

**TLL 2707**  
**Fall 2024**  
**Online Asynchronous**  
**3 Credits**

**Classroom:** Canvas Site

**Instructor:** Katrina Bartow Jacobs, Ph.D.

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**Phone:** 412-648-3117

**Office location:** Posvar 5158

**Office hours:** By appointment

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**School of Education Mission/Vision**

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

**Course Description**

Students participate in district-based in-service activities and complete field-based assignments aimed at promoting an understanding of the professional, personal, social, and political dimensions of schools.

**Guiding Question**

How can I best connect my experiences in my student teaching placement with my coursework and my future development as an educator?

**Learning Goal**

Develop a teaching praxis that centers students and plural ways of knowing, with a focus on supporting students in learning and growing in developmentally and culturally responsive ways.

**Assignments**

*Additional details will be provided on Canvas for each assignment.*

**Weekly Discussion Boards (4 points each)**

Using Canvas students will be expected to engage thoughtfully with course materials and then post a response to the weekly discussion board. Reading and responding to each other's posts is encouraged, but not required.

**Classroom Map (10 points)**

Students will be asked to draw a map representing their classroom site and then response in a paragraph about what they have learned/are wondering about the classroom site.

**Cover Letter Draft (10 points)**

Students will be asked to write a first draft of a professional cover letter that describes their teaching philosophy and their approaches and experiences during their certification program.

**Midterm and Final PDE 430 Confirmation (2 points each)**

Students will be asked to affirm that they have successfully completed the required paperwork and artifact collection for the PDE 430 midterm and final.

**Course Schedule**

*Please see Canvas for the specific assignments and discussion topics for each week.*

**Completion/Extension Policy**

Regardless of overall grade, completion of all assignments is a requirement to pass the class. If you need an extension, please inform me **48 hours in advance of when the assignment is due**, and I will work out a new deadline with you. Please note that you will not be able to move forward with the modules of the online course until you have completed all of the previous modules, even when an extension is needed.

**Grading Scale:**

A = 94-99 points A- = 90-93 points B+ = 88-89 points B = 84-87 B- = 80-83  
C+ = 78-79 points C = 74-77 points C- = 70-73 points Fail = below 70 points

Per School of Education policies, you must get a C or higher in a course in order for it to count toward your degree.

**Other Information/Policies**

- You can expect that I will respond to your emails within 24 hours Monday through Friday and 48 hours over the weekend. If you do not hear from me within that time frame, please feel free to email again to check in.
- **University Policy on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.
- If you need to miss class for a religious observance, please notify me as early as possible in the term so that we can arrange any necessary make up work.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.
- Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any

reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

### **Food/Housing Insecurity**

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

**Pitt Pantry** (Food Pantry available to the wider University community)

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

**Off-Campus Housing Office:** <http://www.ocl.pitt.edu/>

### **Community/Civility Statement**

As educators, we will operate from a standpoint that everyone believes that all students deserve a quality education in a respectful setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Our goal is to create a community where productive disruption and uncertainty are cultivated. Carefully consider your language choices to ensure that all learners feel valued and that encourage a growth mindset from all of us. If at any time, you are uncomfortable please feel free to speak up and/or speak to me privately.