

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University Lorain County Community College

Course(s) Submitted(Title & Course #) EDCT 271: Introduction to the Teaching Profession

Ohio Articulation Number OED001

Date October 7, 2005

Name and title of individual submitting on behalf of the college/university

Name Rosemary Schestag Title Project Manager

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Phone 440-366-7412

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Credit Hours 2 qtr \_\_\_\_\_ sem X

Lecture Hours 2

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

PSYH 151, SOCY 151

Placement Score (if applicable)

(Name of test) \_\_\_\_\_

(Domain) \_\_\_\_\_ (Score) \_\_\_\_\_

Catalog/Course Description (Includes Course Title and Course #)

An introduction to the education profession; preparing for educational licensure and employment, school structure and culture, and basic sociological and psychological principles relating to classroom practice; the course requirements include 35 observation hours in approved school settings (*A special fee will be assessed*).

Texts/Outside Readings/Ancillary Materials

Diaz, C. F., Pelletier, C. M., & Provenzo, Jr. E. F. (2006). *Touch the future: Teach!* Boston, MA: Pearson Education, Inc.

Course Objectives and/or Plan of Work

<b><i>COURSE OUTCOMES &amp; ASSESSMENT:</i></b>	<b><i>(Tools, Methods, and Expected Results)</i></b>
<b><i>Outcomes</i></b>	<b><i>Assessment Method(s)</i></b> <u><i>*Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i></u>
<b>The student will be able to:</b>	
<b><i>Knowledge:</i></b>	
1. Discuss issues centered on perspectives and principles underlying education.	Reflective response cards
2. Examine institutional and group concerns in a diverse society.	Class exercises/graded by rubric
3. Examine requirements and conditions related to teaching as a profession.	Video evaluations/graded by rubric
4. Analyze major areas of research, influence, and impact on teaching.	Instructor and student-lead discussions/rubric Objective assessment of knowledge (item analysis)is
<b><i>Skills:</i></b>	
5. Demonstrates professional and ethical behavior in the field	Field experience journals and logs/rubric Cooperating teacher evaluation
6. Compose a philosophy and psychological perspective of education.	Graded by a rubric
<b><i>Values:</i></b>	
7. Share an appreciation for diversity.	Self reflection exercises w/rubric
8. Accepts ongoing assessment as essential to the instructional process.	Field experience journals and logs
9. Accepts the multiple responsibilities and commitments of the teacher.	Cooperating teacher evaluation w/rubric Field experience journals and logs

Description of Assessment and/or Evaluation of Student Learning

Course grades will be determined from results of tests on text and lecture material, on attendance and participation, on the introductory portfolio artifacts folder, on written logs and journals based on the field experience, and on the evaluation of the cooperating teacher.

***UNDERLYING COURSE THEMES: (CORE TOPICS)***

- Standards-based Education
- Professionalization in Teaching
- Diversity
- Democratic Issues/Social Justice
- Curriculum and Instruction
- Legal and Organizational Issues

Master Syllabi and Working Syllabi (if both are used)

*Division of Social Science and Human Services  
Lorain County Community College  
Spring Semester 2006  
Physical & Social Sciences Building*

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*Office Hours:*

*Coordination Hours:*

*Dr. Aldena Francisco-Harris*

*Monday*

*9:30 a.m.-12:30 p.m.*

*Office: Health Sciences (HS) 111 G*

*Tues. & Thur. 2:30-4:30 p.m.*

*Phone: 440-366-4708*

*Wednesday: 10:30 a.m.-12:30 p.m.*

*9:30 a.m.-11:30 p.m.*

*Email: [afrancis@lorainccc.edu](mailto:afrancis@lorainccc.edu)*

*also by appointment*

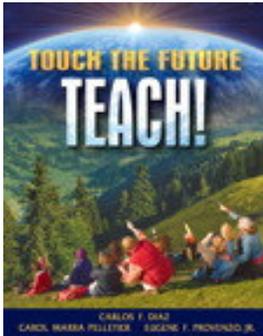
**Please use the ANGEL System  
for all course related email**

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**EDCT 271 INTRODUCTION TO THE TEACHING PROFESSION**

*Two Credit Hours: Prerequisites: PSYH 151, SOCY 151.*

**Course Description:** An introduction to the education profession; preparing for educational licensure and employment, school structure and culture, and basic sociological and psychological principles relating to classroom practice; the course requirements include 35 observation hours in approved school settings (*A special fee will be assessed*).



