COLLEGE OF EDUCATION
Department of Teacher Education & Administration

Fall 2026

EDEE 1010: Introduction to Teaching

Instructor: Karina Hayes	**Pronouns:** She/Her
Class Location: Matthews Hall 108	**Class Time:** Fridays 11:10AM - 12:30PM
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COURSE DESCRIPTION

This class serves as an entry point into the teaching profession, inviting students to reflect on their own educational experiences while exploring what it means to become an effective educator. The course examines teaching from multiple perspectives, including personal dispositions, professionalism, historical and philosophical foundations, current issues in education, and the broader systems that shape schools in the United States. Students are introduced to key concepts such as educational identity, instructional planning, assessment, classroom environment, and the characteristics of effective teachers. Designed as a foundational course, EDEE 1010 provides the groundwork for deeper study and continued growth in the field of education.

COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

1. Analyze their prior educational experiences to articulate emerging beliefs about teaching and learning.
2. Describe the historical, political, and organizational foundations of U.S. public education and their impact on today's schools.
3. Explain major learning, development, and educational philosophy theories and apply them to classroom examples.
4. Identify characteristics of effective teaching and evaluate their own professional dispositions in relation to these expectations.
5. Examine current issues in education and connect them to course concepts and the role of the teacher.
6. Describe the components of curriculum, instruction, and assessment, including the use of backward design in planning for student learning.
7. Identify strategies for supporting diverse learners and fostering safe, inclusive classroom environments aligned with ethical and legal responsibilities.

PREREQUISITS

There are no prerequisites for this course.

COURSE TEXTBOOKS

1. Foundations of Education Copyright © 2023 by Lisa AbuAssaly George; Dr. Kanoe Bunney; Ceci De Valdenebro; and Tanya Mead is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.
2. EESE 2010 Introduction to Education Copyright © 2022 by Angela Hooser and Janna McClain is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

COURSE ASSIGNMENTS

Assignments	Points
Attendance	10%
Participation	10%
Disposition Inventory & Conference	10%
Digital Reflection Journal & Response (2)	10%
Educational Autobiography	10%
Teacher Interview & Reflection	10%
Building Professionalism Activity & Reflection	10%
Teaching Philosophy	10%
Final Learning Presentation	20%
Total	**100%**

A = 90-100% **B** = 80-89% **C** = 70-79% **D** = 60-69% **F** = 59% or Below

LATE WORK

All assignments and discussion posts are due by 11:59 PM on the date listed in the course agenda. For example, if an assignment is due on February 16, it must be submitted by 11:59 PM on February 16.

If you encounter an emergency and need more time **before** a due date, please contact me as soon as possible. We can work together to create an alternate timeline. Once a new deadline is agreed upon, please honor it.

Unless an extension has been arranged:

- Late work will lose **10% per week** past the due date.

  - Within 1 week of the due date = 10% off
  - Within 2 weeks of the due date = 20% off
  - Within 3 weeks of the due date = 30% off
- **No work will be accepted after the 3 week mark and will receive a grade of 0 or F.**

TURNAROUND TIME

I aim to return graded work to you within two weeks of the due date. When this is not possible, I will send an announcement to the class.

GRADE DISPUTES

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting. (I cannot discuss grades over email.) You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

APA STYLE & FORMAT

The only type of document formats I will accept for a grade in this course are Word and PDF. If you submit a .pages document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date. Blank documents or incorrect documents will also receive grades of 0. It is YOUR responsibility to ensure you have submitted the correct assignment using the designated formatting.

Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (title page, 1-inch margins, 12-point Times New Roman font, double-spaced, left-aligned text, page numbers, appropriate citations, and references). For assistance, use the APA (7th addition) publication manual or visit Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

COURSE STRUCTURE & ATTENDANCE EXPECTATIONS

This course is designed using a ***flipped classroom model***, which means that much of the foundational learning will take place before our in-person class meeting each week. Instead of meeting twice per week, we will ***meet once weekly for an 80-minute recitation session*** focused on active engagement, collaboration, discussion, reflection, and application of course concepts.

