

Spring 2026

## EDEE 1010: Introduction to Teaching

<b>Instructor:</b> Cora Reikofski-Ross	
<b>Class Location:</b>	<b>Days &amp; Times:</b>
<b>Office Location:</b>	<b>Office Hours:</b>
<b>Email:</b>	

### COURSE TEXTBOOKS

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### COURSE ASSIGNMENTS

Assignments	Points
Attendance and Participation	10 pts
In Class Activities	5 pts
Disposition Inventory & Conference	10 pts
Digital Reflection Journal & Response (2)	10 pts
Educational Autobiography	10 pts
Teacher Interview & Reflection	10 pts
Building Professionalism Activity & Reflection	15 pts
Teaching Philosophy	10 pts
Final Learning Presentation	20 pts
<b>Total</b>	<b>100 pts.</b>

● A = 90-100% ● B = 80-89% ● C = 70-79% ● D = 60-69% ● F = 59% or Below



**Late Work:** All assignments and discussion posts are due by 11:59 PM on the date listed in the course agenda. For example, if an assignment is due on February 16, it must be submitted by 11:59 PM on February 16.

If you encounter an emergency and need more time **before** a due date, please contact me as soon as possible. We can work together to create an alternate timeline. Once a new deadline is agreed upon, please honor it.

Unless an extension has been arranged:

- Late work will lose **10% per week** past the due date.
  - Within 1 week of the due date = 10% off
  - Within 2 weeks of the due date = 20% off
  - Within 3 weeks of the due date = 30% off
- **No work will be accepted after the 3 week mark and will receive a grade of 0 or F.**

**APA Style & Format:** Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (title page, 1-inch margins, 12-point Times New Roman font, double-spaced, left-aligned text, page numbers, appropriate citations, and references). For assistance, use the APA (7th addition) publication manual or visit [Purdue OWL](#)  
([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)).

## COURSE ATTENDANCE

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 the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one or two classes 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 miss class. **It is the student's responsibility to obtain all notes and handouts missed during their absence from a peer.** All assignments are due on dates indicated on the syllabus regardless of student absences. A third absence will result in a loss of points from the total grade. If a student misses eight or more classes, they will receive a failing grade. Students who miss more than 30 minutes 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
0 –2	10
4	7
6	3
<b>8 or more</b>	<b>You will automatically receive an F for your final grade.</b>

**Note:** If you have extenuating circumstances supported by legal, official documentation, the instructor may make exceptions to the policy for absences three (3) through seven (7) by assigning appropriate makeup work. Eight (8) absences will NOT be excused under any circumstances.

- **Tardiness:** If you are late to in-person class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival more than two times), one or more full letter grades will be deducted from your final grade *at the instructor's discretion*.
- **Attendance Reporting:** It is YOUR responsibility to email the instructor about your absence(s) with a reason prior to the class.

**Makeup Assignments:** If you are absent, you must complete any work that is due that week. If you do not complete the work within the week of your absence, ***you will receive a 0 for the assignment that you missed.***

**University Excused Absences:**

- 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
- Pregnancy 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 Certification Exams/Completing work for other classes/Studying for other classes
- Other events that do not fall under UNT policy as deemed by instructor

**COURSE SCHEDULE**

Topics	Dates	Assignments
<b>Course Overview &amp; Community Building</b>	<b>Week 1</b> 01/12 – 01/16	<b>All About Me poster</b> Sunday, 01/18 by 11:59 PM
<b>Educational Autobiography</b>	<b>Week 2</b> 01/19 – 01/23 MLK Jr Day (No Monday)	
<b>So, You Want to Be a Teacher?</b>	<b>Week 3</b> 01/26 – 01/30	<b>Educational Autobiography</b> Sunday, 02/01 by 11:59 PM
<b>Characteristics of an Effective Teacher</b>	<b>Week 4</b> 02/02 – 02/06	<b>Dispositions Inventory</b> Sunday, 02/08 by 11:59 PM
<b>Dispositions Inventory Conferences</b>	<b>Week 5</b> 02/09 - 02/13 **No In-Person Class**	<b>Digital Reflection Journal &amp; Response #1</b> Sunday, 02/15 by 11:59 PM
<b>Building Professionalism with Teacher Dispositions</b>	<b>Week 6</b> 02/16 – 02/20	
<b>History of U.S. Education</b>	<b>Week 7</b> 02/23 - 02/27	<b>Building Professionalism Activity &amp; Reflection</b> Sunday, 03/01 by 11:59 PM
<b>Governance, Finance, &amp; Schools in the U.S.</b>	<b>Week 8</b> 03/02 - 03/06	<b>Disposition Inventory Conferences</b> close on 03/06
<b>Week 9</b> 03/09 - 03/13 <b>SPRING BREAK – No classes</b>		