**Required Reading:**

1. **Textbook: Diaz, C. F., Pelletier, C. M., Provenzo, E. F. (2006). Touch the future: Teach! Boston, MA: Pearson Education, Inc.**

**UNDERLYING COURSE THEMES: (CORE TOPICS)**

- Standards-based education
  - National and State Professional Standards (NCATE, INTASC, PRAXIS, SPA's)
  - Academic Content Standards
- Professionalization
  - Career Intentions and Teacher Licensure
  - Teaching as a Profession: Historical, Philosophical and Sociological Perspectives
  - Unions (NEA, AFT) Associations (e.g., AERA) and Organizations (CCSSO, NBPTS)
  - The Teaching Market and Teacher Salary
  - Tenure and Professional Conduct
- Diversity
  - Learner Differences

- Culture and Learning Styles
- Bilingual Education/ESL
- Inclusion and Exceptionalities
- Democratic Issues/Social Justice
  - Major Goals of Education
  - Educational Equity
  - School Funding
  - Classrooms for Social Justice
- Curriculum and Instruction
  - Characteristics of Good Teaching
  - The Learning Environment
  - Defining Curriculum
  - Quality Instruction
- Legal and Organizational Issues
  - School Governance: Federal (NCLB), State, Local
  - Legal and Ethical Principles
  - Legislation (IDEA, ESEA)
  - Finance

## ***COURSE OUTCOMES AND ASSESSMENT***

### **The teacher education student:**

#### ***Knowledge:***

- Discusses issues centered on perspectives and principles underlying education [*and utilizes methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on educational practice*].  
**Assessment: Reflective responses to textbook exercises and class sharing**  
**NCATE#1: Candidate Knowledge, Skills, and Dispositions; Praxis D: Teacher Performance**
- Examines institutional and group concerns in a diverse society [*including how student's learning is influenced by the learning environment, individual experiences, prior learning, and disability or exceptionality, as well as language, culture, family, and community values*].  
**Assessment: Reflective responses to textbook exercises and class sharing**  
**NCATE #4: Diversity; Praxis A: Organizing Content Knowledge for Student Learning; Praxis B: Creating an Environment for Student Learning; INTASC: Adaptation of Instruction for Individual Needs**
- Examines requirements and conditions related to teaching as a profession [*including standards, licensure, unions and associations, employment, salary, contracts, tenure, conduct, and indicators of teacher effectiveness and quality instruction*].  
**Assessment: Video evaluations**  
**NCATE#1: Candidate Knowledge, Skills, and Dispositions; Praxis D: Teacher Professionalism**
- Analyzes and evaluates major areas of research, influence, and impact on teaching [*particularly with respect to organization and governance, national goals, legislation, school finance, educational equity, and social justice*].  
**Assessment: Objective assessment of knowledge (item analysis) and short essay**  
**NCATE#1: Candidate Knowledge, Skills, and Dispositions; Praxis C: Teach for Student Learning; Praxis D: Teacher Professionalism; INTASC 1: Knowledge of Subject Matter**

#### ***Skills/Performances:***

- Uses classroom observation and research as sources for evaluating the outcomes of teaching and learning [*which involves making connections between the text of professional literature and experiential*

knowledge as a means to support his/her own development as a teacher candidate].

**Assessment:** *Field experience journals and logs*

**NCATE#1: Candidate Knowledge, Skills, and Dispositions; Praxis D: Teacher Professionalism**

- Composes a philosophy and psychological perspective of education [*which address issues centered on student development in the learning process, creating and maintaining a positive learning environment, effective teaching and teacher qualities, theoretical perspectives on curriculum, instruction and assessment, and self-evaluation*].

