

EDCI 3830 | Sections 001 and 002 | SPRING 2026

TEACHING/LEARNING PROCESS + EVALUATION

001: Wednesday 9:00 AM - 11:50 AM Matt: 102

002: Tuesday 1:30 PM - 4:20 PM Matt: 308

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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 IV The 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 emphasizes collaboration and professional preparation, attendance and active participation are essential. Teaching is a profession that requires consistency and presence. For example, most districts provide teachers with about 10 sick days per year out of about 180 teaching days.

Those with excused absences during the semester must use their excused absence as their free absence. In other words, you do not get excused absences *and* a free absence.

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

Tardiness Policy

Being on time is expected in the teaching profession. **Three tardies will be counted as one absence.** Arriving late or leaving early disrupts learning and will be recorded accordingly.

Whether an absence is excused or unexcused, students must complete the alternative Canvas assignment within one week of the missed class session to earn accountability points for that day.

It is the student's responsibility to sign the attendance sheet. Failure to sign the attendance sheet might result in an absence.

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. If you miss class for any reason outside a university excused absence or an extenuating circumstance, do not email Dr. Smith. For example, if you have a minor cold or a flat tire, do not email Dr. Smith. Rather, complete the makeup assignment.

Accommodations

The University of North Texas makes reasonable academic accommodations 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 the 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 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://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to 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.

Academic Integrity and AI

For our class AI policy, I want to begin by being transparent about my own practices. I will not use AI to answer student emails, provide individualized feedback, evaluate or grade your work, or write letters of recommendation. These aspects of teaching are deeply relational, and using AI in these ways can affect the trust, care, and professional relationship I work to build with you. I value those relationships far more than efficiency. When I do use AI—for example, to assist in creating rubrics or identifying unclear language in assignment descriptions—I will clearly identify what was generated by AI. I never simply copy and paste from AI. I always make edits on AI-generated materials. You are encouraged to reflect on your own approach to AI in this course by crafting a brief statement about how you will or will not use it, guided by what you value about your learning, the course experience, and your relationships with peers and me. Your stance may evolve over the semester, but **I ask that you always disclose AI use openly to me and to your classmates and to me**. There will be certain assignments in this course where the use of AI is not permitted. These will be clearly marked, and using AI on them will be considered academic dishonesty under the University's Academic Integrity Policy. This policy is not only about compliance, but it is also about protecting your own learning. Over-reliance on AI can limit your ability to practice critical thinking, communication, and other skills that this course is designed to develop.

Course policy is adapted from [Watkins \(202\)5](#) and Dr. Dan Krutka's Fall 2025 EDEE 3340 syllabus.

Course Overview

Course Texts

All course readings will be provided via Canvas.

Schedule

Week	Topic	Assignments
1	Welcome	
2	Who do we teach?: Childhood and adolescence	Accountability #1 Selfie Slide Syllabus Quiz
3	Viewing students as humans	Accountability #2
4	Myths about students, teaching, and learning	Accountability #3
5	Core theories: Behaviorism, cognitivism, and constructivism	Accountability #4
6	The science of learning: Cognitivism and information processing	Accountability #5
7	Social perspectives of learning	Accountability #6
8	Critical perspectives of learning	Accountability #7 Self-assessment #1
9	SPRING BREAK	
10	Culturally relevant and sustaining pedagogies	Accountability #8
11	Universal design, differentiation, and accommodations	Accountability #9
12	Applications: Planning for understanding	Accountability #10
13	Applications: Learning goals and assessments	Accountability #11
14	Applications: Authentic questions, anticipatory sets, and quality materials	Accountability #12 Self-assessment #2
15	Lesson plan workshop	
16	Lesson plan peer review and PPR	

	review	
May 4		Lesson Plan 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.

- 26% 36 points Reading accountability and participation
- 14% 20 points Self-assessment
- 21% 30 points Models of teaching and learning
- 36% 50 points Lesson plan
- 1% 2 points Selfie slide
- 1% 2 points Syllabus quiz
- 0% 0 points Required certification modules