

AUGSBURG COLLEGE EDUCATION DEPARTMENT SYLLABUS

EDC 200/522A: ORIENTATION TO EDUCATION IN AN URBAN SETTING
Classroom SVE 1, Sept. 7, 21, Oct. 5, 19, Nov. 2, 16, 30 and Dec. 7 from 6:00-9:30p

Credits: 1.0

Prerequisites: English 111 or an approved substitute.

Course Description: This course investigates various foundational aspects of teaching and learning combined with in-school experience. You will have an opportunity to investigate the teaching profession as you evaluate your interest and suitability for a career in teaching. To accomplish this goal, the course will present ideas from educational history, philosophy and psychology, models of teaching and learning, leadership and management theories, and current issues in education. The course will emphasize practical application of theoretical concepts. This course includes a portion of the graduation writing skill component for students who continue in elementary or secondary education. Because of the writing skill component, English 111 or an approved substitute is a prerequisite. This course is offered for both undergraduate and graduate credit. Graduate credit is available only to those admitted as graduate students.

Education Department Mission Statement: The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Mission Themes (MT) assessed in this course: Being Ethical in Practice, Reflecting Critically, Developing Educational Leader [graduate level]

Applicable Standards of Effective Practice:

Standard 5 - Learning Environments: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 6 - Communication: A teacher must be able to use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (MT-Developing Educational Leader)

Standard 9 - Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. (MT-Reflecting Critically)

Standard 10 - Collaboration, Ethics, and Relationships: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being. (MT-Being Ethical in Practice)

Course Objectives: Students in this course will:

- Evaluate their interest/suitability for a teaching career. 9.B, E
- Experience working in an urban school setting within the framework of service learning. 9.H; 10.A, B, C
- Develop critical awareness of current events in the field of education. 5.H, I; 6.H
- Gain an understanding of the career challenges in education. 9.I, K, L
- Understand the historical foundation of public/private education. 9.A
- Understand the authority structure and political implications for educational decision-making. 9.K; 10.A
- Understand the social role schools play. 10.A
- Develop/Enhance a respect for the pluralistic, multicultural urban environment, its people, and schools. 10.B.C
- Recognize a variety of philosophies of education and begin to identify their own philosophy. 9.A
- Access information resources in order to do research. 9.D, F, I., 6.D
- Demonstrate competence in writing under several situations. 6.H, I
- Become aware of ethical decision-making and law related to education in a K-12 setting. 9.K, 10.C, F, L
- Become aware of the services available to students in the K-12 system. 10.J, K
- Understand the role of reflection and self-assessment in the life long learning of teachers. 9.E
- Understand the value of critical thinking and self-directed learning as a teacher's "habit of mind." 9.F

Technology Requirements:

- Regular access of the Moodle course website
- Use the digital still camera to capture a set of images.
- Make a presentation with Power Point or another presentation software.
- Use the Internet to access resources for course assignments.

Field Experience Requirement; This course requires a 20 hour service learning experience in a classroom in a Minneapolis or St. Paul public school, preferably at the level of the licensure being pursued. Special Education majors complete 10 hours in a regular education classroom.

Required Textbooks

Cooper and Ryan: Those Who Can Teach, 11th edition; Houghton-Mifflin, 2007

Additional articles may be assigned periodically. These will be distributed in class or put

on reserve in the library.

Course Requirements -Assessment - Assignment Descriptions

Assignments are for both undergraduate and graduate students unless otherwise indicated.

Attendance/Participation: This course requires the active participation of all class members. Attendance at each class for the whole class is expected. At this point, if you know you will need to be absent more than one class period, please do not register for EDC 200/522 this term. 10 points per class – attendance and full participation; 3 points – late and/or unprepared. Total possible = 80 points.

