

EDEE 1010: Teaching as Advocacy for Equity University of North Texas	
Instructor: Danelle (not danielle) Adeniji	Pronouns: ... just vibes (no pronouns)
Office location: Remote (Zoom)	Student office hours: By appointment
Contact info: danelle.adeniji@unt.edu	Final Exam date/time/place: Wednesday, May 11th

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES

N/A

CATALOGUE DESCRIPTION

This course is devoted to exploring the relationships between education, culture, and society. It will focus on structures of social and educational inequality, as they relate to race, class, and gender; processes of power and control in education, as they are expressed in curriculum, policy, and pedagogy; education as a process of social and cultural reproduction; and teaching as a form of intervention in these processes.

COURSE GOALS

- Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
- Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.

- Understand how cultural groups and students' cultural identities affect language learning and school achievement.
- Develop teaching strategies that challenge unjust social structures and allow all young people to learn and grow into citizens who will be actively involved in this democracy.

REQUIRED FIELD HOURS

NA

REQUIRED TEXTBOOKS AND/OR MATERIALS

NA

ATTENDANCE EXPECTATIONS

Attendance and participation in this class are required. Our time in class will consist of a lot of small groups and whole class discussions. You are a vital part of a learning community, and your contributions are part of the knowledge that we create in our classroom. We need you here as often as you are able.

With that said, things come up. When you can't be in class, I expect you to let me know ahead of time if you can. Missing more than three class periods or missing any class without contacting the instructor will affect the participation portion of your grade and may warrant further administrative action. If you are absent, you are still responsible for turning in assigned work.

COURSE ASSIGNMENTS

- ***Reflection journal*** (15%): During certain class sessions students will need to complete a journal reflection on the readings. Students will also be expected to respond to classmates' reflections and engage in a critical dialogue over course content and discussions.
- ***Unpacking My Identity*** (15%): At the start of the semester, students will unpack their multiple identities.
- ***Inquiry Model Unit Plan*** (15%): Students will create an inquiry unit plan with activities that require action, activism, and abolitionist principles for resistance and liberation for their desired content and grade level.
- ***We'll take the lead*** (10%): With a small group, you will select one of our class topics and *lead a class discussion* on the topic, *focusing on the class required reading for that topic*. This will require you to deeply read the assigned articles for that session in order to generate questions and activities to enhance your classmates' understanding of the readings, and their application to schools and society. Think of other sources – be it media, print, art, etc. – you can use as supplements to the readings, enhancing your classmates' understanding or offering a nuanced way to think about the topic. You should

expect to facilitate approximately 30-45 minutes of discussion via questions, supporting activities, or other creative means of engaging the class in the readings. It is *critical* that you ENGAGE the class for this assignment!

- ***Final Un-learning Presentation*** (15%): Starting from and related to the readings and discussions, reflect on what you have learned this semester.
- ***Participation*** (30%): Conduct throughout the semester as well as completing each assignment, module, activity, and readings.

Class Topics, Readings, and Target Due Dates

Topic	Readings/Media	Target Due Date:
<p>Introductions and community building</p> <p>(Wednesday, January 19th)</p>	<ul style="list-style-type: none"> • All Boys Aren't Blue: A Memoir-Manifesto 	
<p>Historic and Contemporary Discourses in U.S. Education</p> <p>(Wednesday, January 26th)</p>	<ul style="list-style-type: none"> • A century of trauma at U.S. boarding schools for Native American children • The traumatic legacy of Indian Boarding School 	<p>Unpacking My Identity Map</p>
<p>Race, place, and schooling</p> <p>(Wednesday, February 2nd)</p>	<ul style="list-style-type: none"> • Watch Race the power of an illusion. The House we Live in • Read Orfield (2013) • Read All Boys Aren't Blue: A Memoir-Manifesto 	

