you learn better with textbooks then the following book is a recommended resource. It is not required.


- Available for purchase at digitaltextbooks.biz
# Course Assignments, Brief Descriptions, and Grades

*Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Content &amp; Assignment Assessments</strong></td>
<td>These assessments are intended to help you gain the content and teaching knowledge to be an effective social studies teacher. <strong>Content assessments</strong> will address the “content assignments” on the course calendar and will typically be multiple choice questions, but may also take other forms. <strong>Assignment assessments</strong> will consist of a range of announced or unannounced in-class assessments (e.g., multiple choice or free response pop quizzes, discussion participation, project or task completion) intended to assess your knowledge of class assignments including readings, podcasts, videos, and other assigned materials. Teacher candidates are <strong>required to keep notes</strong> for the course and will be allowed to use them on some assessments, but TCs should be prepared to complete any assessments without notes.</td>
<td>20%</td>
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<tr>
<td><strong>Professional Participation</strong></td>
<td>Your professional participation grade is intended to ensure both your success and that of our class community and includes in-class attendance, professional participation, a class task responsibility, and general course knowledge. Class attendance is required and teacher candidates will lose points for arriving late/leaving early (-1) or missing more than one class (-2 for each missed class). One point can be earned back for completing a <strong>make-up assignment</strong> within 10 days. A teacher candidate who misses more than two classes will automatically lose 10 points for each missed class, which may even exceed the 10 percentage points for this category. Respect, courage, responsibility, and energy are essential to successful professional participation in our class. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives when you are dissatisfied with an existing situation. Your <strong>knowledge</strong> of course assignments, themes, and activities should be evident through your prepared participation. This will include your contribution to our class community with a <strong>class contribution responsibility</strong> that you will choose at the beginning of the semester.</td>
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<td><strong>Social Media Assignment</strong></td>
<td>The social media assignment will provide you an opportunity to share ideas, develop an online professional identity, and learn with class participants throughout the semester. You will create a professional Twitter account, analyze how educators and organizations use the medium, and compose three substantive tweets per week that include original and reply tweets. <strong>Click here for a more detailed</strong></td>
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<td>Assignment Description and Grading Rubric</td>
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<td>Community Inquiry Project</td>
<td>The social studies curriculum is not just on the pages of books or in the content in standards, but all around us. The aim of this project is to encourage you to investigate a social issue(s) in our local community, develop an action plan, and create media so you can share findings with an authentic audience. There are several options for completing this assignment. <a href="#">Click here for a more detailed assignment description and grading rubric.</a></td>
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<tr>
<td>Leading a Group Discussion</td>
<td>As part of this class, you will lead a 25-30 minute group discussion over our weekly assignments. You will use the “Leading a Group Discussion Document” to complete planning, implementing, and reflecting components of this assignment. <a href="#">Click here for a more detailed assignment description and grading rubric.</a></td>
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<td>Social Studies of Everything (50% total)</td>
<td>The Social Studies of Everything (SSoE) assignment is a semester-long assignment where students will demonstrate research abilities, create a curriculum and lesson, and display effective teaching. <a href="#">Click here for a more detailed assignment description and grading rubric.</a></td>
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<td>SSoE Curriculum</td>
<td>You will write a 200-word (minimum) explanation of how your SSoE topic can help teach students to exhibit (1) civic or citizenship thinking (module 7), historical thinking (module 10), geospatial reasoning (module 11), and economic thinking (module 13). It is recommended that you start with the disciplinary resources for possible content and methods. You should consider including at least one primary source, hyperlinking to resources, and ensure you properly reference any materials you use in APA. The explanations for these four content area will make up your SSoE curriculum that you will finalize by module 15.</td>
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<td>SSoE Lesson Plan</td>
<td>In module 15, you will choose components of your curriculum to write a SSoE lesson for a diverse K-8 class of students. You will use the recommended lesson plan format with a culturally responsive teaching addendum.</td>
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<td>Teaching</td>
<td>You will exhibit your ability to teach in two ways. <strong>First</strong>, you will complete the historical thinking picture book lesson. Ideally, this lesson will align with your SSoE topic, but that is not a requirement. This assignment is completed in modules 8, 10, and 15. <a href="#">Click here for a more detailed assignment description and grading rubric.</a> <strong>Second</strong>, you will then create a 5-minute video where you teach one component of your curriculum. You should begin the video by (1) briefly explaining your curriculum, (2) teaching one component of your curriculum, and finishing by (3) explaining how your lesson helps prepare the citizens we need.</td>
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<td>Research</td>
<td>One way educators grow in their craft is through reading professional journals. <strong>Finding an article</strong>: For this assignment, you should find articles on your topic or related themes. You should start with the National Council for the Social Studies (NCSS) social studies practitioner journals: Social Studies and the Young Learner, Social</td>
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Education, and Middle Level Learning, but you may draw from other journals with instructor permission. You can start your search in Google Scholar (Use “Advanced Search” to specify journal “published in”), but you may need to use the UNT library database (e.g., Education Source) or Interlibrary Loan to access your article. Contact a librarian or your instructor if you cannot access articles. **Writing your summary:** You will write a 300-word summary (minimum) of (a) the key ideas in the article and (b) their implications for classroom practice. If your article discusses a lesson then also describe the degree to which it meets the qualities of powerful social studies learning (Meaningful, Integrative, Value-Based, Challenging, Active; see Powerful, Purposeful Pedagogy in Elementary School Social Studies) or inquiry (see The Inquiry Arc of the C3 Framework,* pp. 17-19). **Inclusion in SSoE:** You will have the choice of integrating your professional literature review into the sections of your SSoE curriculum or keeping it as a separate section.

