



EDCI 4840: Instructional Strategies and Classroom Management
Spring 2025
Thursdays, 5:30-8:20, MH109

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Office Location: MH119	Office Hours: Request via Calendly

CATALOG DESCRIPTION

Taken during the semester immediately preceding student teaching, this course provides knowledge and skills required for organizing and directing various instructional strategies in the secondary classroom. Content includes teaching strategies, approaches to classroom management and discipline, student motivation, student and teacher assessment and evaluation, and the use of media and technology in the classroom. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Must complete 55 hours of field experience in assigned middle and high schools.

Prerequisite(s): Junior standing, admission to Teacher Education, and completion of or concurrent enrollment in all education course work excluding student teaching.

OBJECTIVES AND LEARNING OUTCOMES

- Plan learning experiences that address student diversity
- Describe the attributes of a physically and emotionally safe classroom environment that fosters a classroom climate for all learners
- Demonstrate knowledge of strategies which promote a productive, engaging, and efficient learning environment

- Demonstrate effective communication strategies including: effective questioning and discussion management, as well as clear explanations, directions, and procedural components related to effective instruction
- Designmn instruction that will actively engage students in learning process
- Incorporate various forms of media and resources in the planning, organization, delivery and evaluation of instruction
- Demonstrate knowledge and use of various feedback mechanisms of student performance
- Understand and adheres to legal and ethical requirements for educators

No required readings for purchase.

Attendance Policy

Attendance: [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. If a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving

more than 15 minutes late or leaving more than 15 minutes early). Please note it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (out of 10 points)
0 – 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

When you are in class, I expect you to be mentally as much as physically present by being attentive and engaged. Please do not have your cell phone out so that you can be focused on what's happening in class.

ACADEMIC INTEGRITY: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology (i.e. chatGPT, etc.) to complete coursework, or the use of any other materials/methods/means not one's own, is prohibited. Students are encouraged to become familiar with [UNT's policy on Student Standards of Academic Integrity](#). These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues. Any act of academic dishonesty will be reported, and a penalty determined, which may be course failure, probation, suspension, or expulsion from the university.

Artificial Intelligence Use

Generative Artificial Intelligence (GenAI) refers to software systems and platforms that create new content, such as text, images, audio or video using generative models. These

models identify patterns from large datasets, enabling them to generate data in response to specific prompts, which in many ways can resemble human-created content.

This course permits you to use artificial intelligence (AI) tools, such as Claude, ChatGPT, Gemini, Magic School to get guidance on assignments, as long as you do so in an ethical and responsible manner. What that means is you can essentially think of these tools as ways to **help** you learn but **NOT to entirely create work** for assignments like artifact reflections, lesson plan explanations, presentation slides, and so on.

In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university policy.

AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies

in the output after submission, notify me immediately and correct them as soon as possible.

ACADEMIC SUCCESS RESOURCES: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

The University of North Texas makes reasonable academic accommodation 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 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](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Additional Resources I encourage you to take advantage of are:

- UNT's Counseling and Testing Services can provide psychological counseling and academic testing

- UNTWell provides FREE individual and group counseling as well as a vocational assessment
- UNT Food Pantry is a great resource if you or someone you know experiences food insecurity
- Academic Success Center can support you in your academics

CLASS SCHEDULE

CLASS DATE	CLASS TOPIC
LESSON PLANNING	
WEEK 1	Welcome to Class!
WEEK 2	Lesson Design
WEEK 3	Writing Objectives
WEEK 4	Assessments
WEEK 5	Student Centered Learning
WEEK 6	Student Centered Learning
CLASSROOM ENVIRONMENTS	
WEEK 7	Learning Environment
WEEK 8	Learning Environment
SPRING BREAK!	
WEEK 9	Accommodations and Modifications
WEEK 10	Student Engagement

TEACHING	
WEEK 11	Teaching our Lessons
WEEK 12	Deep dive: PPR
WEEK 13	Deep dive: T-TESS
WEEK 14	LAST CLASS!

GRADING SCALE AND COURSE ASSIGNMENTS

Students earn points for various assignments and activities throughout the semester. Points translate into the following grading scale.

