

EDEE 1010.001: Teaching as Advocacy for Equity

Instructor: Cora Reikofski-Ross	Pronouns: She/Her/Hers
Class Location: Matthews Hall 102	Class Time: Wed 5:30 PM – 8:20 PM
Office Location: Matthews Hall 218-Y	Office Hours: Monday/Tuesday/Wednesday 10 AM – 12 PM
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COURSE PREREQUISITES

There are no prerequisites for this course.

COURSE TEXTBOOKS

1. [Foundations of Education](#) Copyright © 2023 by Lisa AbuAssaly George; Dr. Kanoe Bunney; Ceci De Valdenebro; and Tanya Mead is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.
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COURSE ASSIGNMENTS

Assignments	Points
Attendance and Participation	10 pts.
Disposition Inventory & Conference	10 pts.
Digital Reflection Journal & Response (2)	10 pts.
Educational Autobiography	10 pts.
Teaching Philosophy	10 pts.
Teacher Interview & Reflection	15 pts.
Mursion Teaching Simulation & Reflection	15 pts.
Final Learning Presentation	20 pts.
Total	100 pts.

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

Late Work: All assignments and postings are due on the day designated in the course agenda by 11:59 PM. (For example, if an assignment is due on 2/16, it is due by 11:59 PM on 2/16.) In the case of an emergency, if you need extra time before a due date, please discuss it with me, and together, we will decide on a timeline for completion. Please remember to honor this commitment.

Grade Disputes: You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

APA Style & Format: Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (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. 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 as well as complete any in-class assignments. 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 five 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
0 –2	10
3	7
4	3
5 or more	You will automatically receive an F for your final grade.

COURSE SCHEDULE: Spring 2025 (Subject to change as needed – check Canvas daily for additional readings)

Topics	Dates	Assignments
Course Overview & Community Building & Educational Autobiography	Week 1 1/13 – 1/17	Discussion: All About Me Poster Sunday, 1/19 by 11:59 PM
1/20 – MLK Day No Classes / University Closed		
So, You Want to Be a Teacher?	Week 2 1/20-1/24	Educational Autobiography Sunday, 1/26 by 11:59 PM
Dispositions Inventory	Week 3 1/27-1/31	
Dispositions Inventory Conference Individual Sign-Up Session	Week 4 2/3 – 2/7 **asynchronous this week**	Dispositions Inventory & Conference Sunday, 2/9 by 11:59 PM
Characteristics of an Effective Teacher	Week 5 2/10 – 2/14	
History of U.S. Education	Week 6 2/17 – 2/21	Digital Reflection Journal & Response #1 Sunday, 2/23 by 11:59 PM
Governance, Finance, & Schools in the U.S.	Week 7 2/24 – 2/28	
Mursion Teaching Individual Sign-Up Sessions	Week 8 3/3 – 3/7 *Meet in Curry Hall, Room 110 this week!**	Mursion Teaching & Reflection Sunday, 3/16 by 11:59 PM
Week 9 Spring Break 3/10 - 3/14		

Educational Philosophies & Teaching Philosophies	Week 10 3/17-3/21	
Learning Theories & Development	Week 11 3/24 – 3/28	Teaching Philosophy Sunday, 3/30 by 11:59 PM
Curriculum, Instruction, & Assessment	Week 12 3/31 – 4/04	Digital Reflection Journal & Response #2 Sunday, 4/6 by 11:59pm
Planning, Teaching, & Learning	Week 13 4/07 – 4/11	
Classroom Environment & Community	Week 14 04/14 - 04/18	Teacher Interview & Reflection Sunday, 4/20 by 11:59 PM
Addressing the Needs of Diverse Learners	Week 15 4/21 – 4/25	
Ethical & Legal Issues in Education	Week 16 4/28 – 5/02	Final Learning Presentation Sunday, 5/4 by 11:59 PM
Finals Week	Week 17 5/5 – 5/9	Asynchronous Final Learning Presentation Discussion Posts

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 – pg 2 of this syllabus

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) (<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](https://clear.unt.edu/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 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.

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>.

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

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 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.