EDCI 3800.001: Professional Issues in Teaching (Su21)

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University of North Texas

Maymester
Remote class is from Monday, May 10th to Thursday, May 27th

Class Zoom Meetings
Every weekday from 11am-1:50pm for synchronous class meetings.

Assignments Due
Every weekday before 11am

Instructor Contact Information

Co-Instructor
Danelle Adeniji; danelle.adeniji@unt.edu

E-mail
dan.krutka@unt.edu

Class Videoconference
Class Zoom: https://unt.zoom.us/j/88689771554.
This is a remote class that will meet synchronously on weekdays via Zoom. Email to Dan and Danelle if you want to meet before or after this time.

Student Hours
Dr. Krutka is available before and after class and by appointment to talk via Zoom or by phone; E-mail Dr. K to set up an appointment

Google e-mail
dankrutka@gmail.com; For use when sharing Google docs, slides, etc.

Calendar
You can access the calendar at THIS LINK.

UNT Course Description
Overview of American education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success.

Learning Goals
By the end of this course, you should better understand and exhibit:
- Knowledge of the history, purposes, legal bases, and organization of schools
- Dispositions and actions required for professional participation as an educator
- Knowledge of inquiry approach to curriculum, instruction, and assessment
- Knowledge of self, culturally responsive teaching, and educating for equity

Prerequisites
None.

Notes on the Syllabus, Course, and Expectations
Welcome to EDCI 3800.001: Professional Issues in Teaching! I am Dr. Dan Krutka and I am excited to explore foundations of education with you this Maymester. I was a high school social studies teacher for six years and I have been a teacher educator and researcher since 2011. I also host a podcast that focuses primarily on social studies, social media, and social justice education called Visions of Education (find episodes here). I enjoy teaching this course and have taught it both online and in person.

Due to the COVID-19 pandemic, this class has been moved online as a remote course. We will meet synchronously via Zoom on weekdays from 11am until 1:50pm at the latest and assignments will be due every weekday before 11am. COVID-19 can pose unique challenges to our schedules, finances, mental health, and physical health. This course is intense. You should be sure you have the time, energy, and resources to complete it. However, I am also here to support you if you face any of the challenges this pandemic can present. Please communicate with Dr. K as soon as possible if you’re having any problems.

The purpose of this course is to help you grow as a professional who understands the history, ethics, philosophy, and legal components of your profession. You will also learn online teaching strategies, investigate inquiry lesson planning and curriculum, and explore the histories and inequities in local school districts.

This syllabus provides basic information about our course and assignments, but the course calendar linked in Canvas are your class-to-class guide with instructions of what assignments you will need to complete. As the instructor, I reserve the right to change or modify course assignments, projects, and examinations as are needed to improve our class, but you will be notified with sufficient time for adjustment. As is detailed in the professional participation portions of this class, I have high expectations for your professional and ethical approach to our class, which includes communicating as soon as possible.

If you miss a class, you should complete a 5 minute Flipgrid that (a) summarizes the assigned reading (3 minutes) and (b) then reviews what you missed from class (2 minutes). Please specify which class you missed at the beginning of you video. For A, your summary of the reading should include illustrative examples (i.e., specifics) of main themes (i.e., big ideas) from the reading. You can also answer the compelling question time providing. For B, you can refer to the calendar and other module resources accessible through Canvas and talk to classmates (preferably) or the instructors to learn and explain what you missed. Be sure to explain the purpose of activities. As long as you complete a high quality Flipgrid submission, there is no grade penalty for missing one class. Each missed class after the first one results in a reduction of 5 points off your overall grade, but half of those points can be earned back by a high quality post.

There are 100 points available for the course and all grades will be added in Canvas. Depending on degree and/or frequency, failure to meet professional participation expectations can result in grade deductions beyond 10% and/or failure of the class. If accepted, late assignments will be subject to a point deduction at my discretion. Assignments that are not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of "I" or "F" may be assigned. I am excited about the semester and I am here to support you in your journey in the teaching profession. Do not hesitate to set up an appointment if you ever need assistance! Let’s make this semester a great one!
Required Book


- Available for purchase at UNT bookstore & Amazon (ebook, new & used, etc.)
- Available as audiobook through Audible

Electronic Resources

Texas Education Agency: [http://tea.texas.gov/](http://tea.texas.gov/)

Academic integrity

Academic integrity is essential to this course, as in other work that you do in your program. In Policy 18.1.16, UNT has described academic integrity as follows: Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. You must be sure to avoid plagiarism, which is defined in the following way in that policy: Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials. [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm)

Course Assignments, Brief Descriptions, and Grades

*Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Participation</td>
<td>Respect, courage, responsibility, energy, and communication are essential to your success in this class. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, and support our classroom community, and develop and present positive alternatives to your instructor (not those outside our class community) when you are dissatisfied with an existing situation. When communicating concerns, you should respect others by only speaking for yourself.</td>
<td>15</td>
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Respect and courage are critical. Your grade will be based, in part, upon
evidence of your ability and willingness to think about ideas and beliefs that differ from your own and to question, with honesty and humility, your own underlying assumptions, motives, and actions. Because learning and development involve a degree of cognitive dissonance, you must be prepared to struggle with ideas that challenge your current beliefs and understandings. This requires respect for others and courage to question oneself. These are essential qualities, because this is how people grow!