Service Learning Placement and Reflections: (MT-Reflecting Critically, Being Ethical in Practice – one of the reflections focuses on ethics). All students in EDC 200/522 will complete a classroom based field placement in a Minneapolis or St. Paul public school. 20 hours for Elementary, Secondary and K-12 majors, and 10 hours for Special Education majors if you are currently working in a classroom. In addition to completing your required hours, you must

- Turn in a volunteer log with date and brief description of activities for each site visit
- Turn in evaluation form completed and signed by your cooperating teacher at the end of your placement
- Complete service learning reflections, due as indicated in the course schedule:
 - Service Learning Report 1: after first visit, what are your impressions?
 - Service Learning Report 2: specific questions about classroom
 - Service Learning Report 3: more in-depth questions
 - Service Learning Report 4: Research an area of interest from yourThe specifics will be given in class and listed on Moodle.
The use of research citations will be required in one report.

Students who are currently working in classroom settings in Minneapolis or St. Paul may use that experience for service learning placement. Those without access to urban placements will learn about possible placements in class.

Hours and log = 10 points. Evaluation = 15 points. Reflections = 100 points. Total = 125

Current Event: Choose a current event from a traditional newspaper, or online news source and summarize the contents briefly and lead a discussion in your Base Group about the topic. Sign up for the class in which you would like to do this during the first class meeting. Submit (next class) a hard copy of the article and a brief summary of the following discussion. When your Base Group members have all presented, during the remainder of classes have a discussion about recent events in schools. 10 points

Assessment Descriptions;

Journal: (MT-Reflecting Critically) Minimum, 5 entries, total at 10 points per entry. 50 total points. Journal topics will be presented each class, and your responses will be submitted on the Forum, which is on the Moodle course website.

Professional meeting - Attend an education-related meeting that you would ordinarily not attend. Write a 1-2 page reflection about the meeting. Where were you? What happened? What did you learn? Who was there and why? Would you go again and why/why not? Can you relate this experience to class discussions, presentations, readings etc.? 25 points. (Include any handouts you received)

Portfolio: The important understandings that I hoped that we would learn more about in this course:

Students will understand more about relevant factors in Urban Education.

1. Document where you started as a student with digital imagines, art, writing.

What experiences are you bringing to your role as a teacher?

2. Urban Education: what does this mean? What are the strengths? What are the challenges? In what ways was your experience in an urban classroom helpful in preparing you to be a teacher (any place)?

3. How has Urban Education been presented in the media during this class?

4. Include all of your course assignments. What was the most significant learning for you during the time of this course? (1-2 paragraphs)

5. Your future plans: Where are you now in your decision to be a teacher?

Part 2 – Graduate Students only,

Teaching about an area you choose

Our textbook includes a national summary of the topics that are discussed.

Help our class understand specific information about our state. Choose a topic of interest, research the topic using online sources and if appropriate, an interview, to give the class an overview of the topic. Present this information orally to the class using power point, or another projection software (10 minutes) Some topics:

Education Minnesota, Funding for Minnesota schools, MN State Commissioner, Minnesota Parent Teacher organization, Ready 4K, Early Childhood Family Education (ECFE), Minneapolis Federation of Teachers, Education committee in the MN legislature, TAPP, The Search Institute, cont...

One page fact sheet about your findings with name, address, phone number, website, and a brief summary of your topic to be distributed in class. (sign up in class for date of presentation) 50 pts

Advocacy Assignment – Graduate, only, assignment.

Advocacy letter- Graduate students only (MT-Developing Educational Leaders)
 Your learning and experiences in this class will lead to you identifying issues and information that needs to be shared with those in leadership positions in our schools and state. Write a letter advocating for that. If you decide to send your letter to an elected official, send it to someone who is closely involved with issues related to education. If possible, send your letter both electronically and in hard copy. Include your full name, address, telephone number and email so that you can be contacted.

You will put a copy of your letter and a response if you receive one into your portfolio. Also add a reflection that describes your own learning that resulted from this assignment. In your opinion, what needs to happen next?

25 points.

