**EDCI 3830 | Section 001| Fall 2025**

**TEACHING/LEARNING PROCESS & EVALUATION**

Matthews Hall 113

Wednesday, 9:00-11:50

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Office hours: Students can make in-person or virtual appointments using the Calendly link in Canvas.

**Course Description, Structure, and Objectives**

**Course Description from UNT Catalog**

This course examines the processes of human learning and development as they relate to teaching in diverse EC–12 classroom settings. Understanding these processes is applied to lesson design, instructional strategies, and assessment.

**Course Prerequisites**

Students are expected to have junior standing.

**Course Goals**

The course is designed in alignment with the TEA Pedagogy and Professional Responsibilities EC-12 standards. The goal of the course is to prepare students for their certification exam and their role as future educators. The course touches on the various professional responsibilities of Texas teachers.

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 fostering a positive learning, equity, and excellence climate.

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 IVThe teacher fulfills professional roles and responsibilities

and adheres to legal and ethical requirements of the profession.

**How to Succeed in this Course**

**Communication Practices**

Connect with me through email and/or by attending office hours. You can make an appointment with me via the calendly link posted at the top of the Canvas page. I am available for both in-person and virtual office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow-up email. A gentle nudge is always appreciated. However, please be selective in what you choose to email me about. If a peer can answer your question, please reach out to a peer before contacting me. I hope that you will learn to rely more on your colleagues than on me, and that you will develop a professional skillset that will serve you well in your fieldwork and teaching career.

**Attendance and Participation**

Because this course involves collaboration, participation is essential to learning. Class activities require you to be actively engaged in discussions and group work. I have a strict policy because you will be entering a profession in which you cannot consistently be absent. For example, most districts provide teachers with about 10 sick days per year out of about 180 teaching days.

The following will be the attendance policy for our course:

| **# of Unexcused Absences** | **Deduction from Final Grade** |
| --- | --- |
| 0 – 1 | No point deduction |
| 2 | 3 points (e.g., 100-97) |
| 3 | 5 points (e.g., 95-90) |
| 4 or more | Failure of course |

Whether an absence is excused or unexcused, students can only get the 6 points from the entry and exit tickets by completing and submitting an alternative assignment in Canvas within one week of the missed class. **According to UNT Policy 06.039, illness is “deemed a matter between the student and their faculty member.” Therefore, you are given one day this semester to take as your sick day unless it is an extenuating circumstance in which you should reach out to Dr. Smith. Please save your one unexcused absence for when you are ill.**

**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 accommodations 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) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

**Academic Success Resources**

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out [mental health services](https://digitalstrategy.unt.edu/clear/student-support-services-policies.html) (<https://clear.unt.edu/student-support-services-policies>), visit [unt.edu/success](https://www.unt.edu/success/), and explore [unt.edu/wellness](https://www.unt.edu/wellness/index.html). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu/).

**Supporting Your Success and Creating an Inclusive Learning Environment**

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

**Course Overview**

**Course Texts**

All course readings will be provided via Canvas.

**Schedule**

| Date | Week | Topic |
| --- | --- | --- |
| 8/20 | 1 | Welcome |
| Section 1: Human Development & Impacts for Teaching | | |
| 8/27 | 2 | Orientations: Human Development, Teaching, and Learning |
| 9/3 | 3 | Physical Development |
| 9/10 | 4 | Emotional and Moral Development |
| 9/17 | 5 | Cognitive Development |
| 9/24 | 6 | Socio-cognitive Development |
| 10/1 | 7 | Critical Development |
| Section 2: Instruction and Best Practices for Student Learning | | |
| 10/8 | 8 | Relevancy |
| 10/15 | 9 | Effective Communication |
| 10/22 | 10 | Higher Order Thinking |
| 10/29 | 11 | Teaching for Understanding |
| 11/5 | 12 | Teaching for Understanding |
| Section 3: Designing Lesson Plans | | |
| 11/12 | 13 | Lesson Objectives + Assessments + UDL |
| 11/19 | 14 | Lesson Activities + Materials + Anticipatory Sets |
| 11/26 | 15 | Fall Break |
| 12/3 | 16 | LP Workshop + Peer Review |
|  |  |  |
| 12/7 |  | LP Due |

\*I reserve the right to change the course plan. All changes will be communicated promptly.

**Assessing Your Work**

**Grading Scale**

Letter grades will be allocated on the following scale:

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F 50-59 points

I expect all students will earn an A in the course if they are participating regularly and turning in major assignments. My approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

**Assignments**

In addition to course readings and class activities, the instructor will use the following graded learning activities as indicators of progress and understanding over the duration of the semester. Additional details will be provided at the beginning of the semester and/or before each assignment due date. All assignments will be submitted through Canvas.

* 17% 26 points Reading accountability and participation
* 9% 14 points Observations of learning
* 20% 30 points Self-assessment
* 20% 30 points Models of teaching and learning
* 33% 50 points Lesson plan
* 0% 0 points Required certification modules

**Academic Integrity and AI**

In this course, the use of GenAI tools is **NOT PERMISSIBLE**. No matter the approach, any attempt to represent GenAI output as a student’s own work will be considered fabrication, cheating, and/or academic dishonesty as determined on a case-by-case basis. The instructor reserves the right to verify students’ work through in-person meetings and/or proctored in-person assignments. The instructor also reserves the right to adjust course grades according to violations and report students to the Academic Integrity Office for further review. Any use of GenAI tools by the professor will be disclosed. The only tools that are permissible are Grammerly, spellcheck, predictive text, speech-to-text, and translation tools.