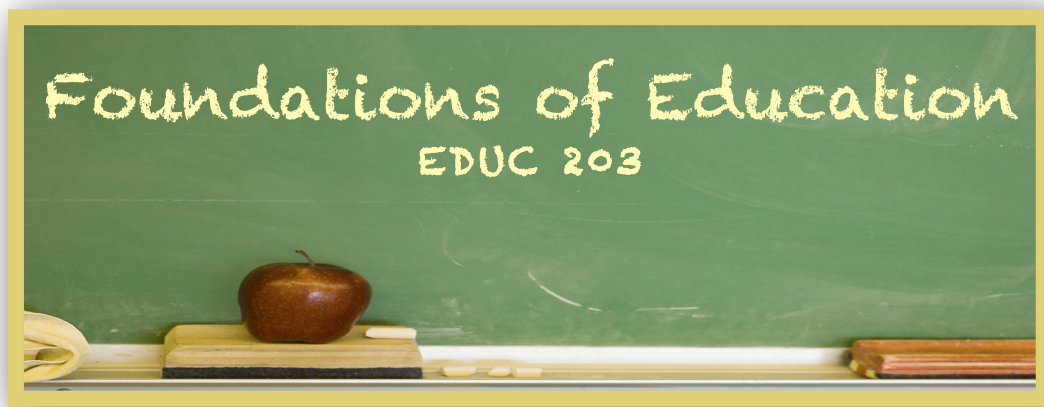




Spring 2014 Course Syllabus

COURSE INFORMATION

- A. Number: EDUC 203
- B. Credits: 5
- C. Prerequisite: ECED 130 or EDUC 240
- D. Corequisite: EDUC 178
- E. This course is offered fall and spring quarters
- F. Schedule: Tues. and Thurs. 12:30 - 2:50 pm,
Education Building Room 120

PERSONAL INFORMATION

- A. Instructor: Doug Ruhman
- B. Office: Education Building Room 124
- C. Office Hours: Mon. and Wed. 9:00 am – noon
- D. Office phone: 275-4763 Cell: 249-6534
- E. Email: doug_ruhman@skc.edu



REQUIRED MATERIALS

- A. **Becoming A Teacher** by Parkay and Stanford ISBN-13: 978-0-13-262614-9 9th edition
(Available online from the SKC Bookstore)
- B. **SKC TEP Student Handbook** (Will be provided by the instructor)
- C. Handouts available from the instructor
- D. Two 3-ring binders: one for EDUC 203, one for TEP Portfolio (each min. 2")
- E. Other materials for Portfolio (dividers, tabs, document covers, etc., as described in class)
- F. (Optional) **Educating Esme** by Esme Codell (Available online)

DESCRIPTION

Foundations of Education introduces prospective teachers to the profession of education. Students explore the many social, political, economic and historical issues within schools, and

how these issues impact professional educators. This course provides an overview of the nature of children, the school experience, tools and techniques of teaching and classroom management, curriculum, and selected legal and ethical issues of education. This course also prepares candidates for entrance into the Teacher Education Program, including the first stage of the TEP Portfolio.

GENERAL COURSE OBJECTIVES

This course is a designated General Education course on List H: Social Sciences-Open and emphasizes the Competencies of Communication, Citizenship, and Critical Thinking (see below).

Upon completion of this course students will be able to:

- A. Recognize the factors that influence and help define the teaching profession
- B. Explore the personal decision to become a teaching professional
- C. Evaluate problems and issues in American public schools, and their theoretical bases
- D. Review and examine legal and ethical issues associated with education and teaching

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through teaching methodologies, discussion of educational issues relevant to Indian education both locally and nationally, and through strategies modeled and utilized by the instructor.

Candidate Objectives:

1. Candidates will examine the inter-relatedness of education issues described in class and how these issues relate to and affect the cultures and educational welfare of the Salish, Kootenai, and Pend d'Oreille people.
2. Candidates will apply information from the course in their work with children from similar and diverse cultures.

COMMUNICATION

This course will encourage the development of communication skills by having students compose, revise, edit, and share written reflections in a variety of contexts, and by having students respond to course content using diverse verbal and non-verbal communication techniques.

Candidate Objectives:

1. Candidates will write clear and articulate reflective written analyses of six education principles (INTASC 1,2,3,6,9, and 10)
2. Candidates will write and verbally summarize an initial teaching philosophy and autobiographical essay
3. Candidates will demonstrate the ability to construct and format a basic elementary lesson plan.
4. Candidates will participate in an initial (Stage 1) TEP interview, in which they will present and support their educational portfolio.

CITIZENSHIP

This course will help foster an increased capacity for involvement in schools, communities, and families in association with its companion course, EDUC 178. The course will help students/candidates broaden their understanding of their role as teachers in a local, national, and global context.