To make our time together meaningful and productive, you are expected to complete all assigned readings, videos, modules, and other coursework before attending recitation each week. Coming prepared allows you to fully participate in discussions and learning activities while also helping build a supportive learning community with your peers. ***Because our in-***

person meetings are highly interactive, attendance, preparation, and participation are essential components of your success in this course.

This structure is designed to help you engage more deeply with course content while also modeling instructional practices you may encounter and use in your future classrooms as educators. I am committed to creating a collaborative, supportive, and engaging learning environment, and I encourage you to communicate proactively if challenges arise during the semester. As future educators, developing habits of preparation, accountability, communication, and active participation is an important part of your professional growth.

University policy 06.039 will be followed for attendance issues. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will miss class. **It is the student's responsibility to obtain all notes and handouts missed during their absence from a peer.** All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. If a student misses four or more classes, they will receive a failing grade. Students who miss more than 30 minutes of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note, it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class
0 –1	10
2	7
3	3
4 or more	**You will automatically receive an F for your final grade.**

Note: *If you have extenuating circumstances supported by legal, official documentation, the instructor may make exceptions to the policy for absences two (2) through three (3) by assigning appropriate makeup work. Four (4) absences will NOT be excused under any circumstances.*

- **Tardiness:** If you are late to in-person class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival more than two times), one or more full letter grades will be deducted from your final grade *at the instructor's discretion*.

- **Attendance Reporting:** It is YOUR responsibility to email the instructor about your absence(s) with a reason prior to the class.

University Excused Absences:

- 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
- Pregnancy and parenting under Title IX

Unexcused Absences:

- Student organization/Sorority/Fraternity events/meetings
- Car Trouble/Parking/Transportation Issues
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes/Studying for other classes
- Other events that do not fall under UNT policy as deemed by instructor

COURSE SCHEDULE

Topics	Dates	Assignments
Course Overview & Community Building	**Week 1** August 17-23	**All About Me poster** Sunday, 08/23 by 11:59 PM
Educational Autobiography	**Week 2** August 24-30	
So, You Want to Be a Teacher?	**Week 3** August 31-September 6	**Educational Autobiography Video Assignment** Sunday, 09/06 by 11:59 PM
Characteristics of an Effective Teacher	**Week 4** September 7-13	
History of U.S. Education	**Week 5** September 14-20	**Digital Reflection Journal & Response** Sunday, 09/20 by 11:59 PM

Building Professionalism with Teacher Dispositions	**Week 6** September 21-27	
Governance, Finance, & Schools in the U.S.	**Week 7** September 28-October 4	**Building Professionalism Activity & Reflection** Sunday, 10/04 by 11:59 PM
Learning Theories & Development	**Week 8** October 5-11	
Educational Philosophies & Teaching Philosophies	**Week 9** October 12-18	**Dispositions Inventory** Sunday, 10/18 by 11:59 PM
Curriculum, Instruction, & Assessment	**Week 10** October 19-25	
Planning, Teaching, & Learning	**Week 11** October 26-November 1	**Teaching Philosophy** Sunday, 11/01 by 11:59 PM
Classroom Environment & Community	**Week 12** November 2-8	
Addressing the Needs of Diverse Learners	**Week 13** November 9-15	**Teacher Interview & Reflection** Sunday, 11/15 by 11:59 PM
Ethical & Legal Issues in Education	**Week 14** November 16-22	
Week 15 November 23-29 THANKSGIVING		

Dispositions Inventory Conference	**Week 16** November 30-December 6	**Final Learning Presentation** Sunday, 12/06 by 11:59 PM
Week 17 **Finals Week** **No In-Person Meeting**		

Subject to Change: This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate. Students will be notified of such applicable changes.

PROFESSIONAL BEHAVIOR IN CLASS

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior. If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to ***deduct one or more letter grades from your final grade*** and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

AI (ARTIFICIAL INTELLIGENCE) AND PLAGIARISM IN EDEE 1010

The unauthorized use of any person or technology that assists in a student's assignment, project, or paper is considered cheating under the UNT Student Academic Integrity Policy (UNT Policy 6.003). Unless a professor or instructor gives explicit "authorization," AI cannot be used to complete assignments, projects, or papers. Doing so will result in a "cheating" violation.

