AUGSBURG COLLEGE EDUCATION DEPARTMENT SYLLABUS

EDC 200/522 B: 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 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:
- 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 Minneapolis or St. Paul public school, preferably at the level of the licensure being pursued.

Required Textbooks
Cooper and Ryan: Those Who Can Teach, 10th edition; Houghton-Mifflin, 2003

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 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 Minneapolis or St. Paul 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.

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, may contact Merrie Benasutti for assistance with finding a placement (612-330-1208).
Hours and log = 10 points. Evaluation = 15 points. Reflection = 50 points. Total = 75 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. Maximum of two typed pages. 10 points.

Assessment Summary:

Assessment Tool	Activities/Documents	Program Standards
Journal	Journal Feedback, Structured Questions	9.A, E, F, I, K, L; 10.A, J, K
Research Paper Process	Research Paper, Peer Review Individual Presentation and Feedback	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	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. Graduate students will complete Part 2 as well.

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.

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 this 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 programs 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.

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 = 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 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.

Journal: (MT-Reflecting Critically) Reflecting on experience is essential to learning. Keep a journal in which you reflect on class activities and readings. 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, mind maps, 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. 1 of the syllabus) and identify five 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?   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 = 330   Graduate = 405

Bibliography:

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:

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., Blackboard).
- 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 Blackboard 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.

Sample Course Schedule – Weekend College

Course Schedule (Schedule may change due to class needs. Schedule changes will be posted on Blackboard and shared in class.

Date	Topics	Reading/Assignments Due
Sept 6	Introductions - selves - course - department & admissions - beginning teacher standards/portfolio development - Blackboard Current Issues in Education What is the purpose of schools in democracy?	Chapters 1, 2, 3, R & C
Sept. 20	Who are our students What are social problems & Tensions that impact them?	Chapters 4, 5 R & C

Research paper introduction
Library Orientation
What is the history of American Education?
Power point presentation - Namibia, Africa

DUE:

• Journal #1
• Service Learning Reflection #1
Current Issues in Ed. – one within each base group each session. Select a current issue that is evident in a school with which you are familiar and which is currently making news. Bring the news article to share and discuss with your base group.
For Service Learning Reflection #1 -
-    summarize the issue as you understand it
-    discuss it in relation to the school where you are doing your service-learning placement and/or with which you are familiar.
This reflection is due the week you are responsible for the current issue in education for your base group
• Technology profile

Oct. 4 | What is the History of American Education? | Chapter 11 R & C
 | (continued) |
 | Speakers: CLASS office and students |

DUE:

• Journal #2
• Service Learning Reflection 1 : Current issues in education – one person within each base group
• Research paper topic, statement of why it interests you and what you hope to learn about it, list of 5 articles or other resources that will be your starting point (use correct bibliographic form – APA preferred – when citing print resources).
• History of Education – timeline items

Date   Topics   Reading/Assignments Due

Oct 18 | What makes an effective teacher? | Chapters 6 & 10 R & C
 | What philosophies of education might |
 | Effective teachers hold? |
 | Speaker? |

DUE:

• Journal #3
• Service Learning Reflection 1 : Current issues in education – one person within each base group
• Service Learning Reflection 2 : everyone   What is your emerging philosophy of education? Describe it based on the descriptions in the text. Think about the teacher in your service-learning placement. What does his or her philosophy seem to be? What evidence for this have you seen?

Nov 1 | What is taught in schools? | Chapter 8 R & C
 | Who decides? | Chapter 7 217-232, your
 | What is in the MN Grad Standards? | Curriculum area
 | What are the Grad Standards for? |
 | |
 | "Quickie" Power Point practice and present – |
 | aspects of curriculum |

DUE:

• Journal #4
• Service Learning Reflection #1: Current issues
• Research paper - draft 1 within base groups
• Outline for your section of chapter 8

Nov 15   Individual help – research paper.   Chapter 7 212-217 & 232-247
                I'll be available in my office until 8 pm   Chapter 9
                   Or later, as needed.
                On-line class
                  Financing Education
                  Governance of Schools
                (specific assignment will be distributed
                  on or before Nov. 1)

DUE:

                • Research paper draft #2. Get response from at least one other person, writing lab, me on Fri.
                evening. Base group member (try email – attach paper)
                • on-line participation as assigned
                • Journal #5 – submit via email.

Date   Topics   Reading/Assignments Due

Nov 22   What legal and ethical issues do teachers face?   Chapter 12 R & C
                Speaker?

DUE:

                • Journal 6
                • Research paper – all drafts
                • Service learning reflection 3 – everyone. Who's in charge at your service learning school? Hoe do
                you know? How would you show the governance/power structure in a diagram? Is this structure
                working? Why?
                • Law items – what, application to school setting, when/why a teacher needs to know.

Dec 6   How should education be reformed?   Chapter 13 R & C

DUE:

                • Service Learning Hours/log/evaluation (can be submitted before this date)
                • Research paper presentations by topic (Power Point)
                • Graduate presentations – "solutions"
                • Professional meeting report (can be submitted before this date)
                • Portfolio
                • Graduate advocacy assignment.