

## EDEE 1010.400: Teaching as Advocacy for Equity

<b>Instructor:</b> Cora Reikofski-Ross	<b>Pronouns:</b> She/Her/Hers
<b>Class Location:</b> Canva - online	<b>Class Time:</b> Asynchronous

### 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.
2. [EESE 2010 Introduction to Education](#) Copyright © 2022 by Angela Hooser and Janna McClain is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

**\*\*Note:** These are all open-source materials. There are no textbooks that you need to purchase for this class.

### COURSE ASSIGNMENTS

Assignments	Points
Educational Autobiography	10 pts
Digital Reflection Journal & Response #1	10 pts
Digital Reflection Journal & Response #2	10 pts
Teaching Philosophy	10 pts
Discussions: 8 Discussion Posts x 5 points each	40 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 day** past the due date.
  - 1 day late = 10% off
  - 2 days late = 20% off
  - 3 days late = 30% off
- **No work will be accepted more than 3 days late.**
- Assignments will **automatically close 4 days** after the original due date and will no longer be accessible.

Staying on top of deadlines helps you stay engaged and successful in the course. If something comes up, don't hesitate to reach out—I'm here to help!

**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 & PARTICIPATION**

Since this is an online course, there is no traditional attendance taken. However, your active participation is essential to your success and is measured through your engagement in online discussions, completion of assignments, and consistent interaction with course content on Canvas.

Regularly logging in, staying on top of due dates, and contributing to discussions will help you stay connected and up-to-date. Missing assignments or discussion posts may impact your grade and overall progress in the course.

If you encounter any issues that might prevent you from participating (illness, emergencies, etc.), please **reach out to me as soon as possible** so we can plan accordingly.

**COURSE SCHEDULE:** Summer2025 (Subject to change as needed – check Canvas daily for additional readings)

<b>Topics</b>	<b>Dates</b>	<b>Assignments</b>
<b>Course Overview</b>  <b>Educational Autobiography</b>	<b>Week 1</b> May 19-25	<b>Discussion: All About Me Poster</b>  <b>Discussion: 4 Corners &amp; Reflection Questions</b>  <b>Assignment: Educational Autobiography</b>
<b>So, You Want to Be a Teacher?</b>  <b>History of US Education</b>  <b>Characteristics of an Effective Teacher</b>	<b>Week 2</b> May 25-June 1	<b>Discussion: A Day in the Life</b>  <b>Discussion: Educational History Infographic</b>  <b>Assignment/Discussion: Digital Reflection Journal &amp; Response #1</b>
<b>Governance and Finance in Schools</b>  <b>Ethical &amp; Legal Issues in Education</b>	<b>Week 3</b> June 2-8	<b>Discussion: Deep Dive on Federal, State, and Local Government</b>  <b>Discussion: Ethical &amp; Legal Issues</b>  <b>Assignment/Discussion: Digital Reflection Journal &amp; Response #2</b>
<b>Learning Theories and Development</b>  <b>Classroom Environment &amp; Community</b>  <b>Educational Philosophies &amp; Teaching Philosophies</b>	<b>Week 4</b> June 9-15	<b>Discussion: Developmental Theories</b>  <b>Discussion: CHAMPS Routines and Procedures</b>  <b>Assignment: Teaching Philosophy</b>
<b>Curriculum, Instruction, &amp; Assessment</b>  <b>Planning, Teaching, &amp; Learning</b>  <b>Addressing the</b>	<b>Week 5</b> June 16-20	<b>Assignment/Discussion: Final Learning Presentation</b>

<b>Needs of Diverse Learners</b>		
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**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.

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### PROFESSIONAL BEHAVIOR IN CLASS

As a future educator, it is essential to begin practicing the professional behaviors that will be expected of you in the classroom. These include reliability, responsibility, flexibility, punctuality, integrity, and the ability to collaborate effectively with others. Even in an online setting, your actions and engagement matter—and they help shape the learning experience for everyone in the course.

In this class, professional behavior means being fully present and engaged in all course activities, including timely participation in online discussions, completing assigned readings and tasks, submitting assignments by deadlines, and communicating clearly and respectfully with your peers, professor, and any guest speakers. It also includes demonstrating cultural responsiveness, self-awareness, and a respectful tone in all interactions.

Unprofessional behavior in an online setting may include (but is not limited to):

- Failing to participate in discussions or group activities
- Submitting assignments late without prior communication
- Using the course platform to post off-topic or inappropriate content
- Disrespectful or confrontational communication
- Not responding to messages or feedback in a timely manner
- Sharing, recording, or distributing class materials or discussions without permission

Such behavior may result in a ***deduction of one or more letter grades from your final grade*** and/or a referral to the Dean of Students for Code of Conduct violations which may result in ***dismissal from our program and/or the University***.

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### TECHNOLOGY EXPECTATIONS

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.

***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.

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## 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](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](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>.

**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](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.