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**Course Outcomes and Assessments for Teacher Candidates**

The requirements of this social studies methods course meet the Five Core Competencies for Social Studies Teacher Education as specified by the National Standards for the Preparation of Social Studies Teachers as prepared by the National Council for the Social Studies Task Force on Teacher Education Standards that serve as benchmarks for the Council for the Accreditation of Educator Preparation (CAEP).

<table>
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<tr>
<th>Teacher Candidate Outcomes</th>
<th>Assessments*</th>
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| 1. Candidate demonstrates knowledge of social studies content and methods | 1a. Content Assessments  
1b. TExES Exam Score  
1c. Assignment Assessments |
| 2. Candidate demonstrates ability to plan for social studies instruction | 2a. Social Studies of Everything Curriculum  
2b. Social Studies of Everything Lesson |
| 3. Candidate demonstrates effective social studies teaching practices* | 3a. Historical Thinking Picture Book Lesson  
3b. SSoE Teaching Video  
3c. Leading Group Discussion Activity |
| 4. Candidate demonstrates professional responsibility and informed action | 4a. Social media participation and summary  
4b. Social Studies of Everything Informed Action Component  
4c. Community Inquiry |

* Evidence of effective social studies practice and impact on student learning are required in student teaching.
Course Objectives

The student will be able to demonstrate

1. Knowledge and application of Powerful and Authentic Social Studies (PASS) standards, Texas Career and College Readiness Standards (TCCRS) for social studies, and Texas Essential Knowledge and Skills (TEKS) for social studies.

2. Knowledge and application of social studies (and all of schooling) as a means to citizenship education.

3. Knowledge and application of the three approaches to citizenship education (i.e. teaching the cultural heritage, teaching the social science disciplines, and teaching children how to think).

4. Knowledge and application of the knowledge base for social studies.

5. Knowledge and application of (a) how to respond to cultural and ethnic diversity, (b) multicultural education, and (c) the accommodation of educational diversity.

6. Knowledge and application of organizational principles of social studies programs.

7. Knowledge of special topics and the application/weaving of these topics into social studies programs.

8. Knowledge and application of character/values education.

9. Knowledge and application of how to incorporate literacy education into social studies.

10. Knowledge and application of how to incorporate visual arts, music, and theatre arts into the social studies program and other academic areas using the Discipline-Based Arts Education (DBAE) and Comprehensive Arts Education models.

