EDUC 6120: Theoretical Foundations for Educational Studies Syllabus

Fall 2020

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Associate Prof. of Social Studies Ed.
Department of Teacher Ed. & Admin.
CV | Profile | Research

Section 1
Synch.: Wednesdays, 6-8pm
Canvas: http://unt.instructure.com/

Instructor Contact Information

<table>
<thead>
<tr>
<th>Students Hours</th>
<th>Before or after class or by appointment</th>
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<tbody>
<tr>
<td>E-mail</td>
<td><a href="mailto:dan.krutka@unt.edu">dan.krutka@unt.edu</a></td>
</tr>
<tr>
<td>Videoconference</td>
<td>Dr. K’s personal Zoom link (not for class meetings): <a href="https://unt.zoom.us/my/dankrutka">https://unt.zoom.us/my/dankrutka</a></td>
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<tr>
<td>Google Account e-mail</td>
<td><a href="mailto:dankrutka@gmail.com">dankrutka@gmail.com</a>; For use when sharing Google docs, slides, etc.</td>
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Course Description
Theoretical perspectives of major importance in educational studies today. Attention is given to the contexts in which the theories have developed, to the major claims that are made and to the means by which the claims are supported.

Prerequisites
n/a

Keywords
Critical Theory; Curriculum Studies; Educational Theory

Appendices
A: Policies and Resources; B: Department Mission and Vision
Instructor and Course Introduction

Welcome to EDUC 6120: Theoretical Foundations for Educational Studies! I am Dr. Dan Krutka and I am excited to explore foundations of educational studies with you this semester. I was a high school social studies teacher for six years, but I have experience working with students in elementary, middle, high school settings. I have been active as a social studies professor and researcher since 2011. I am active in numerous social studies organizations, edited the book *Keywords in the Social Studies: Concepts and Conversations* (2018), and host a podcast sponsored by the National Council for the Social Studies ([find episodes here](#)). When I'm not reading history or rapping along to the Hamilton soundtrack, I spend a lot of time with my wife Kim (who is an elementary librarian in Denton ISD), watching NBA games, and playing Super Nintendo. I am a native Oklahoman who is happy to be an active member of the Denton community.

This syllabus provides basic information about our course and assignments, but the course calendar in Canvas is your week-to-week guide with instructions of what you will do each week. 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 professional participation, dispositions, and communication. I am excited about the semester and I am here to support you in your journey in academia. Do not hesitate to set up an appointment if you ever need assistance. Let's use this semester to make a difference amidst the interlocking and ongoing crises.

### Required Book

You are required to have a copy of this book with you in class on weeks when it was assigned.


- Purchase at UNT bookstore, Amazon (ebook, new & used, etc.)
**Book Choice**

You should choose one of the three books for participation in a group book club.


**Course Aims**

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<td>1</td>
<td>To become familiar with major theories in the field of education, including their histories, developments and impacts over time;</td>
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<td>2</td>
<td>To investigate debates in the field of curriculum studies, including debates over the relationship between curriculum theorizing and curriculum development; theory and practice; curriculum and pedagogy; and self and society;</td>
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<td>3</td>
<td>To recognize positionalities and pursue intersectional justice and equity in education.</td>
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**Major Assignments**

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

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<thead>
<tr>
<th>Assignment</th>
<th>Brief Description</th>
<th>Points</th>
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| **Book Club Participation** | Doctoral students will earn a grade each week for:  
  - (a) their participation in synchronous Zoom meetings or asynchronous activities and  
  - (b) their demonstration of understanding of the main arguments—supported by illustrative examples—of assigned readings  
  This latter component may be assessed through discussion participation, submission of an artifact or reflection, or an open ended quiz question. Due to the COVID-19 pandemic, ongoing racism, and the economic recession among other factors, Dr. Krutka will work with you in times you may need extensions or excused assignments. | 50     |
This assignment also includes more general **professional participation** that involves respect, courage, responsibility, and energy by doc students to help create a learning community. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives with the appropriate parties when you are dissatisfied with an existing situation. Your knowledge of course assignments, themes, and activities should be evident through your prepared participation.

Professional participation is not narrowly defined by the standards of advantaged and privileged groups. Students intersectional identities, ways of knowing and communicating, and different life circumstances should be affirmed and valued in this class.

Students are generally expected to join synchronous **Zoom meetings** on time, stay for the entirety, participate meaningfully, and complete assignments by deadlines. Please **communicate as soon as possible** if you will miss a class, deadline, or have an extenuating circumstance to address the issue. **If you are absent** for a class then please touch base with your group and Dr. Krutka. You may submit assignments/projects should digitally (Canvas or e-mail) unless other arrangements have been made. Late assignments can be subject to a point deduction if communication and circumstances merit it. Assignments may be returned for improvement to improve grades in certain circumstances.

