

## AUGSBURG COLLEGE EDUCATION DEPARTMENT SYLLABUS

### EDC 200/522R: ORIENTATION TO EDUCATION IN AN URBAN SETTING Rochester

**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.

**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..

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 course website
- Use the digital still camera to capture a set of images.
- Make a presentation with Power Point.
- Use the Internet to access resources for research paper.

**Field Experience Requirement;** This course requires a 20 hour service learning experience in a classroom in a Rochester public school, preferably at the level of the licensure being pursued.

### **Required Textbooks**

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

Additional articles may be assigned periodically.

## **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 this term. 5 points per class – attendance and full participation; 3 points – late and/or unprepared. Total possible = 40 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 will complete a 20-hour classroom based field placement in a Rochester public school. In addition to completing your required 20 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 for this class will take place at Longfellow Elementary School in Rochester.

Hours, log and evaluation = 50. Reflection = 100 points. Total = 150 points.

**Technology Skills/Knowledge/Dispositions:** Teachers in today and tomorrow's schools must be comfortable with using technology in the classroom. Please represent yourself regarding technology. Ways you might do this: summary of your experiences with technology, a personal technology timeline or autobiography, an essay on the promise and peril of technology in the classroom, an annotated bibliography of online places of importance to you. ( in class assignment )

**Current Event:** Choose a current event from a traditional newspaper, or online news and summarize the contents briefly and lead a discussion about the topic in class orally. Sign up for the class which you would like to do this during the first class meeting. Submit a hard copy of the article and a brief summary following class discussion.  
15 points

### Assessment Summary:

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

### Assessment Descriptions;

**Research Paper:** All students will complete Part 1 of a research paper focused on a social problem that affects today's students.

Part 1 -: Outline a social problem which affects today's students. This paper primarily involves library and internet-based research. When using on-line sources, be careful to determine credibility. Outline the social problem by answering the following kinds of questions: What is the problem? Who does it affect? How extensive is its impact? How does it affect students in general and in terms of school? Why is this problem an important one for teachers to understand?

Approximate length - 6 to 8 pages, double-spaced. 6-8 articles, interviews, and/or other sources required. Bibliography of sources in APA or MLA required. Research notes and rough drafts will also be collected and counted towards the final grade.

Your paper will be evaluated on its completeness, clarity, organization and depth of understanding shown. It must be mechanically accurate, and word-processed. Please make use of the Writing Lab at any point. They can help you think through your ideas as well as organize them and present them accurately. This is especially important if you haven't written many research papers and/or haven't written them in awhile. Peer response and some instruction will be incorporated into class during the drafting, revising, and editing stages of the writing process. Part 1 = 100 points

**Part 2 – Grad, only, extension:** Present a community-based solution or response to the social problem that you have outlined. Describe and evaluate one actual local response to the social problem by answering the following sorts of questions: What is the solution/response? Who is it designed to serve? Where is it located and who sponsors or works with it? How does it address the problem described in Part 1? What sorts of problems does it offer students? Is the program addressing the problem adequately? Does it seem to be offering useful and appropriate services? Is it student friendly and easy to access? Is it a program you could recommend to a student or parent, and why? Approximate length --- 4 – 6 pages, double-spaced. List your sources, using accurate bibliographic form. A visit to the program site and/or a phone interview with someone on staff is essential. Read their brochures and website. Check out their reputation by talking with others who might have reason to know about it. Present your information to your classmates in EDC 200. Your class presentation should be polished, clear, concise, and well put together. Part 2 = 50 points

Advocacy Assignment – **Graduate, only, assignment.**

Advocacy letter – **Graduate students only** ( MT – Developing Educational Leaders )  
Use the topic of your research, or identify and research a topic that is important to you. 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 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

\*\*\* Possible Graduate student extension assignments in place of the ones listed above will be discussed in class –

**Journal:** (MT-Reflecting Critically) Reflecting on experience is essential to learning. Keep a journal in which you reflect on class activities and readings and online searches. What questions do you have? What statements do you find questionable. What do you think about various issues or ideas discussed in class or in the readings. The journal could include notes, drawings, and reactions. You could also try keeping a response journal. To do this, divide your page in half. On the left hand side of the page, copy out quotes or briefly explain situations to which you want to respond. On the right hand side, write your thoughts about the quote/situation. The journal provides you a place to think and write clearly about what you are reading and doing. Because it is a reflective activity,

you are expected to do more than just tell what you did or what you read. Also, tell why it matters or what it makes you realize or why it confuses you. We will use the journals for class activities at various times during the course. Minimum of one page, both sides and hand written, or one page typed per class period. Minimum, 6 entries, total at 10 points per entry. 60 total points.

**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? 20 points.

**Portfolio:** (MT-Reflecting Critically) This class incorporates as purposes, or goals, several standards and sub standards of effective practice for beginning teachers. These are the standards you must achieve to be licensed in Minnesota. Please review the course objectives (p.2 of the syllabus) and identify four in which you experienced significant learning during this term. In your portfolio, for each purpose, include (in no more than 1 page for each purpose)

- Item
- A summary of what you learned related to the item
- How you learned (i.e. assignments, readings, experiences, etc.)
- Why this is important for you to know as a new teacher

Also write an overall statement (no more than two pages) that tells about your plans for pursuing (or not) a career as a teacher 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? 50 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 = 435                      Graduate = 510

## **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)
- 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.

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