

EDEE 1010: Teaching as Advocacy for Equity Spring 2022

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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.

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.

CLASS TIME/LOCATION

Thursdays 8:00am-10:50am/Business Leadership Building (BLB) Rm 225

REQUIRED TEXTBOOKS AND/OR MATERIALS

Stamped (For Kids): Racism, Antiracism, and You by Sonja Cherry-Paul, Jason Reynolds, and Ibram X. Kendi
This Book Is Anti-Racist: 20 Lessons On How To Wake Up, Take Action, And Do The Work by Tiffany Jewell

ATTENDANCE EXPECTATIONS

In-Person attendance and participation in this class is REQUIRED. Our time in class will consist of small group and whole class discussion. You are a VITAL part of this learning community, and your contributions are part of the knowledge that we will create in our classroom. We need you here. *There is NOT an option to attend class via Zoom unless the University change/switches to remote instruction.*

The following attendance policies are in effect for this class:

- You are permitted two (2) absences (excused or unexcused) without a grade penalty. However, you must notify the professor via Canvas Inbox/email of ANY absence, and you still must complete required readings/submit assignments on their designated due dates. All class materials can be found in the Canvas Modules section for each class you miss.
- If you are absent for 3-4 classes, your absences will ONLY be excused for the following University Approved reasons: Religious holy day, including travel for that purpose; Active Military Service, including travel for that purpose; participation in an official university function; illness or other extenuating circumstances (such as Covid); and pregnancy/parenting. ***You MUST provide official documentation (in writing) to the course instructor to verify your excuse for absence.*** (If you need assistance verifying absences due to illness or extenuating circumstances, you should contact the Dean of Students office. The Dean of Students office will verify your documentation and advocate on the your behalf, as appropriate.) If your 3rd and/or 4th absence cannot be verified with documentation, you will receive a deduction of one letter grade from your final grade in this course for each absence.
- If you are absent for 5 or more classes for any reason (30% or more of the semester), you will be unable to successfully complete this course with a passing grade. Between **February 1st** and **April 8th**, you can drop the course with a grade of W. This can affect your financial aid, however, and you will have to retake the course for degree completion. If you decide not to drop the course, a grade of D or F will be assigned, and you will have to retake the course for it to count toward your degree completion.

COURSE ASSIGNMENTS

Reflection Journal (20%): 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.

Book Club (20%): Students will form book clubs and will meet during class throughout the semester to discuss an assigned text. Each group will submit notes/assignments in Canvas to receive credit for participation.

We'll Take the Lead (20%): 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 20 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 Introspective Analysis (20%): Starting from and related to the readings and discussions, reflect on what you have learned this semester.

Participation and Professionalism (20%): Conduct and active participation throughout the semester as well as completing each assignment, activity, and readings. This grade includes professional and regular communication with the instructor and with peers in class during group discussions and projects.

GRADING

A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.

B: 80-89% Proficient. The student performs slightly above the minimum criteria.

C: 70-79% Average. The student meets the minimum criteria.

D: 60-69% Below Average. The student does not meet the minimum criteria.

F: 0-59% Improvement Required. The student does not complete the coursework.

CLASS SCHEDULE: SPRING 2022 (SUBJECT TO CHANGE AS NEEDED)

Class Date	Topic/Assignments
1 January 20	First day! Complete Student Information Survey in Canvas before class on 1/20.
2 January 27	Building Classroom Communities and Discovering Teacher Identity
3 February 3	Implicit Bias and Inequity; Myths and Misconceptions
4 February 10	BOOK CLUB SESSION: Read <i>Stamped</i> Talking About Race and Chapters 1-4
5 February 17	Restorative Justice and Rethinking School Discipline DUE: Reflection Journal #1 in Canvas by midnight on Sunday, February 20th
6 February 24	BOOK CLUB SESSION: Read <i>Stamped</i> Chapters 5-9
7 March 3	Socioeconomic Status and Adverse Childhood Experiences
8 March 10	BOOK CLUB SESSION: Read <i>Stamped</i> Chapters 10-14
9 March 17	Spring Break – No Class Session
10 March 24	Gender Identity and Expression DUE: Reflection Journal #2 in Canvas by midnight on Sunday, March 27th
11 March 31	BOOK CLUB SESSION: Read <i>Stamped</i> Chapters 15-19
12 April 7	Cultural and Religious Expression; Immigration
13 April 14	BOOK CLUB SESSION: Read <i>Stamped</i> Chapters 20-24 and An Antiracist Future
14 April 21	"We'll Take the Lead" Presentations
15 April 28	"We'll Take the Lead" Presentations (Last Class Session) DUE: Final Introspective Analysis in Canvas by midnight on Sunday, May 1st
16 May 3	No Class Session This Week
17 May 10	Finals Week: No Final Exam in this Class

(See next page for additional course topics)

ADDITIONAL COURSE TOPICS

- Ableist Language and Ableism
- Technology Apps and Adaptive Technology for Students with Special Needs
- Trauma Informed Teaching Practices
- Teaching Students About Immigration
- Assessment Equity and Bias
- Bullying/Kindness
- Social Emotional Learning
- Race and Schooling

NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances and I do not judge anyone when they struggle. But, you **MUST** let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not attend/participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class and this may affect your financial aid/tuition payment and degree completion date. A grade of I or Incomplete cannot be awarded if you are failing the class at the time of grade submission.

EXTRA CREDIT

At the end of the semester, if there is an 85% or higher completion rate of my SPOT evaluations, a small amount of extra credit (TBD) will be available to each member of our class.

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.

Teacher Education Program Core Values

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: Our Core Commitments

Commitments	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, 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 liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
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 ecological – 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 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 a 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 through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

UNT 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> .

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 <http://deanofstudents.unt.edu/conduct> .

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.

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.

Department of Teacher Education and Administration 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>

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.