Candidate Objectives:

1. Candidates will reflect in writing and in class discussion on their field experiences as observers and volunteers in classrooms. These reflections will demonstrate candidates' awareness of a teacher's connections to, and impact on society.
2. Candidates will prepare a packet outlining their previous and current service in communities, and with diverse citizens, including young people.
3. Candidates will be able to describe professional organizations locally, regionally, and nationally that can assist teaching candidates in growing professionally.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information in diverse ways.

Candidate Objectives:

1. Candidates will apply information learned in class to enhance their teaching practices.
2. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and comparing information to cultural issues;
3. Candidates will analyze their own skills and abilities in teaching.
4. Candidates will compare and contrast educational scenarios observed in the field and discussed in class.
5. Candidates will problem solve various factors pertaining to the application of material presented in class and from the text.

COURSE REQUIREMENTS

- A. **Excellent attendance**, participation in class activities and discussions. (see **Attendance**)
- B. Complete 5 individual major assignments:
 1. *Letter to a Teacher*
 2. *Autobiographical Essay*
 3. *Philosophy of Education*
 4. *Experience with Diversity*
 5. *Panel Reflection Essay*

Papers are due on time for full credit. Late papers (up to 1 week) will only be accepted with prior instructor arrangements, and will receive a deduction of up to 10 points.
- C. In-class group assignments, readings, reaction papers
- D. Final Project (see Portfolio section)
- E. Reflective Journal (see RJ handout)

GRADING SYSTEM

Reflective Journal	= 50 pts
Att. & Partic. in class: (10 pts/week, 10 weeks)	= 100 pts
Major Assignments (5 x 25 points)	= 125 pts
Minor Assignments/readings/reaction papers	= 100 pts
Final Project (Stage 1 TEP Portfolio)	= 125 pts
Total points:	500 PTS

500-450 = A
449-400 = B
399-350 = C
349-300 = D
Below 300 = F

ATTENDANCE / PERSONAL RESPONSIBILITY

For most students, this class is the first professional educator preparation course. It is highly interactive, and learning occurs through participation in class discussions and activities that are impossible to duplicate outside of class. Therefore, it is required that students attend all class sessions. Participation is graded at 5 points/day. If you are late (arrive after the designated start time), you will receive a deduction in these attendance points (up to 15 min.= 2 pts deducted, up to 30 min.= 3 pts deducted). **More than 30 min. absence during the class period (at any time) constitutes non-attendance for that day (0 points).**

An opportunity for make-up work is provided on an individual basis for emergency situations. ***Students missing more than 3 class sessions (7.5 hours of class) without make-up work will need to drop the course or receive a grade of "F".*** Group assignments or reaction papers done in class cannot be made up.

Students are expected to be on time for class and stay until the designated time for dismissal. If you have an emergency and cannot make it to class, **PLEASE** contact the instructor ahead of time and explain the circumstances. I will make every attempt to be fair. If you contact me, I will work with you. If you fail to do so, points will be adjusted accordingly.

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 5 credit course, delivered over a 10 week term will approximate:

5 hours/week classroom or direct faculty instruction

In addition out-of-class student work will approximate a minimum of 10 hours each week.

ACCOMMODATIONS / OTHER INFO

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

PEPPS STANDARDS ADDRESSED

This course also meets the following Montana Professional Educators Preparation Program (PEPP) Standards:

10.58.501 General Requirements (1) All programs require that successful candidates:

c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social and personal development;

e) demonstrate understanding of personal, cultural, and socioeconomic biases and teaching style differences that effect one's teaching;

(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;

(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;

RELATION TO SKC DIVISION of EDUCATION CONCEPTUAL FRAMEWORK (SKC DoECF)

This course focuses on primary understandings about the field of elementary education. As such, introductions to major schools of thought and movements in the current and past worlds of education are presented. Candidates will be introduced to major theories of learning and educational practice articulated in the SKC DoECF such as social constructivism, socio-cultural theory, the work of John Dewey, Jean Piaget, Howard Gardner, and many other philosophies and cornerstones in educational research. Candidates will be introduced to the five beliefs articulated in the SKC DoE Conceptual Framework:

- Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
- Learning communities foster the construction of knowledge.
- Reflective practice leads to professional development.
- The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- Effective communication, critical thinking, cultural understanding, citizenship, and a strong understanding of content knowledge are essential to effective teaching.

Please keep cell phones **SILENT during class.**



Thank You!

BIBLIOGRAPHY

Postman, N. 1995, *The End of Education*. Vintage Books, New York, NY.