**Assessment:** *Paper/outline graded by rubric (Introductory portfolio artifact)*

**NCATE#1: Candidate Knowledge, Skills, and Dispositions; Praxis A, Organizing Content for Student Learning; Praxis B: Creating an Environment for Student Learning; Praxis C: Teach for Student Learning, and Praxis D: Teacher Professionalism; INTASC 1: Multiple Instructional Strategies;**

**INTASC 5: Motivation and Management; INTASC 7: Instructional Planning; INTASC 8: Assessment of Student Learning**

- Demonstrates professional and ethical behavior in the field [*while fulfilling the role and responsibilities of the education student, which includes supporting the privacy of students and confidentiality of information, as well as interacting effectively with school administrators, teachers, and other school personnel*].

**Assessment:** *Field experience journals and logs; Cooperating teacher evaluation*

**NCATE#3: Field Experiences and Clinical Practice; Praxis D: Teacher Professionalism; INTASC 10: School and Community Involvement**

#### **Values/Dispositions:**

- Shares an appreciation for diversity [*and being an advocate for students*].

**Assessment:** *Reflective responses to textbook exercises and class sharing*

**NCATE #4: Diversity; Praxis D: Teacher Professionalism**

- Accepts ongoing assessment as essential to the instructional process [*and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning*].

**Assessment:** *Field experience journals and logs*

**NCATE # 2: Candidate, Knowledge, Skills, and Dispositions; Praxis C: Teaching for Student Learning;**

**INTASC 8: Assessment of Student Learning**

- Accepts the multiple responsibilities and commitments of the teacher [*for meeting his or her assigned responsibilities to the child, the school, and to the parent via observation and guided dialog with the cooperating teacher*].

**Assessment:** *Field experience journals and logs; Cooperating teacher evaluation*

**NCATE#3: Field Experiences and Clinical Practice; Praxis D: Teacher Professionalism; INTASC 10: School and Community Involvement**

#### **GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT**

##### ***(EDCT 271 course alignment in italics)***

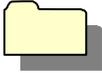
1. *Develop the professional competencies to function effectively within their chosen academic disciplines and careers.*
2. *Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.*
3. *Understand and apply methods of scientific inquiry.*
4. *Develop an appreciation for and an understanding of the arts and humanities.*
5. *Develop an understanding of the history of the diverse social, economic, and political models of society.*
6. *Develop precision, clarity, and fluency in writing.*
7. *Develop accuracy, conciseness, and coherence in spoken communication.*
8. *Apply mathematical concepts to solve quantitative problems.*
9. *Develop critical thinking and reasoning skills for problem solving.*

10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well balanced lifestyle.

**COURSE REQUIREMENTS:**

There will be varied opportunities to demonstrate your understandings of the material covered in this course. PLEASE NOTE: You are expected to do the work assigned as shown in this syllabus. Hence, no special projects or assignments are given as make up work in this course. Listed below are the requirements that will count toward your final grade based on your individual and collaborative contribution made throughout this spring semester session:

<b>Requirements</b>	<b>Due Date</b>	<b>Points</b>	<b>Percentage</b>
1. Attendance (*required for participation points)	<i>Ongoing (Each class meeting)</i>	-----	-----
2. Participation (85 points)			
• Video Evaluations (2) (ANGEL drop box submissions)	<i>See course calendar</i>	20	6.7 %
• Classroom Designs and Newspaper Observation/Resource Activity	<i>See course calendar</i>	35	11.7 %
• Reflections (3) (ANGEL drop box submissions)	<i>See course calendar</i>	30	10 %
3. Introductory Portfolio Artifact (40 points)			
• Philosophy Paper Outline & Individual Presentation	<i>Schedule provided by instructor</i>	40	13.3 %
4. Field Experience Documentation (125 points)			
• Background Investigation WebCheck (*required for field experience placement)	<i>Week 3 of Semester</i>	-----	-----
• Journals (Electronic Notebook/ANGEL Drop Box)	<i>See course calendar</i>	40	13.3 %
• Logs (Electronic Notebook/ANGEL Drop Box)	<i>Week 15</i>	45	15 %
• Cooperating Teacher Evaluation (Delivered to Instructor by TES)	<i>At time of philosophy "presentation"</i>	40	13.3 %
5. Objective Assessment of Knowledge (50 points)	<i>May 12, 2006</i>	50	16.7
	<b>Total</b>	<b>300</b>	<b>100%</b>



