EDC 200/522A: ORIENTATION TO EDUCATION IN AN URBAN SETTING
Spring 11

Classroom Foss 42; April 9, 16, 30, May 14, 21, June 4, and 18 from 1:00-5:00.
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 mission of the Augsburg Education Department is to develop knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world. Responsive, knowledgeable teachers understand the dynamic interaction among relationships, reflection and inquiry, diversity and equity, and leadership.

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

Applicable Minnesota Standards of Effective Practice (MSEPs):
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)

EDUCATION DEPARTMENT DISPOSITIONS: A disposition is defined as the “values, commitments & professional ethics that influence behaviors toward students, families, colleagues & communities, student outcomes and the educator’s own professional development. These include...
1. **Professional Dispositions** - Shows appropriate time management of course/field requirements (on-time, notification of absence), professional behavior, dress & communication; accurately self-evaluates; seeks & integrates advice and feedback; provides positive role modeling & mentoring of children/youth; provides constructive input, collaboration & resources within educational community; focuses attention on the learning needs of students

2. **Personal Dispositions Within & Beyond School** - Shows enthusiasm, empathy, patience and responsiveness; takes initiative & personal responsibility for actions; demonstrates academic quality & integrity; shows flexible and critical thinking when solving problems; organizes and follows through with short and long term plans; communicates respectfully; welcomes differing perspectives

3. **Building Relationships with Students, Parents, Colleagues and Community-members** - Sees the importance of building responsive relationships with and motivating all students; believes in and acts upon the belief that all students can learn; develops positive class environments & relationships with students, colleagues, families and larger community; demonstrates cultural sensitivity to the needs of diverse learners; uses pro-active management strategies; perceptive of and responsive toward student needs; shows concern and structures opportunities to develop all aspects of a student’s well being (cognitive, emotional, social, and physical); provides opportunities for creative and individual inquiry based on student interests

4. **Dispositions toward Knowledge & Learning** - Incorporates critical thinking and self-directed learning as a means to meet student learning needs; develops psychologically, socially and physically safe learning environments; encourages diverse perspectives in meeting student needs; Uses students’ strengths as a basis for growth, and their errors as an opportunity for learning; encourages many modes of communication in the classroom; uses assessment as a means to identify student strengths, promote growth, and guide instruction & values student collaboration in support of learning.

**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 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:**

1. Regular access of the Moodle course website
2. Document your experiences in a classroom (ask permission for photos)
3. Make a presentation with Power Point or another presentation software.
4. 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 if you are currently working in a Special Education classroom.

Required Textbooks/Readings
(copies available in the Lindell Library for use there)
Online information throughout the course.
Readings posted on the Moodle Course Website

Course Requirements - Assessment - Assignment Descriptions
Assignments are for both undergraduate and graduate students unless otherwise indicated.

Participation and Leadership (Graduate students esp): 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 – full preparation and participation; 3 points – late and/or unprepared. Total possible = 70 points.

Service Learning Placement (classroom experience) 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 Preprimary, Elementary, Secondary, K-12 and Special Education majors. In addition to completing your required hours, you must
1. Turn in a volunteer log with date and brief description of activities for each site visit
2. Turn in Teacher Evaluation form completed and signed by your cooperating teacher at the end of your placement, and after your review it, a reflection on it.
3. Complete three Service Learning reflections, called "Service Learning Reports" (guidelines on Moodle, including self evaluation) due as indicated in the course schedule:

Service Learning Report 1: after first visit (25pts)
Service Learning Report 2: some information required, choice among many other topics. (25pts) due May 21
Service Learning Report 3: includes research about an area of interest (50pts) due June 4

Research a topic of your choice for SLReport#3, experience in an urban classroom.
Requirements: 5 related books/ journal articles
Use at least 2 quotations from each source.
Following the use of quotations, write about their meaning for you.
Include final comments about your learning in general.
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. Teacher Evaluation (hard copy will be filed in your Education Department file, and your reflection about the Teacher Evaluation will be uploaded on Moodle = 25 points. Reflections/Reports = 100 points. Total = 135

Current Event: Continuous awareness of news that is related to ‘Education’ during the class. Once during class, choose a current event from a traditional newspaper, or online news source that is
related to Education 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 and a completed self-evaluation. 10 points (sign up)

**Forum discussions on Moodle:**
Online discussions about the main topics in class: (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 Moodle, our course website. (Classes 2, 3, 4, 5, and 6)

**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? (Include any handouts you received) Examples: School Board Meeting, Parent Meeting, community meeting related to schools or at your school: Grade level meeting, faculty meeting, IEP meeting (with permission) etc. 25 pts. Due June 4

**Portfolio** - eFolio is developed throughout your courses here. The structure of the eFolio is provided by the 10 Standards for Effective Practice (MSEPs) You will use the assignments from classes to demonstrate your learning in each of the standards. If you have created an eFolio, you can complete this assignment within it. If you have not yet done so, choose 3 of the MSEPs that you have learned about this trimester. List the assignment or experience that has helped you to learn about each of the 3 standards (a beginning step for your eFolio).

Also write an overall statement 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 pts.) Due June 18

**Part 2 – Graduate Students only,**
**Teacher Leadership research:** Data base search for 2 articles related to Teacher Leadership. Summarize important points and relate to your school experience, and your own personal abilities (one page) 50pts. Due May 14

**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.
Also add a reflection that describes your own learning that resulted from this assignment. In your opinion, what needs to happen next? (50 points). Due June 18

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 participation 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 = 340 Graduate = 415

**Bibliography:** (a sampling of books read by instructors of this course)

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

**Policies:**

- **Being prepared, present and involved** 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 at minimum entry-level technology skills from our pre-service teachers:

- Read and answer emails from your Augsburg account daily.
- Continuous improvement in your knowledge and skill. Students are used to using technology, and expect it in their learning environment.

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.

When you have technical questions (eg. I can't open a doc), contact:

stucomp@augsburg.edu

**Course Instructor:** Gretchen Kranz Irvine, Ph.D.  
**Communication:** Irvine@augsburg.edu; 612 330 1315 (prefer email)

Hello! I look forward to meeting you on Saturday, April 9 at 1:00 in classroom Foss 42, and learning with you during our time together. Please think about the issues and current events recently that are related to the field of "Education". Think about your own primary and secondary school experiences. Review the district website where you live, and contact me if you have any questions. An important concept for teachers is "critical thinking". Make sure that you have a good definition for yourself for this class. Students will be taking this class for graduate or undergraduate credit. I will fully explain each assignment during our first class. See you then.

GKI