University of North Texas at Dallas
Syllabus for Fall 2025

EDUC 1301 Introduction to the Teaching Profession

Department of	School of Education
Instructor Name	Christina Salazar, Ph.D.
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Office Hours	Monday and Wednesday 2:30 PM - 4 PM Thursday 2 PM - 4 PM
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Course Format/Structure	In person
Classroom Location	Founders Hall 337
Class Meeting Days & Times	Tuesday & Thursday 11:30AM - 12:50PM
Course Catalog Description	This course serves as an introduction to the K-12 teaching profession and includes recruitment and institutional support of students interested in a teaching career. Topics include child development, the learning environment, instructional methods, behavior management, and other educational issues.
Prerequisites	None
Corequisites	None

Required Text	***Welcome to Teaching!: An Illustrated Guide to the Best Profession in the World 1st Edition*** by Douglas Fisher (Author), Nancy Frey (Author), Taryl Hansen (Author) 978-1071904138 ***The Science of Learning: 99 Studies That Every Teacher Needs to Know 2nd Edition*** by Edward Watson (Author), Bradley Busch (Author) 978-0367620790
Recommended Text & References	Will be provided by the professor.

Access to Learning Resources	**UNT Dallas Library:**
	      Phone: (972) 338-1616;
	      Website URL: http://www.untdallas.edu/library
	UNT Dallas Bookstore:
	      Phone: (972) 780-3652;
	      Website URL: http://www.untdallas.edu/bookstore
	      Email: untdallas@bkstr.com

Canvas Resources
 	
Supported Browsers:
 	
● Updated Chrome
 	
Supported Devices:
● iPhone
● Android
● Chromebook
Note: Tablet users can use the Canvas app
	Getting Help with Canvas:
	
	Canvas 24/7 Phone Support for Students: 1-833-668-8634
	
	Canvas Help Resources:
	
	Canvas Student Guide -
	https://community.canvaslms.com/docs/DOC-10701
	
	For additional assistance, contact Student Assistance (UNT Dallas Distance Learning):
	      DAL1, Room 157
	      Phone: 972-338-5580
	      Email: distancelearning@untdallas.edu
	
	If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.
	
	If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.

Course Overview
Course Goals:
1. Introduce the ten InTASC standards developed by the Council of Chief State School Officers.
2. Describe the benefits of choosing to teach and become a professional educator in today's local, national, and global society.
3. Investigate current trends and critical issues in a variety of school settings that have both positive and negative impacts and how the role of the teacher can make a difference.
4. Examine learning theories including those proposed by Dewey, Montessori, Erikson, Piaget, and Vygotsky. Students will demonstrate their understanding in class discussions and reflective writing assignments.

Learning Objectives/Outcomes:

The student will:
1. Discuss the components of student development and diversity and how educators create learning environments that maximize the learning potential of students.
2. Demonstrate an understanding of curriculum components such as learning standards, academic disciplines, and cross-disciplinary studies and how effective instruction is created by educators.
3. Describe how instructional planning includes the process of using assessment data, instructional strategies, differentiation, and curriculum adjustments to motivate and improve student learning.
4. Discuss how professional educators collaborate with a variety of stakeholders in the field for continuous professional development, ethical decision-making, and on-going advocacy for students and the profession of teaching.

Course Outline

This schedule is subject to change by the instructor. *Any changes to this schedule will be communicated by Canvas Announcements, emails, or during face-to-face sessions.*

Week of….	Topics	Assignments
Week 1 Aug. 25 - Aug. 31	Course Introductions	Obtain texts.
Week 2 Sep. 1 - Sep. 7	Why teaching? Asset based perspectives	● Read ● Complete Quiz
Week 3 Sep. 8 - Sep. 14	Piaget's Theory Erikson's Theory *Discuss Education Presentation*	● Read ● Complete Quiz

Week 4 Sep. 15 - Sep. 21	Dewey's Theory Vygotsky's Theory *Discuss Education Presentation*	● Read ● Complete Quiz ● Education Presentation
Week 5 Sep. 22 - Sep. 28	Montessori's Theory Education Presentations	● Read ● Complete Quiz ● **Education Presentation**
Week 6 Sep. 29 - Oct. 5	hook's Theory Freire's Theory	● Read ● Complete Quiz
Week 7 Oct. 6 - Oct. 12	Review for Midterm	● Study for midterm
Week 8 Oct. 13 - Oct. 19	Midterm	● **Midterm** ● Midcourse evaluation
Week 9 Oct. 20 - Oct. 26	Technology and Education Creating the Climate for Learning	● Read ● Complete Quiz
Week 10 Oct. 27 - Nov. 2	Planning for Learning *Discuss Resume and Cover Letter*	● Read ● Complete Quiz ● **Resume and Cover Letter**
Week 11 Nov. 3 - Nov. 9	Engagement in Learning Assessment of Learning	● Read ● Complete Quiz
Week 12 Nov. 10 - Nov. 16	Instructional Moves that Ensure Learning Strategies for Learning	● Read ● Complete Quiz

Week 13 Nov. 17 - Nov. 23	*Workshop Lesson Plan Assignment*	● Read ● Complete Quiz ● **Lesson Plan**
Week 14 Thanksgiving Week Nov. 24 - Nov. 30	*Thanksgiving Week* *Asynchronous Week* Professional Responsibility/Lifelong Learning	● Read ● Complete Quiz
Week 15 Dec. 1 - Dec. 7	*Asynchronous Week* Review for Final Exam	● Study for Final Exam
Week 16 Exam Week Dec. 8 - Dec. 14	**Final Exam**	**Final Exam**