## Attendance

From the list of requirements above, you should note that the easiest to fulfill is listed first--just come to class! Now, pragmatically speaking, I do realize that problems or emergencies arise. In that event, you are expected to notify me in writing of your intended or unexpected absences (leave a phone message, email message\* or see me personally). There will only be **one (1) unexcused absence** allowed without penalty. For each subsequent unexcused absence, there will be a deduction of five (5) percentage points from your overall grade for the course. If you think that you will miss two or more weeks of classes (**2 + unexcused absences**) some grade reduction will be certain. Any absences that have documented and warranted circumstances (this includes incidents involving spouses, children, and others that can be discussed) will not count against these totals; however, keep in mind that *you are responsible for presenting appropriate documentation and making arrangements to keep abreast of course content and assignments (documentation will not be considered if it is dated and/or presented more than a week before or after the absence occurs).*

*Finally, it will not be possible for you to pass the course once three weeks of classes have been missed (3 unexcused absences). Each unexcused tardy or early dismissal (>15 minutes) will count as a half (1/2) day absence (documentation must be presented on the day of the occurrence or before for it to be considered excused).*

### **\*\*Remember\*\***

You are responsible for signing in on the attendance sheet. Failure to sign the attendance sheet on the respective date will be treated as an absence.

### **\*\*\*\*\*Note\*\*\*\*\***

Please use the ANGEL System for all course related email. Emails are checked at least once within a 24 hour period (but not 24 hours a day) during the 5-day school week, so if your need for communication is urgent, it is best to leave a phone message.



## Participation

Although it is certainly necessary to attend in order to participate, the latter requires positive contributions during class sessions. This is particularly true with respect to collaborative group work. As you read, learn the “language of educational foundations” and make mental notes of questions you may have. In essence, be mindful that the *quality of your participation* counts most in this course. With that also in mind, listed below are three specific participation requirements that must be completed in addition to fulfilling the expectation to ongoing assist in enriching our learning community.

***VIDEO EVALUATIONS (20 POINTS; 10 points each; Submit into ANGEL drop box)***

*Only A Teacher* is a video series that chronicles the historical and sociological foundations of the teaching profession. In class, you will view two of the three tapes in the series and complete a video evaluation form that requires specific feedback (*see course calendar*). These forms will aid your ability to comment on content conveyed in the videos in a very specific manner (*see rating scale for Reflections Assignments for detail regarding assessment*). Remember to bring your hard copy of the evaluation forms to class (*see course calendar*) and to also submit your responses on the ANGEL course site.

***CLASSROOM DESIGNS (25 points; Week 10) AND NEWSPAPER OBSERVATION RESOURCE ACTIVITY (10 points, Week 13)***

Collectively these assignments represent planned opportunities for large and small group sharing. Be very attentive to the directions that are specified in the course calendar.

***REFLECTIONS (30 POINTS; 10 points each; Submit into ANGEL drop box)***

Three (3) assignments have been integrated into the course requirements in order to enhance your contribution to large and small group discussions as well as planned activities. These assignments, which are reflective in nature, will be assessed according to the rating scale outlined below. Hence, the specific nature of each assessment component is outlined for your consideration of how to acquire the maximum number of points within a range of 0-10.

**Rating Scale per Criterion**

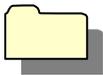
(0=Incomplete or unsatisfactory; 1=Complete but not insightful; 2 points= Complete and insightful)

**Criteria**

- The response is completed with the requirements of the assignment being apparent—the actual assignment and its significance for teacher education are clearly and specifically indicated.
- Writing is grammatical, mechanically correct, logical, and concise.

- Reader interest is established and maintained.
- Formal learning (*schooling*) and experiential learning (*living*) are integrated into responses to questions, concepts and/or issues.
- The response represents an impressive degree of contemplation (*thought*) and meta-cognition (*thinking about one's own thinking*).

