

EDCI 3800: Professional Issues in Teaching

Dr. Tori Smith (she/her/hers) Victoria.Smith2@unt.edu Matthews Hall 218U Office hours (email to schedule) Tuesday: 11:00-12:00; 1:00-2:00 Thursday: 11:00-12:00; 1:00-2:00 Zoom by request	Fall 2023 Tuesday/Thursday 9:30-10:50 AM Matthews Hall 113 Course schedule and materials available in Canvas
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

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.

COURSE GOALS

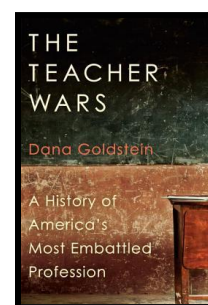
By the end of this course, you should better understand and exhibit:

- 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
-

REQUIRED TEXTBOOKS AND/OR MATERIALS

Goldstein, D. (2014). *The teacher wars: A history of America's most embattled profession*. Doubleday.

- Available at UNT bookstore and Amazon
- Available as an audiobook through Audible



INSTRUCTOR 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.

ATTENDANCE EXPECTATIONS

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole-group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. Students must inform the instructor as soon as possible if they miss class. If you miss a class, you must complete and submit a "class detective report." For the first absence, you will receive 5 points back to your grade for completing a "class detective report." Subsequent absences with the completion of the "class detective report" will result in a 2.5-point deduction in your grade. All assignments are due on dates indicated on the syllabus, regardless of student absences. Students who miss six or more classes will receive a failing grade. Students who miss more than 45 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. Individual situations will be addressed as appropriate to the context, but it is the responsibility of the student to communicate with the instructor.

GRADING AND COURSE ASSIGNMENTS

Assignment	Brief Description	Points <i>200 total points</i>
Participation and Assessment	<p>Students can earn up to 5 points for each module/class with assigned readings. 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 reading responses, 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:</p> <p>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, 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.</p> <p>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</p>	150

	<p>struggle with ideas that challenge your current beliefs and understandings. This requires respect for others and the courage to question oneself. These are essential qualities because this is how people grow!</p> <p>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, read all materials, and complete all assignments carefully and on time.</p> <p>Communication is critical to your success in this class. Professional communication requires timely, clear, and respectful communication. You are expected to communicate any issues (e.g., absences, personal concerns) well before class time or deadlines, or as soon as 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.</p>	
Equity Final Project	<p>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 5 pages), a video (approximately 7-10 minutes), a podcast (approximately 12-15 minutes), or some equivalent or combination of media. At least 1,000 words are required for any project and must abide by APA style guidelines. More details will be discussed in class.</p>	30

Discussion Potluck	Either individually or with a partner, you will lead a 25-30 minute discussion over assigned class text(s). 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 an example here.	20
Total	There are 200 points available for the course and all grades will be added in Canvas.	200

TEACHER EDUCATION & ADMINISTRATION DEPARTMENTAL POLICY STATEMENTS

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](#): 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).

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.