Grading Procedure:

You are taking this course because you want to be engaged in learning and teaching. Hopefully we will develop a "community of learners" consisting of active, committed inquisitive people. A point value will be assigned to all assignments and to attendance to assist you in tracking your progress.

Your grade will be determined on a percentage of possible points. Those students who earn 95% or more will receive a 4.0 for the course. Similarly: 90-94% = 3.5, 85-89% = 3.0, 80-84% =2.5, 75-79% = 2.0, 70-74% =1.5, 65-69% = 1.0, 60-64% = .5, 0-59% = 0.0. Rubrics and score sheets will be used for assessment. You will also self evaluate. When possible and appropriate, evaluation criteria will be shared before work is due. Strive to do quality work.

Total points Undergraduate = 375 Graduate = 450

Assessment Summary:

Assessment Tool	Activities/Documents	ProgramStandards
Journal	Journal Feedback, Structured Questions	9.A, E, F, I, K, L; 10.A,
Research Process	Research citations, Peer Review	5.H, I; 6.D, H, I; 9.D, F, I 10.J, K
Service Learning	Journal, Log, Teacher Evaluation Reflection Papers, Group sharing	5.A; 9.E, F, G, H; 10.A, B,
Portfolio	Examples of demonstrated learning and reflections	9.B, E, F
Professional Meeting	Attend Meeting - 1-2 page reaction	10A

Bibliography:

Berliner, David	<i>The Manufactured Crisis</i>
Coles, Robert	<i>The Call of Stories</i>
Dorris, Michael	<i>Broken Cord</i>
Duckworth, Eleanor	<i>The Having of Wonderful Ideas</i>
Danielson, Charlotte	<i>Enhancing Professional Practice</i>
Gardner, Howard	<i>Frames of Mind</i>
Kohn, Alphonse	<i>The Schools Our Children Deserve</i>
Kotlowitz, Alex	<i>There are no Children Here</i>
Kozol, Jonathan	<i>Savage Inequalities</i>
	<i>Amazing Grace</i>
	<i>Ordinary Resurrections</i>
	<i>Rachel and Her Children</i>
Postman, Neil	<i>The End of Education</i>
Paley, Vivian	<i>White Teacher</i>
Palmer, Parker	<i>The Courage to Teach</i>
Rose, Michael	<i>Possible Lives</i>
Stevens, Robert	<i>Teaching in American Schools</i>

Policies:

Attendance: Attendance is expected at all class sessions. Avoidable absences cannot be made up and will not receive attendance points. This may impact the final course grade.

Academic Honesty: The Augsburg College honesty policy applies to this course. Special attention should be paid to the section on plagiarism when working on the research paper assignment.

Late Work: Points will be deducted for late work. It is always better to hand in work than not, but expect that lateness will have an impact on your grade.

Special Needs: Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. Let me know so I can assist you with your course progress. All students have the right to use the College Counseling and tutoring services, as well as to receive assistance from the Writing Lab.

Education Department Admission: Undergraduate and graduate students intending to pursue a teaching major/license must apply for admission to the Education Department. It is important to file for admission early in your program.

Students may not enroll in Education Department courses numbered 300 or higher until they have taken the PPST exam and have been admitted to the Education Department. Please register for and take the PPST exam as soon as possible.

Technology Expectations

As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g., Moodle, data bases).
- Access and use online file space (e.g., AugNet/Netware space).
- Use word processing for assignments. Require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Moodle and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Course Instructor: Gretchen Kranz Irvine, Ph.D.
Communication: Irvine@augsborg.edu; 612 330 1315

Hello! : I look forward to meeting you on Friday, September 7 at 6:00 in Sverdrup 1. (Please see campus map for location of Sverdrup Hall). Our text, Those Who Can Teach, 11th Edition, is a good foundational text that gives an overview of many topics related to Education. Please choose a few chapters of interest to read before class starts. Also, look at the website for a school that you attended sometime during your K-12 experience. Teachers need to reflect on their own school experience, because it is an important part of who you are now, and the teacher you will become.
GKI