**ANGEL DROP BOX:** Please note that I will not be able to transport or deposit your work into drop boxes for assignments. This is because of security features that are present in ANGEL. Hence, please do not send email to me (via ANGEL or at the [lorainccc.edu](mailto:lorainccc.edu) email address provided on the cover of the syllabus) for the purpose of making such a request. Simply be attentive to the one week time frame that is allowed for submitting each assignment. In this way you will comfortably and competently engage in class discussion/activities with evidence of your attention to meeting the deadlines being apparent.



### **Introductory Portfolio Artifact**

As a student pursuing a career in teaching, your professional growth and competence will be assessed in very specific, performance-based ways according to standards developed by INTASC and PRAXIS. A Portfolio, as a collection of tangible evidence representing knowledge, skills, and dispositions, is the means by which you as a teacher education candidate will document your professional growth and expertise. In other words, samples of your work called *artifacts* will be the basis for assessing your growth throughout the teacher education process.

At the introductory stage of portfolio development, the goal should be to introduce yourself as a person and as a future teaching professional. The introductory portfolio should inspire reflection on one's progression and provide a basis for sharing ideas and insights. Therefore, with those purposes in mind and in accord with the objectives and standards related to this course, the following artifact is required:

#### ***I. Personal Philosophy of Education Paper/Outline and Individual Presentation (40 points)—Due: Week 15***

What is your philosophy of education? In order to truly consider various aspects of and actions on the teaching profession, schools, and society, each of us must first reflect on and acknowledge our own personal conceptions of what we know and what we believe/value in regard to the educational endeavor. Hence, this paper should begin to layout your personal, practical theories of life.

Compose your narrative by considering the following questions:

### *Key Questions*

- What do you consider to be the necessary aspects of effective teaching?
- What theoretical perspective(s) do you feel best reflect(s) your own beliefs about teaching and knowledge?
- What qualities are important for a teacher to possess?
- How important is student development in the learning process (cognitive, social, physical, etc.)
- How do I (or will I) maintain a positive learning environment for my students and myself?
- How do I (or will I) evaluate my students and myself?

Prepare an outline of your written paper to use as a guide during a conversational interview with your instructor. The prepared outline will be submitted to the instructor at the end of the exam period.

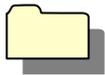
A rubric which details how the following components will be provided by the instructor: a.)  
Comprehensiveness  
b.) Narrative Content  
c.) Organization  
d.) Language Usage and Writing Conventions.



### **Background Investigation WebCheck**

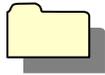
In order for you to be assigned to a classroom in a Lorain County school/school district for completion of 35 observation and assistance hours, you are required to have a criminal background check by the Division of Social Sciences. The campus security office on campus can conveniently and expediently assist you with this requirement by following the directions below:

- Go to Campus Security with a valid drivers license or state ID to be fingerprinted for your background investigation (*the \$16 must be paid prior to your arrival; pay at the Financial Services Center Office in the College Center—bring the receipt with you to Campus Security*).
- If you have not lived in Ohio for the past five (5) consecutive years, you will need to submit to an FBI check as well (*the cost to process is \$24, payable to Treasurer, State of Ohio—cashier's check or money order only; no personal checks or cash*).
- You will need to repeat the background investigation process if a previous webcheck was done more than a year ago. The results/certificates are only good for one (1) year.
- Remember, the instructor must receive a copy of your background investigation results from Campus Security by week three (3) of the semester in order for you to receive your field placement! Hence, it is highly suggested that you do not delay in making your visit to Campus Security. Results are generally available within 48-72 hours of your processing.



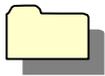
### **Field Experience Documentation (130 points total)**

The field component of EDCT 271 will require the student to complete **at least 35 hours** in the classroom setting. All field placement situations are made by representatives of cooperating schools with whom LCCC has a partnership relationship. The student must complete all of the time in the assigned class.



### **Cooperating Teacher Evaluation (40 points):**

You will be given an evaluation form to take to your cooperating teacher. On this form the CT will provide an assessment of your 1) general appearance and grooming, 2) attendance and punctuality, 3) effectiveness in conducting the assigned lessons, 4) professional decorum, 5) grammar and language usage, and 6) general attitude (*are you positive and cooperative?*). With regard to your evaluation, the cooperating teacher will also note areas strength and those that need improvement. This assessment will culminate in an overall evaluation of your performance, which must be deemed to be satisfactory, good, or superior in order for you to receive the designated points for the field component of this assignment.