<b>Educational Philosophies &amp; Teaching Philosophies</b>	<b>Week 10</b> 03/16 - 03/20	<b>Teacher Interview &amp; Reflection</b> Sunday, 03/22 by 11:59 PM
<b>Learning Theories &amp; Development</b>	<b>Week 11</b> 03/23 – 03/27	
<b>Curriculum, Instruction, &amp; Assessment</b>	<b>Week 12</b> 03/30 - 04/03	<b>Digital Reflection Journal &amp; Response #2</b> Sunday, 04/05 by 11:59 PM
<b>Planning, Teaching, &amp; Learning</b>	<b>Week 13</b> 04/06 – 04/10	
<b>Classroom Environment &amp; Community</b>	<b>Week 14</b> 04/13 – 04/17	<b>Teaching Philosophy</b> Sunday, 04/19 by 11:59 PM
<b>Addressing the Needs of Diverse Learners</b>	<b>Week 15</b> 04/20– 04/24	
<b>Ethical &amp; Legal Issues in Education</b>	<b>Week 16</b> 04/27 - 05/01	<b>Final Learning Presentation</b> Sunday, 05/03 by 11:59 PM
<b>Week 17</b> <b>Finals Week</b> 05/04 - 05/08 No final exam for this course/No in-person meeting		

**Subject to Change:** This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate. Students will be notified of such applicable changes.

#### **PROFESSIONAL BEHAVIOR IN CLASS**

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service



teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, performance tasks, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to) working on unrelated assignments during class, excessive use of personal technology during class, non-participation in class, lack of communication regarding absences, taking video or audio recordings of class discussions/lectures, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to ***deduct one or more letter grades from your final grade*** and/or refer you to the Dean of Students for Code of Conduct violations which may result in ***dismissal from our program and/or the University***.

### **TECHNOLOGY EXPECTATIONS IN CLASS**

Although we will use technology to enhance our learning, each student is expected to demonstrate a personal discipline with respect to professional technology etiquette. As mentioned above, our class format will require engagement and confidentiality – two things that technology can decrease.

The following practices will be perceived as unprofessional:

- Interacting with your phone (repeated checking messages, scrolling, texting, etc.)
- Working on laptop (or similar) if our learning activity does not require it
- ***Completing work for other classes DURING our class or studying for certification exams during class***
- Off-task technology use (working on other assignments, personal interests, etc.)

Breaks will be given during class for students to access their technology for personal reasons. Should an urgent matter arise, it is perfectly acceptable to step out of class for a few minutes to quickly respond to the text, email, or phone call and then join us when you have finished. If a student's technology use appears to be distracting to them during class, the teacher will address this concern privately with the student to discuss technology expectations and how continued technology use for non-instructional use may negatively affect their grade in this course.

***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. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. 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***. Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.

### **UNT POLICIES AND PROCEDURES**

**Attendance:** See the instructor's attendance policy.



**Eagle Alert:** Students will be notified by Eagle Alert if there is a campus closing that will impact a class. For additional information, refer to the [Campus Closures Policy](#) ([https://policy.unt.edu/sites/default/files/15.006%20Campus%20Closures\\_0.pdf](https://policy.unt.edu/sites/default/files/15.006%20Campus%20Closures_0.pdf)).

**Academic Integrity:** Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity. 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. For more information, refer to the [Academic Integrity Policy](#) (<https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf>).

**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>.

**Student Support Services & Policies.** You can access these policies on the [Student Support Services & Policies](#) page (<https://clear.unt.edu/student-support-services-policies>).

**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](mailto: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.

**ADA Accommodations.** 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 accommodation 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) (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

**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>.

**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: <https://studentaffairs.unt.edu/dean-of-students>. Renee LeClaire McNamara is UNT's Student Advocate, and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at: 940-565-2648.

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



**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. Barbara Pazey 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.

**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.



**Comprehensive Arts Program Policy.** The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service 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 in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

## TEA TEACHING STANDARDS

### Educator Standards

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards.

### Texas Teaching Standards

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

- **Standard 1** – Instructional Planning and Delivery.
- **Standard 2** – Knowledge of Students and Student Learning
- **Standard 3** – Content Knowledge and Expertise
- **Standard 4** – Learning Environment
- **Standard 5** – Data-Driven Practice
- **Standard 6** – Professional Practices and Responsibilities

### Professional Pedagogy and Responsibilities (PPR) EC-12 Standards

The beginning EC-12 teacher knows and understands:

- **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional



strategies that actively engage students in the learning process and timely, high-quality feedback.

- **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

### **EC-12 Tech Apps Standards**

The beginning EC-12 teacher knows and understands how to:

- **Standard I:** Use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
- **Standard II:** Collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III:** Make informed decisions by applying critical-thinking and problem-solving skills.

### **InTASC Model Core Teaching Standards**

The beginning EC-12 teacher knows and understands how to:

**Standard 1** – Learner Development

**Standard 2** – Learning Differences

**Standard 3** – Learning Environments

**Standard 4** – Content Knowledge

**Standard 5** – Application of Content

**Standard 6** – Assessment

**Standard 7** – Planning for Instruction

**Standard 8** – Instructional Strategies

**Standard 9** – Professional Learning and Ethical Practice

**Standard 10** – Leadership and Collaboration

### **English Language Proficiency Standards (ELPS)**

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPS will be implemented by teacher candidates during instruction of the subject area for students who are 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 Web site 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 and are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.