**Responsibility and energy** are also essential to your success. Emphasis is placed on your contribution to the development of a diverse democratic community within our class. Every participant in our class is considered both a learner and a teacher. You will need to assume responsibility for both roles. Thus, you will be expected to contribute your positive energy to class activities and conversations, engage in active listening no matter who is speaking, keep yourself on task in class, avoid being distracted by devices at inappropriate times, demonstrate respect for all participants, and help ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. A major responsibility, both as a learner and a teacher, is to attend class regularly and to be prepared. You will need to attend classes regularly, arrive on time, stay for the duration of the allotted time period, use break times effectively, and read all materials and complete all assignments carefully and on time.

**Communication** is critical to your success in this class. Professional communication requires timely, clear, and respectful videoconference and other digital communications. You are expected to communicate any issues (e.g., missed Zoom session, personal problems) well before class time or deadlines, or as soon as is possible. You are expected to respond to electronic communications (e.g., e-mail) from the instructor within 1 business day. Whether requested by you or your instructor, meeting to address course concerns can be critical to your growth. You should work to make requested meetings or suggest a timely day/time to meet. You are welcome to request a third party be present at any meeting. Issues related to your success, progress, or concerns in/for the course should be addressed with your instructor, not outside parties. When communicating concerns, be clear, support claims with specific evidence, and speak only for yourself unless given consent by others.

**Zoom attendance** is required and teacher candidates can lose points for late arrivals or early departures from the Zoom meeting. As long as the teacher candidate completes a high quality Flipgrid post, there is no penalty for one missed class. Every missed class after the first miss results in a 5 point deduction. Up to half of those points can be earned back by submitting a high quality Flipgrid post. Following the guidelines in this section can help you grow as a professional and experience success in the class. However, depending
on degree and/or frequency, a failure to meet professional participation expectations can result in grade deductions beyond 15 points and/or failure of the class.

| District Equity Audit | The purpose of this group project is to allow you space to propose a teaching or policy change that will make schools more inclusive, equitable, and just. You will investigate the topic from your discussion potluck facilitation. Following the topics in *The Teacher Wars*, the general topics are loosely: ● Module 1: Teaching Profession ● Module 2: Sexism and/or other -isms ● Module 3: Feminist and/or queers approaches ● Module 4: Culturally responsive and/or abolitionist teaching ● Module 5: Teacher labor ● Module 6: Teacher persecution ● Module 7: School segregation ● Module 8: Community control ● Module 9: Accountability ● Module 10: Data ● Module 11: Education reform ● Module 12: Improving teaching Groups will largely meet in class with instructors’ support, but some out of class work and meetings will likely be necessary. During the research process, students will reference the class text and credible outside sources. The final project will consist of a creation that includes a written report (approximately 7 pages), a video (approximately 5-7 minutes), a podcast (approximately 10-12 minutes), or some equivalent or combination of media. A rubric will be made available on Canvas. The aim of the final project is to answer the following question as it relates to their topic: *how do we make education more just?* |

| Assessments | Both formative and summative assessments are a means to evaluate comprehension, application, and transfer of course readings, videos, and podcasts. Some assessments will be completed in class, but most will be completed outside of class and due by 11am. Each assessment will provide requirements. You can find assessments on both the weekly IDM blueprints and in the Canvas modules. If you are concerned about a grade for an assessment then contact us at dan.krutka@unt.edu and danelle.adeniji@unt.edu. |

| Discussion Potluck | Either individually or with a partner, you will lead a 25-30 minute discussion over assigned class text(s) during synchronous Zoom meetings. Most time must be dedicated to whole class discussion. This page explains the potluck metaphor and previews the assignment. You will complete a planning template & reflection section. *Access and complete the full assignment here.* You can view Dr. K’s example here. |

| Total | There are 100 points available for the course and all grades will be added in Canvas. |

**Course Calendar:** The calendar can be found in Canvas or at [THIS LINK](#).
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.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas site with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Attendance: See the instructor’s attendance policy.

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.
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.

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

My Statements

Student “Office” Hours. While I do not have scheduled office hours during Maymester, I am available for “student hours” before and after class and by appointment. If you need help identifying services for food insecurity (see below), mental health, foster care, or in other areas then please contact me. For our course, I am available to talk by phone or videoconference. While office hours are generally student-directed to discuss or review assignments, receive help on assignments, or review a missed class, I can also help you formulate questions based on my sense of your strengths, areas where support is needed, and situation. Please communicate any impediments to your learning as early as possible so we can find appropriate solutions. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

Children in Zoom calls. I understand the challenges of attending graduate school during this pandemic and also being a parent. I aim to support you as you succeed in both realms and thus have developed the following policies:

- All exclusively breastfeeding babies are in class as often as is necessary and parents may turn off camera for this reason if they choose to do so;
- For older children and babies, I understand that unforeseen disruptions in childcare often place parents in the position of missing the Zoom meeting. You are welcome to have your child with you during Zoom meetings in order to cover gaps.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
- In all cases when your children join us in our Zoom call, please be prepared to mute your mic if necessary.
- I maintain standards for all students, but please contact me if you are having difficulty with the school-parenting balance.

Accessibility. I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

Preferred Name. As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change 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 preferred/proper name, you can do so by looking at the following guidelines: https://registrar.unt.edu/transcripts-and-records/update-your-personal-information

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

Social Media Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.