Aldridge, J. and Goldman, R. 2007, *Current Issues and Trends in Education*. Pearson / Allyn & Bacon, Boston, MA

Gardner, H. 1993, *Multiple Intelligences: The Theory in Practice*. BasicBooks, New York, NY.

Payne, R.K., 2001, *A Framework for Understanding Poverty*. aha! Process, Inc. Highlands, TX.

Perkins, D. 1992, *Smart Schools: Better Thinking and Learning for Every Child*. The Free Press, New York, NY.

Elkind, D. 1981, *The Hurried Child: Growing Up Too Fast Too Soon*. Addison Wesley Publishing, Reading MA

Loewen, J.W. 1995, *Lies My Teacher Told Me*. Touchstone Publishing, New York, NY

Ayers, W. (Ed.) 1995, *To Become A Teacher: Making A Difference in Children's Lives*. Teachers College Press, Columbia University, New York, NY

Sadker, M and D. 2005, *Teachers, Schools, and Society (7th Ed.)*. McGraw Hill Publishing, New York, NY

Wong, H.K. and Wong, R.T., 1998, *The First Days of School*. Harry K. Wong Publications, Inc. Mountain View, CA.

TEP Portfolio Requirements



As an ongoing project in this class, you will create and develop the first stage of a portfolio that you will add to during the remainder of your teacher preparation program – your TEP (Teacher Education Program) Portfolio. EDUC 203 will prepare you for the Stage 1 Portfolio requirements. You will present this Portfolio as part of your interview for acceptance into the TEP program at the end of the course, so that you may begin as a TEP candidate in the fall of next year. Refer to the Stage 1 TEP procedures and categories as outlined in your TEP Student Handbook for a complete scoring rubric. A simplified checklist has been provided below that should help you in organizing this first stage of your Portfolio.

Portfolio Grading:

A scoring sheet will be provided for you that describes the following breakdown:

The student's portfolio is professional in design and presentation:
5 points

The portfolio contains all ten required categories:
20 points

The portfolio contains information/artifacts that meet the standards of "strength" or "acceptable":
100 points

Total Portfolio points = 125

Grammar and spelling in all TEP written work is expected to be correct.

Stage I TEP Portfolio Checklist 2012-2013

Items in Blue indicate EDUC 203 assignments. Other items are compiled by students.

Introduction:

- ☐ Cover
- ☐ Table of Contents (*Checklist may be used, or you can make your own*)
- ☐ Introductory Statement (*Brief (1-2 paragraph) introduction to your Portfolio*)
- ☐ Resume
- ☐ Background Check Verification
- ☐ Two (2) Letters of Reference

Section 1: Learner Development (*InTASC Principle / SKC Program Outcome 1*)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- ☐ **Reflective Written Analysis (RWA) for Principle #1**
- ☐ Parent Meeting Activity and Summary Packet from ECED 109, Meeting the Needs of Families
- ☐ Observation – Assignment #9 from EDUC 240, Human Growth & Dev.
- ☐ Collaborative Final Project from EDUC 235, Intro. To Indian Educ.

Section 2: Learning Differences (*InTASC Principle / SKC Program Outcome 2*)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- ☐ **RWA for Principle #2**
- ☐ **Experience with Diversity** (*minimum of 4 self-selected artifacts*)
- ☐ IEFA OPI Resource Summary from EDUC 235, Intro. To Indian Educ.

Section 3: Learning Environments (*InTASC Principle / SKC Program Outcome 3*)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

(no artifacts required in Stage 1)

Section 4: Content Knowledge (*InTASC Principle / SKC Program Outcome 4*)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- ☐ **RWA for Principle #4**
- ☐ Transcripts (*need to be current; SKC and others if applicable; unofficial is OK; ≥ 2.5*)
- ☐ Content Knowledge Work Samples: Math Soc.Sci CreativeArts Sci Comm

Section 5: Application of Content *(InTASC Principle / SKC Program Outcome 5)*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(no artifacts required in Stage 1)

Section 6: Assessment *(InTASC Principle / SKC Program Outcome 6)*

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

(no artifacts required in Stage 1)

Section 7: Planning for Instruction *(InTASC Principle / SKC Program Outcome 7)*

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(no artifacts required in Stage 1)

Section 8: Instructional Strategies *(InTASC Principle / SKC Program Outcome 8)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(no artifacts required in Stage 1)

Section 9: Professional Learning and Ethical Practice *(InTASC Principle / SKC Program Outcome 9)*

The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- ☐ RWA for Principle #9
- ☐ Guest Speaker / Panel Reflection

Section 10: Leadership and Collaboration *(InTASC Principle / SKC Program Outcome 10)*

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- ☐ RWA for Principle #10
- ☐ Community Service Project Photo Essay from EDUC 175, Comm. Svc. Learning for Education