<p>Social class and Privilege</p> <p>(Wednesday, February 9th)</p>	<ul style="list-style-type: none"> • Gorski (2007) • Chiariello (2016) • Dillard (2020) • Watch People Like Us: Social Class in America (Watch 1 hour 42 minutes- 1 hour 58 minutes) 	<p>Reflection Journal #1 (due at the beginning of class)</p>
<p>Gender and sexuality in education</p> <p>(Wednesday, February 16th)</p>	<ul style="list-style-type: none"> • Read All Boys Aren't Blue: A Memoir-Manifesto • Baum & Westheimer (2015) • Watch My Name is Pauli Murray 	
<p>Gender and sexuality in education</p> <p>(Wednesday, February 23rd)</p>	<ul style="list-style-type: none"> • <i>Group 1: We'll Take the Lead</i> 	<p>Reflection Journal #2 (due at the beginning of class)</p>
<p>Race and schooling</p> <p>(Wednesday, March 2nd)</p>	<ul style="list-style-type: none"> • Milner (2015) • Brown (2021) • Torres (2020) • Watch Are you racist? No isn't a good enough answer 	
<p>Language matters</p> <p>(Wednesday, March 9th)</p>	<ul style="list-style-type: none"> • Anzaldua (1987) How to tame a wild tongue • hooks (1994) • Davey (2019) 	<p><i>Group 2: We'll Take the Lead</i></p>

	<ul style="list-style-type: none"> Watch Ted Talk: 3 ways to speak english 	
Spring Break March 14th–18th	No Class	
Pushed out: Rethinking school discipline (Wednesday, March 23rd)	<ul style="list-style-type: none"> Listen to Justice in America school-to-prison pipeline podcast episode Watch Pushout: The Criminalization of Black Girls in Schools (UNT Kanopy) Read Collins (2021) Read/listen to Why Black lives matter wants police out of schools 	<i>Group 3: We'll Take the Lead</i>
Restorative Justice (Wednesday, March 30th)	<ul style="list-style-type: none"> Collins 2021 Davidson (2014) 	Reflection Journal #3 (due at the beginning of class)
Teaching kindness isn't enough (Wednesday, April 6th)	<ul style="list-style-type: none"> Turner (2019) Listen to Silence And Complicity Are 'Just As Dangerous As Someone Who Is Racist' (2020) Read All Boys Aren't Blue: A Memoir-Manifesto 	<i>Group 4: We'll Take the Lead</i>
(Wednesday, April 13th)	<ul style="list-style-type: none"> Inquiry Model Unit Plan 	
(Wednesday, April 20th)	<ul style="list-style-type: none"> <i>Group 5: We'll Take the Lead</i> 	
(Wednesday, April 27th)	<ul style="list-style-type: none"> Un-learning Presentation Workshop 	

27th)		
(Wednesday, May 4th)	<ul style="list-style-type: none"> Library Workshop 	
(Wednesday, May 11th)		<i>Final Un-learning Presentation due</i>

STUDENT EVALUATION

Reflection Journal	15%
Inquiry Model Unit Plan	15%
Unpacking My Identity	15%
We'll Take the Lead	10%
Final Un-learning Presentation	15%
How are you participating/Adding to the conversation?	30%
Total	100%

NOTE: 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. I reserve the right to make any changes I deem necessary and/or appropriate.

Course Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an

insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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 deanofstudents.unt.edu/conduct.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

Activism. Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas Core Commitments

Commitments	As Teachers	Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.

		liberating.	for change.	
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms- personal, social, cultural, linguistic, and ecological0 as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of a more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of multiple communities- connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility throughout vulnerability; hope in the face of adversity; and resilience in response to oru efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

DEPARTMENT SYLLABUS STATEMENTS

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

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 1Ai,ii,iv; 1Bi,ii (Lesson design)

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

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- **Competency 001:** human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- **Competency 002:** student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
- **Competency 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- **Competence 007:** principles and strategies for communicating effectively in varied teaching and learning contexts.

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.

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.theccb.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 in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.