<table>
<thead>
<tr>
<th>Needs Improvement 0-1.5</th>
<th>Developing 1.5-2.5</th>
<th>Accomplished 2.5-3</th>
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<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
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<tr>
<td>Student failed to</td>
<td>Student participated in class—synchronously or asynchronously — or contribute to collective class understandings.</td>
<td>Student participated fully in class—synchronously or asynchronously — and actively contributed to collective class understandings.</td>
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<td><strong>Demonstration</strong></td>
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<td>Student struggles to</td>
<td>Student demonstrates some understanding of</td>
<td>Student clearly demonstrates understanding of key ideas,</td>
</tr>
<tr>
<td>demonstrate understanding of</td>
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| Theoretical Lens Paper | Students will submit a theoretical lens paper. This paper should explain a theory and include scholarly literature. They will also present via Zoom in a traditional “paper presentation” format. Students should also be able to place your paper within the tree map from *Inventions of Teaching* book, explain their epistemological, ontological, and positionality commitments, and describe how the theory contributes to justice and equity in education. They will also present using appropriate and effective visuals. This assignment should prepare students to write a theoretical lens for their dissertations. Students will submit a draft with 50% of the paper completed and an outline for the rest of content, a fully completed paper, and a final revised paper.  
  
- **Requirements:** 1. Your paper must a minimum of 10 pages (Times New Roman, Double Spaced, 1 inch margins, APA style, no cover page -- just title and name). 2. You must respond to Dr. K’s feedback; 3. You must prepare a paper presentation with visuals (12 minutes); 4. You must be able to place and explain your epistemological, ontological, and positionality commitments.  
- **Suggestions:** You should seek out examples from your field or advisor to study as examples. and explain your epistemological and ontological commitments.  
- **Presentation:** You will present in a traditional “paper presentation” format using visuals for 12 minutes.  
- **Example:** Skip to chapter two of Dr. K’s dissertation. | 25 |
| Theory to Practice Portfolio | Students will submit a theory to practice portfolio. The purpose of the portfolio is to use theory to advocate for educational change. While the portfolio may center on one primary theoretical idea, it should draw explicitly or implicitly (with a document for implicit influences) from several readings in the class. Students’ portfolios should include:  
  
- Clearly explain a primary theoretical idea  
- Include specific means by which this idea can move education toward equity and justice in approaches to | 25 |
| education, including but not limited to, curriculum, instruction, assessment, community activism, or some combination of factors  |
| -- inclusion of information in more than one media form (e.g., text, visual, audio, video)  |
| -- inclusion of references to scholarly and practical sources.  |
| -- target an audience (e.g., subject, grade, district, department).  |

Portfolios may be demonstrated on a website, in the format of a practitioner article, or via other means approved by Dr. Krutka. Students should identify possible ideas early, keep notes from course readings, and identify where the project fits on the *Inventions of Teaching* tree. Students are encouraged to be creative, consider projects that can make an impact, and work in groups that can agree on a common vision.
Appendix A: Policies and Resources

My Statements

Student “Office” Hours. While I am available before and after weekly synchronous videoconferences, I am also available for “student hours” well beyond this requirement. 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 if you cannot make it to the Denton campus. 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 success 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](https://deanofstudents.unt.edu/resources/food-pantry)

**Social Media and Online 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. You should not capture images or record video from online meetings and share those outside our class community with consent. 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.

**Observation of Religious Holidays:** I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

**TExES Test Preparation.** TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Success Office (TSO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam can find available dates and register at [http://coe.unt.edu/texes](http://coe.unt.edu/texes). Students may only take one practice exam per session that relates to their teaching track/field at UNT. Students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For more information and suggested study materials, go to: [http://coe.unt.edu/texes](http://coe.unt.edu/texes) or visit the TExES Success Office in Matthews Hall, Room 119F. Additional test preparation materials (i.e. Study Guides for the TExES) are available at [http://tx.nesinc.com](http://tx.nesinc.com).

**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/content/mental-health-resources](https://speakout.unt.edu/content/mental-health-resources).

**Teacher Candidate Checklist.** From admission to field observation to the TExES exam to clinical teaching to certification, teacher candidates have a lot of requirements and deadlines. Please use [THIS TEACHER CANDIDATE CHECKLIST](https://speakout.unt.edu/content/mental-health-resources) to keep track of requirements and contact the Educator Preparation Office (940-565-4226) in Matthews Hall 119 for assistance.
Department 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](https://coe.unt.edu/educator-preparation-office/foliotek)

**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](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto: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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

**UNT 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](http://disability.unt.edu).
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.
Appendix B: Department Mission and Vision

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.