11. Knowledge and application of strategies for effective social studies teaching.

12. Knowledge and application of how to engage students in active learning.

13. Knowledge and application of how to help students use maps, globes, and graphics.

14. Knowledge and application of instructional tools—print, multimedia/technology, and community resources.

EDEE/EDME 4340 Standards Realignment Related to TK20 Key Course Assignments/Assessments

Association for Childhood Education International Elementary Education Standards 2007
1.0, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2

The Interstate New Teacher Assessment and Support Consortium
1.1(g), 1.1(k), 2.2(d), 2.2(e), 2.2(i), 2.2(j), 2.2(k), 2.2(m), 2.2(o), 3.3(b), 3.3(g), 3.3(l), 3.3(n), 4.4(b), 4.4(c), 4.4(c), 4.4(j), 4.4(m), 4.4(q), 5.5(a), 5.5(b), 5.5(c), 5.5(d), 5.5(g), 5.5(j), 5.5(k), 5.5(o), 5.5(p), 5.5(q), 5.5(r), 5.5(s), 6.6(a), 6.6(e), 6.6(k), 6.6(l), 6.6(t), 6.6(u), 7.7(a), 7.7(b), 7.7(g), 7.7(h), 7.7(m), 7.7(n), 8.8(a), 8.8(e), 8.8(g), 8.8(h), 8.8(j), 8.8(k), 8.8(l), 8.8(n), 8.8(p), 8.8(r), 9.9(d), 9.9(e), 9.9(i), 9.9(m), 9.9(n), 10.10(a), 10.10(b), 10.10(e), 10.10(j), 10.10(n), 10.10(q)

National Curriculum Standards for Social Studies: Themes of Social Studies
1, 2, 4, 6, 9, 10

National Curriculum Standards for Social Studies: Pedagogical Standards
1, 2, 3, 4, 5, 6, 7, 8, 9

Pedagogical and Professional Responsibilities Standards (EC-Grade 12)
Standard I: 1.3k, 1.5k, 1.6k, 1.7k, 1.12k, 1.14k, 1.15k, 1.17k, 1.18k, 1.26k, 1.28k, 1.2s, 1.5s, 1.10s, 1.11s, 1.13s, 1.15s, 1.18s, 1.12s, 1.24s, 1.26s
Standard II: 2.1k, 2.2k, 2.3k, 2.23k, 2.20s, 2.21s
Standard III: 3.5k, 3.7k, 3.8s, 3.9s, 3.13s, 3.14s, 3.20s
Standard IV: 4.4k, 4.12k, 4.1s, 4.6s, 4.8s, 4.10s, 4.13s, 4.14s

Texas College and Career Readiness Standards:
- Social Studies Standards
  SS1F1, SS2A2, SS2B1, SS2B6, SS4A1, SS4A6, SS4B3, SS4B4, SS5A2, SS5B1
- Cross-Disciplinary Standards
  CD1A1, CD1A2, CD1B2, CD1B3, CD1C1, CD1C2, CD1C3, CD1E1, CD1E2, CD1F1, CD1F2, CD2A3, CD2A4, CD2A5, CD2A8, CD2B1, CD2C1, CD2C2, CD2C3, CD2C4, CD2C5, CD2C6, CD2C7, CD2C8, CD2D1, CD2E1, CD2E2, CD2E3, CD2E4

UNT Conceptual Framework for Teacher Preparation
1, 2, 3, 4

TEKS Social Studies Standards
● The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
● The social studies teacher effectively integrates the various social science disciplines
● The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.
● History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.
● Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
● Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
● Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
● Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
● Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Curriculum Topics
● Code of Ethics per Chapter 247: Domain II, IV
● TEKS organization, structure, and skills: Domain I, III
● State assessment of students (STARR Responsibilities): Domain I, II, IV
● Curriculum development and lesson planning: Domain I, II, III
● Classroom assessment for instruction/diagnosing learning needs: Domain I, III
● Instructional technology: Domain I, III
● Pedagogy/Instructional strategies: Domain I, III, IV
● Differentiated instruction: Domain I, II, III, IV
● Classroom management: Domain II, IV

Cross-Curricular English Language Proficiency Standards (Texas Statute 74)
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning,
intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Here is the link to the Statutory Authority and the ELPS:
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
The Educator as Agent of Engaged Learning

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

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

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

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

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

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

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

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

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

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

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

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

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

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**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 (Sage Hall 152) 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](https://ltc.unt.edu/labs/unt-writing-lab-home).
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.

Disabilities Accommodation: “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. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation 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.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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

Attendance: See the instructor’s attendance policy.

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.
Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SPOT: The Student Perceptions 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 a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

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.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

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

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

Six Student Success Messages. 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:
The site contains multiple student resource links and short videos with student messages.