A	<i>90-100</i>
B	<i>80-89</i>
C	<i>70-79</i>
D	<i>60-69</i>
F	<i>59-0</i>

STUDENT EVALUATION

Teach 1 & 2	40
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Microteaching	15
Artifacts	15
Reflections	10
TExES Practice Exams	10
Participation & Professionalism	10
Total	100

ASSIGNMENTS

Observation Artifacts	There will be artifacts collected from field observations. These artifacts will correspond to our reading and learning together. These artifacts are meant to help make connections between our learning in class and your learning in your placed classroom context. The artifacts will be due the night before class (Thursdays, 5:00pm). Be prepared to discuss with your classmates.
Reflections	Periodically, I will ask you to reflect on the readings, class discussions, and your observations. I will offer reflective questions and prompts that you are invited to respond to creatively - in ways that best express your learning and thinking. Art-based, text-based, video reflections, chosen songs/artworks/poems are all welcome! Reflections will be due Sundays at 11:59pm.
Field Experience Teaching	At two points in the semester, you will be co-teaching with your cooperating teacher in the field. For each field experience teaching

	<p>assignment, you will submit your planning. These will be workshopped in class and scaffolded over the semester. This is an opportunity to further prepare for your clinical teaching experience.</p> <p>The field experience teaching assignments will be submitted in parts over the course of the semester. See canvas for more detailed description.</p>
Micro-Teaching	Throughout the semester, you will practice your teaching during our class session. These are intended to be opportunities for practice and reflection with your peers.
Lesson Plan	By the end of the semester you will submit a COMPLETED lesson plan using the UNT Lesson Plan Template. We will work on the various components over the course of the semester. The purpose of this assignment is to prepare you for your clinical teaching experience next semester. Template available on Canvas.
TEXES Exam Preparation	Objective: Prepare for the TEXES exam in your content area by completing the TEXES study guide and practice exam. You must be ready to take your real content exam by July 15th if you plan to start clinical teaching Fall 2025.

Assignment: TEXES Exam Preparation – Study Guide & Practice Exam

Due Date: April 13th

Objective: Prepare for the TEXES exam in your content area by completing the official TEXES Study Guide and Practice Exam. This will help you identify your strengths and areas

for improvement before taking the actual exam. You must be ready to take your real content exam by July 15th if you are planning to start Clinical Teaching in Fall 2025.

Instructions:

1. TExES Canvas Course Modules & TExES Study Guide

- a. Login To Canvas and access the TExES course from your list of available courses on the Dashboard (<https://unt.instructure.com/courses/4278>). If you do not see the course listed on your Dashboard, email [COE- TSO@unt.edu](mailto:COE-TSO@unt.edu) with your name and UNT ID number to request access.
- b. Complete Module 1 (Getting Started) and Module 2 (Required Exams And Deadlines) in the TExES Canvas Course.
- c. Download the TExES Exam Study Guide from homepage the TExES Canvas course (<https://unt.instructure.com/courses/4278>).
- d. Complete Sections 1-4 of the guide to become familiar with the domains and competencies on your content exam, the TEKS for your subject and grade- levels, and to evaluate what content you need to review.
- e. Locate appropriate study materials and complete a minimum of 6 clock- hours of review. Document your study efforts in Section 5 of the guide.
- f. Submit your completed TExES Study Guide to COE-TSO@unt.edu with your name and UNT ID number.

2. Take the TExES Practice Exam by April 13th

- a. Complete the official practice exam for your specific content area(not the PPR EC-12 practice exam) within the TExES Canvas course (<https://unt.instructure.com/courses/4278>).
** Students who are Dance 6-12, French EC-12, German EC-12, or Speech 7- 12 do not have an official practice exam. Please submit your completed TExES Study Guide to COE-TSO@unt.edu by April 13th in lieu of a practice exam. **
- b. A score of 70 or higher on the practice exam must be achieved by April 13th to complete the requirements for this assignment.
- c. If you do not receive a score of 70 or better,you must either wait 14 calendar days before requesting to retake the practice exam, or you can complete another study guide based on red and yellow priority zones identified in your practice exam score

report. A completed, updated study guide can be submitted to COE-TSO@unt.edu with your name and UNT ID number to bypass the 14-day waiting period.

3. Take the real TExES Exam by July 15th

- a. After you have scored 70 or higher on the Practice Exam(or submitted the appropriate alternative assignment), you will gain approval to take your real exam.
- b. Register for and schedule to take the real exam no later than July 15th.This means your test date must fall on or before July 15th.
- c. You must attempt your real content exam by the July 15th deadline in order to move forward to Clinical Teaching. If you do not attempt your real exam by the deadline, you will be at risk of losing your placement.

Teacher Education & Administration Departmental Policy Statements

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](mailto:oeo@unt.edu) or at (940) 565 2759.

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

UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: [h <https://speakout.unt.edu/content/mental-health-resources>](https://speakout.unt.edu/content/mental-health-resources)

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> .

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>.

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

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.