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Instrument	Measure SLO's	Point Value
Class Participation (attendance, in class activities, 14 x 20)	1, 2, 3, 4	280
Reading Quizzes (11 Assignments/ 20 points each)	1, 2, 3, 4	220
Midterm Exam	1, 2, 3 ,4	100
Lesson Plan	1, 2, 3, 4	100
Cover Letter and Resume (50 points each)	1	100
Education Presentation	1,2,3	100
Final Exam	1, 2, 3 ,4	100
Total		**1000**

GRADE DETERMINATION:

A = 90% or better, 900-1000
B = 80 – 89 %, 800-899
C = 70 – 79 %, 700-799
D = 60 – 69 %, 600-699
F = less than 60%, less than 600 points

Description of Assignments
1. **Reading Quizzes:** For most weeks, you will have a readings and you must complete a reading quiz. The quiz is due Wednesdays at midnight. It is open book/open note but will require lockdown browser. That means you should purchase a physical copy of the book or take/print physical notes. Technical issues are not an excuse for missed/late quizzes. Take the quiz early to prevent issues. Use a campus computer if necessary.

2. **Lesson Plan**
   You will create a lesson for an approximate time frame of 20 – 30 minutes in a typical school day schedule. Use the following steps below to help you get started.
   - Decide the approximate age and grade level for your lesson.
   - Examine the Texas Essential Knowledge and Skills (TEKS) for your grade level of interest.
   - Focus on the English Language Arts, Mathematics, Science, or Social Studies TEKS.
   - You will write one lesson for any of these core content areas.
   - Use the TEKS as the basis for your objectives.

3. **Draft Cover Letter and Resume** (Both should be professional, clean, and stand out from others.)
   - **Draft Cover Letter** - Write a one-page professional cover letter. It should be written as if it is for a real, certified teaching position at a K – 12 institution, not a teaching assistant, substitute, child care leader, etc.
     - The letter should include a strong opening paragraph describing why you are the perfect candidate for the position.
     - In the middle paragraph, explain your reasons for wanting to be a teacher and describe your strengths for a teaching job (such as previous experience with children or strong teaching philosophy).
     - Your final paragraph should request an interview. The cover letter is one document for the introduction section of the TK20 portfolio for EDUC 3320 checkpoint.
   - **Draft Resume** - Create a professional resume including your professional objectives, relevant teaching and work experience, education, awards, volunteering, etc. It should be written as if it is for a real certified teaching position at a K - 12 school, not a teaching assistant, substitute, child care leader, etc. Examples will be available on Canvas. Address your resume to a principal and target a specific teaching position on a specific campus. The resume will become a document in the introductory section of the portfolio in TK20 for EDUC 3320 checkpoint.

4. **Educational Presentation**
   Each student will select a topic shown from *The Science of Learning: 99 Studies That Every Teacher Needs to Know 2nd Edition* and present it during class time.

You will include in your presentation a brief description of the topic and discuss connections from the course readings and activities as it relates to your topic. (For example, does this philosophy or theorist's ideas align with the theories and principles found in our course readings? Why or why not? How can you as a present-day theorist and practitioner use this information or address what is missing or needs adjusting to meet the needs of today's learners with your chosen topic?)

Course-Specific Policies
Assignment Submission Guidelines:

- Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format (.pdf). Assignments that are submitted to the wrong place or in the wrong format will be considered late or will not be accepted.
- All assignments must be submitted to Canvas unless the instructor gives other directions in the syllabus or in class or you have made prior arrangements with the instructor.
- A difficulty with technology is ***NOT*** an excuse to turn in an assignment late. Please plan ahead.
- All assignments must be submitted as **PDF documents**.
- Papers are expected to have minimal spelling and grammar mistakes. Students are encouraged to take advantage of the services offered at the UNT Dallas Writing Center. Papers with spelling errors or too many other errors may be rejected, and permission to resubmit the assignment will be at the instructor's discretion.

Late Assignments:

- Coursework is expected to be submitted on time.
- There will be a 10% reduction of the assignment grade for every day the assignment is late. For example: You score 100% on an assignment. It is three days late. The score is reduced by 30%. You receive 70%.
- Assignments more than 5 days late will not be accepted and you will receive a 0% on that assignment.
- ***Life happens!*** If you have extenuating circumstances, please contact Dr. Salazar asap so we can create a plan for you to be successful.

No emergencies policy! There is no such thing as an emergency in this class. Don't panic. There is wiggle room in the schedule, I need grace all the time and I will grant you grace. Don't panic!

AI: Do not turn in anything produced or written by artificial intelligence. Rewording and turning in an AI generated text is not permitted.

University Policies and Procedures
Course Evaluations:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of

the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Attendance & Participation:
The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at https://www.untdallas.edu/hr/upol.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at https://www.untdallas.edu/hr/upol).

Students with Disabilities (ADA Compliance)
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit Section 504 Coordinator, Cynthia Suarez, at 972-338-1777 or email cynthia.suarez@untdallas.edu.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at https://www.canvaslms.com/accessibility.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at http://dallascatalog.unt.edu.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

AI: Do not turn in anything produced or written by artificial intelligence. Rewording and turning in an AI generated text is not permitted.

Web-based Plagiarism Detection:

Please be aware that in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol).

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Classroom Disruption:
Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to

read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Bad Weather Policy:
Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to http://www.untdallas.edu/police/resources/notifications.

Inclement Weather and Online Classes:
Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: In order to successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements:
  https://community.canvaslms.com/docs/DOC-10721
- Canvas Instructure Support & Unsupported Operating Systems:
  https://community.canvaslms.com/docs/DOC-10720