

EDC 200/522B: ORIENTATION TO EDUCATION IN AN URBAN SETTING

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 students 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

Field Experience Requirement: This course requires a 20-hour service learning experience in a Minneapolis or St. Paul Public School classroom with strong cultural diversity or a high percentage of poverty, preferably at the level of the licensure being pursued. It is best if you can complete all 20 hours with the same teacher/class. If you are pursuing a Special Education license you are required to do 10 of your 20 hours in a regular education setting.

Required Textbook:

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.

Policies:

Assignments: No handwritten assignments will be accepted. The only exception to this is the journals that are completed in class. Multiple page assignments must be stapled together.

Late Assignments: This class is an orientation to the field of education. When one is in the professional setting of a teacher, lessons cannot be planned and brought to the classroom after they are taught. Therefore, assignments are due upon the start of class and are not accepted for full credit after the start of class. This means that if you are absent or late, your assignment must be emailed before the start of class. Late assignments can earn a maximum grade of 2.0.

Attendance: Attendance is expected at all class sessions. Students are required to email instructor prior to an absence. Students who do not email an instructor prior to an absence will lose an additional 5 points. Absences cannot be made up and will not receive attendance points. This will impact the final course grade. You are responsible to obtain missed information via emailing an instructor or a classmate prior to the next class meeting.

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.

Special Needs: Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. Let one of us know so we 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).

- 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.
- Create and present a Power Point presentation.
- Use the Internet to access research and resources for a research paper.

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 Facilitator: Alyssa Snyder, M.A.

Communication:

Feel free to contact me with concerns. I will be reviewing email daily.

Alyssa's email address: snyder@augsborg.edu

Learning Community: I look forward to meeting you, and learning with you during our time together. Please read Chapters 1, 2 and 3 of the Ryan and Cooper text for our first class. Be prepared to share some things you learned from the reading. Contact me if you have any questions.

Assignments

There are assignments for this course that have a rubric, an assessment tool, to be filled out by you prior to turning in the assignment. The assignment will not be graded without your self assessment. The purpose for this is two-fold: it allows you to see exactly what is expected of you and it allows you to look critically at your own work. You will be given a rubric packet and the rubrics will be posted on Moodle.

Assignments are for both undergraduate and graduate students unless otherwise indicated. Below is a brief description of the assignments that will be completed for assessment and/or evaluation:

Attendance/Participation/Class Preparation: This course requires the active participation of all class members. Attendance at each class for the entire period is expected. 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 - in attendance, prepared for class, and in full participation

Total possible = 80 points.

Current Event Online Dialogue:

Choose a current event from a traditional newspaper, or online news source that impacts education. Summarize the event and state the source of the information on Moodle. At the end of the summary posting, list some open-ended questions for your peers to reflect upon and respond to in order to spark an online discussion. Each community member will be responsible for posting a current event on Moodle at some point throughout the semester. We will sign up for the two-week period in which you post and facilitate your online discussion during the first class meeting. Learning community members will also be required to participate in the online discussions via Moodle. Each community member is expected to post a response between each class meeting to one of the posted current events, except for the week they are leading a discussion.

Posting and Leading an online discussion- 10 points

Participating in the online discussions of peers - 15 points (Minimum of 6 postings)

Total of 25 points

Professional meeting - Attend an education related meeting that you would ordinarily not attend. Write a 1-2 page summary and 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? Connect your reflection to what you have learned in the course. See rubric for a more detailed expectations. **Requires self assessment.**

25 points

Service Learning Placement and Reflections: (MT-Reflecting Critically, Being Ethical in Practice - one of the reflections focuses on ethics). All students in EDU 200/522 will complete a 20-hour classroom based field placement in a **Minneapolis or St. Paul public school with strong cultural diversity or a high percentage of poverty.**

In addition to completing your required 20 hours, you must:

- Turn in a dated volunteer log with a brief description of activities for each site visit
- Turn in an 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.

Those without prior access to urban placements will learn about possible placements in class. See rubrics for more detailed expectations for service learning reflections. **All require self assessments.**

Hours and log and evaluation are collected - Evaluation goes in your department file.

