**Welcome Back!**

*EDCI 3800 5:30-8:20pm on Mondays with Kevin Howard*

Starting next week, we will meet in the Language Building RM 215.

**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 Kevin Howard, and I am excited to explore foundations of education with you this Semester. The creator of this course (Dr. Dan Krutka) was a high school social studies teacher for six years and has been a teacher educator and researcher since 2011. He also hosts a podcast that focuses primarily on social studies, social media, and social justice education called Visions of Education ([find episodes here](https://visionsofed.com/podcast/)). He is also interested in technology education and you can learn more from [my Civics of Technology project website](https://www.civicsoftechnology.org/).

We will **meet in Matthews Hall 108 from 5:30pm until 8:20pm** and **readings/assignments will be due every weekday before 11am**. **COVID-19 can pose unique challenges** to our schedules, finances, mental health, and physical health. You should be sure you have the time, energy, and resources to complete the assignments. However, I am also **here to support you** if you face any of the challenges this pandemic can present. Please **communicate with me 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 teaching strategies, investigate inquiry lesson planning and curriculum, and explore the histories and inequities in our schools.

**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 **prepare a “Class Detective Report”** upon returningthat addresses what was missed in class and presents the report at the return of the next class.Each missed class after the first one can result in a reduction of 5 points off your overall grade, but each situation will be addressed as is appropriate to the context.

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**

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| Goldstein, D. (2014). *The teacher wars: A history of America’s most embattled profession*. Doubleday.   * Available for purchase at UNT bookstore & Amazon (ebook, new & used, etc.) * Available as audiobook through Audible |  |

**Assessments (39 points total):** Students can earn up to 3 points for each module/class. These grades can be determined by a combination of professional participation (see details below) and assessment. Assessments can be informal or formal and often seek to ensure students are completing readings and understanding course content. Assessments can be completed through means such as discussion potlucks, quizzes, free writes, entrance tickets, in-class projects, or other forms of assessment. Professional participation is integral to the success of this class and entails the following:

***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.

***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.

***Attendance*** is required and teacher candidates can lose points for late arrivals or early departures from class meetings. As long as the teacher candidate completes a high-quality detective class report, there is no penalty for one missed class. Every missed class after the first miss may result in a meeting.

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.

**Equity Final Project (16 points)**: The purpose of this final project is to create space to identify ideas you learned in the course and apply them to either teaching or policy contexts. You may work individually or in small groups. All projects should address equity issues as part of, or the central focus of, the project. You or your group may, for instance, propose a teaching or policy change that will make schools more inclusive, equitable, and just in your curricular area of interest. You may choose to investigate the topic from your discussion potluck facilitation or another approved topic. 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 3 pages), and a video reflection (approximately 7-10 minutes), or podcast or Presentation (approximately 15-20 minutes), or some equivalent or combination of media. At least 1,000 words is required for any project and must abide by APA style guidelines. More details will be discussed in class. Other approaches such as Art Installations pieces, interpretative dance, theatrical skits, and poetry are welcomed.

**Required text Presentations (35 points):** With your Book club group, you will lead a 30-35 minute discussion over assigned class text(s) during class meetings. All presentations must have an engagement component and or some sort of assessment the class community can engage in. Again, various modes of presentations are highly welcomed.

**Potluck (10 total points):** In addition to required text readings, each book club will select a text (twitter post, video, short article, or news report) that relate to issues in education and verbally report your findings to the class each week. Each report may include examples, scenarios, interactive activity, or video. These should be no less than 15minutes.

Week 1

* Meet and greet
* Class syllabus & Guidelines
* BellRinger 1(perception and what’s different?)
* Name Tents
* Language Building reminder

W2

* Groupwork assessment
* Bellringer(Sticky note activity: Questions, epiphanies, comments, concerns) 25min
* My presentation and example of the required text presentation 30min-45min
* Select groups

W3

* What is teaching? Think tank activity
* Kevin’s Presentation
* Potluck discussion Practice

W4

* Required text Presentation
* Kevin’s Presentation
* Discuss Final Project

W5

* Required text Presentation
* Presentation
* Potluck discussion

W6

* Required text Presentation
* Presentation
* Potluck discussion

W7

* Current events reflection
* Required text reflection
* Required text Presentation
* No potluck discussion today

W8

* Required text Presentation
* Potluck discussion

W9

* Final project Check-in

W10

* Current events
* Presentation
* Potluck discussion

W11

* Required text Presentation
* Potluck discussion

W12

* Current events
* Evaluation of the class discussion
* Required Text Presentation
* Potluck discussion

W13

* **Final presentations Week**

W14

* **Final presentations Week**