As future educators, it is completely necessary that you engage fully in the learning process throughout this course. Plagiarizing and/or using AI to complete assignments in place of your own work will seriously undermine your ability to pass your TExES Certification Exams, weaken your confidence during your clinical practice experience, and ultimately compromise your ability to successfully teach your future students. If AI does the thinking for you now, it can delay or prevent your personal growth, and you will not be as prepared to make real time decisions as an educator. While some assignments may seem to invite the use of online tools, the core expectation for our class is that **the work you submit is your own original writing**. Using the work

of someone else (including AI) **without citing it** is a form of plagiarism and is treated as such at UNT. UNT employs AI detection software through Canvas LMS, so please be aware of this when submitting your work.

If you use AI this semester in this course, I encourage you to reflect on this guiding question: ***"Am I using this tool to support my learning, or to avoid it?"*** Please establish a reasonable relationship with emerging technologies that enhances your authentic growth as a reflective, capable, and compassionate educator.

You may use AI (with full disclosure to your professor) to:

- Refine grammar and organization after drafting your own writing/responses FIRST.
- Ask follow-up questions to deepen your understanding of course concepts.
- Brainstorm ideas based upon your own thoughts and suggestions.

You may NOT use AI to:

- Write assignments, assessments, reflections, lesson plans, discussion board posts, etc.
- Generate written work without SIGNIFICANT personal input, revision, and citation/disclosure of AI use.
- Fabricate personal experiences or interactions.

As your instructor, I promise to NEVER use AI to replace the deep engagement and individualized attention you each deserve from me. I strive to provide consistent, high-quality support, and I vow to read every word you write or share with me. I do not use AI to grade assignments. I will deliver customized, authentic, and meaningful feedback on your work. While I may occasionally use AI to enhance my ability to provide consistent, high-quality support so that I may serve you more efficiently, I assure you that all of my interactions with you and our class will be genuine, unique, personal, and guided by my professional judgment and ethical commitment to your success. I will also be sure to fully disclose when, how, and why I use AI in our course if I do.

F1 VISA REGULATIONS

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (DOC) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

UNT POLICIES AND PROCEDURES

Attendance: See the instructor's attendance policy.

Eagle Alert: Students will be notified by Eagle Alert if there is a campus closing that will impact a class. For additional information, refer to the Campus Closures Policy (https://policy.unt.edu/sites/default/files/15.006%20Campus%20Closures_0.pdf).

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university. For more information, refer to the Academic Integrity Policy (https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf).

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

Student Support Services & Policies. You can access these policies on the Student Support Services & Policies page (https://clear.unt.edu/student-support-services-policies).

Survivor Advocacy. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at: SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at: oeo@unt.edu or at: (940) 565 2759.

ADA Accommodations. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be

delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry.

Title IX Services. Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations.

UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: https://studentaffairs.unt.edu/dean-of-students. Renee LeClaire McNamara is UNT's Student Advocate, and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at: 940-565-2648.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/how-get-help.

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student

engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

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

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service teachers to design and

implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEA TEACHING STANDARDS

Educator Standards

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards.

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

- **Standard 1** – Instructional Planning and Delivery.
- **Standard 2** – Knowledge of Students and Student Learning
- **Standard 3** – Content Knowledge and Expertise
- **Standard 4** – Learning Environment
- **Standard 5** – Data-Driven Practice
- **Standard 6** – Professional Practices and Responsibilities

Professional Pedagogy and Responsibilities (PPR) EC-12 Standards

The beginning EC-12 teacher knows and understands:

- **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

- **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

EC-12 Tech Apps Standards

The beginning EC-12 teacher knows and understands how to:

- **Standard I:** Use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
- **Standard II:** Collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III:** Make informed decisions by applying critical-thinking and problem-solving skills.

InTASC Model Core Teaching Standards

The beginning EC-12 teacher knows and understands how to:

Standard 1 – Learner Development
Standard 2 – Learning Differences
Standard 3 – Learning Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 – Assessment
Standard 7 – Planning for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

English Language Proficiency Standards (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

Texas College and Career Readiness Standards

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link:
https://www.highered.texas.gov/college-career-readiness-standards/

Technology Applications

Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.