5 Service Learning Reflections = 25 points each.

125 points total

Portfolio: (MT-Reflecting Critically) This class incorporates several standards and sub standards of effective practice for beginning teachers. These are the standards you must achieve to be licensed in Minnesota. You will demonstrate growth and mastery in 5 of these areas with the development of a portfolio. A portfolio is a professional showcase of your work in this course. It is a place to house your best work, as well as the work that demonstrates the most growth.

It should include a table of contents, tabbed sections, and an attractive presentation.

PORTFOLIO MUST BE IN A 3 RING BINDER.

The contents of the portfolio are:

- Introduction statement

- Class reflection journals

- 5 course objectives and evidence with summative pieces

- Moodle discussion reflection

Introduction: write an overall statement (no more than two pages) that tells about your plans for pursuing (or not pursuing) a career as an educator and why you've made this decision. If you plan to stay in education, what goals do you have for yourself in terms of becoming a competent beginning teacher? If you do not plan to stay in education, how will you make use of the knowledge you gained through this course?

Class Reflection Journals: You should have an additional section in your portfolio to compile the journals completed in class. Reflecting on experience is essential to learning. Because it is a reflective activity, you are expected to do more than just tell what you did or what you read. You must demonstrate a *connection* to the text, class experience and/or your own experiences. We will go over possible formats in class. We will use the journals for class activities at various times during the course. Students who are on time to class will complete these journals within the class period.

Course Objectives: see page 2 of the syllabus, identify five in which you experienced significant learning during this term. For these 5 objectives you will submit a portfolio item (evidence/assignment) and a reflective portfolio summary statement. See rubric for a more detailed description. Requires self assessment.

Moodle Discussion: after the discussion you lead on moodle has taken place write a reflective paragraph about your online discussion to put in your portfolio. Have you ever lead a discussion online before? What surprised you? Did you get the type of responses you expected? What did you learn from leading an online discussion? Why might this be important for educators to take part in?

75 points

Research Project: All students will complete a research project focused on an educational topic or question that impacts today's students. Your project will be evaluated on its completeness, clarity, organization and depth of understanding shown. You will present your information to your peers in EDC 200/522. Your class presentation will utilize Power Point, be polished, clear, concise, and well put together

Outline an educational topic or question which impacts today's students. This project primarily involves library and internet-based research. When using on-line sources, be careful to determine credibility. Outline the topic by answering the following kinds of questions: What is the topic or question? How extensive is its impact? How does it impact students in general and in terms of school? Why is this important one for educators to understand?

A bibliography and citation of sources in APA style are required. At the time of your presentation you will have a 1 page handout for each member of the class.

50 points

Graduate Assignments:

Advocacy Assignment - Graduate only, assignment

Advocacy letter- Graduate students only (MT-Developing Educational Leaders)

Use the topic of your research. Share the key information with someone/people who are in decision-making positions in a district, state or nationally. Write a one or two page letter that concisely summarizes the key points, and then urges the recipient to take specific action at some level. Your decision about an appropriate recipient of the letter will require some thought and investigation. If you decided 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

Book Talk: Graduate only assignment

Book Talk- Graduate students only (MT- Reflecting Critically)

Read one of the books from the list distributed in class. Prepare a book talk after you have read the book and deliver it to the class. You may choose to present your book talk in the form of a Power Point presentation (completing two course requirements simultaneously).

50 points

Service Learning Discussions: Graduate only assignment

Each graduate student will lead two small group discussions focusing on the service learning experiences. You will be responsible for developing thought provoking questions to lead your group's discussion. **20 points**

Grading Procedure:

You are taking this course because you want to be engaged in learning and teaching. Our goal will be to 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 = 380

Graduate = 475

Assessment Summary:

Assessment Tool	Activities/Documents	Program Standards
In Class Journals	Journal Feedback, Structured Questions Rubric	9.A, E, F, I, K, L; 10.A, J, K
Research Project	Research Project Individual Presentation and Feedback Rubric	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, C
Portfolio	Examples of demonstrated learning And reflections, Rubric	9.B, E, F
Professional Meeting	Attend Meeting - 1-2 page reaction, Rubric	10A