### **Objective Assessment of Knowledge (50 points):**

This exam is an exercise that is intended to allow you to exhibit familiarity with the major concepts covered in the course. Each student will be provided responses to 25 two-point multiple-choice questions.



### **Extra Credit Word Find (5 points):**

Complete the word search exercise, which can be found on the ANGEL course management site, for an extra five (5) points and submit it with your philosophy outline.

## ***COURSE CONSIDERATIONS:***

### *Set I*

#### *Students with Disabilities*

In accordance with college policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which accommodation is required. Students with disabilities must verify their eligibility through the Office for Special Needs Services (OSNS) which is located in the Learning Resources Center Room 115. This office provides a

resource program that offers support services for students with a temporary or chronic disability in a mainstreamed environment. The telephone extension for OSNS is 4058. These privileges are not retroactive.

### *Campus Code of Conduct*

LCCC students, faculty, staff and campus visitors are prohibited from engaging in those activities outlined in the Campus Code of Conduct. Students may refer to the LCCC Catalog for complete details regarding these policies. Specific concerns include:

a. *Academic Integrity:*

All forms of academic dishonesty are violations of the LCCC Code of campus Conduct. In particular, students are cautioned against “plagiarism of any kind: to steal or pass off as one’s own ideas, words, writings, sources of another without giving direct and complete credit; to commit literary theft, to present as new and original ideas, phrases, photos, sentences, or products of any length derived from an existing source without citing the quotation as such and listing the complete source.”

- b. *Classroom Decorum:* Faculty members are charged with responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accord with the LCCC Code of Student Conduct. Students may refer to the LCCC Catalog for complete details regarding these policies. \*\*\*Please note that it is expected that you silence cell phones, ipods, and any other electronic devices during class session. In the event that a cell phone call (set on vibrate) does represent an emergency [hopefully infrequently], it is asked that you quietly leave the classroom with as little distraction as possible.

### *Family Educational Rights and Privacy Act (FERPA) of 1974:*

LCCC totally subscribes to all provision of this Act, which provides student access to information about themselves, permits students to challenge such information about themselves, and limits the release of such information about students without the student’s explicit written consent. The College Catalog specifies these rights and any exceptions that may exist about them.

### Provisions Subject to Change

This syllabus does not constitute a contract. To maintain the integrity of the course, the instructor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students verbally or by written addendum.

### *Set II*

### Email Communications

Please use the ANGEL course management system for all course related email communications. Follow the steps below for logging onto ANGEL:

- 1) LCCC Homepage
- 2) Click, Student Login
- 3) Look on the right side of the page and click on ANGEL Student Login
- 4) Type in your username (first initial, last name, last three digits of student number)
- 5) Type in your password (student number). It is suggested that you change your password.\*
- 6) You will see the Welcome Page, click on continue and go to IN Touch to read or send course email.

\*Changing Your Password:

- My Page  
↓
- Preferences  
↓
- Change Password

### Creating An Electronic Notebook

Working from the hard drive of your computer (Drive C); enter the word processing program, Microsoft Word (please be certain not to save documents in Microsoft Works or any less “universal” program). Next, click onto the “Open” Icon, and create a new folder under “My Documents” (click on the picture of a folder). Name the new folder/directory, “Notebook.” Once you have this new directory, create other folders/subdirectories for the following: 1) Journals, and 2) Logs. Throughout the semester, save all completed course work within the appropriate folder subdirectory. At the end of the semester, you will need to submit this Notebook folder into a drop box specified on ANGEL (Week 15).

Follow this procedure when naming your file--Include: a) the instructor's last name, b) the current semester (SP=spring, FA=fall) and 4 digit year, c) the course number and section), and d) your last name and initials (first & middle). For example, if a student named Shrek Elijah Voyager was submitting a notebook, the file would be named as follows:

FRANCISCOHARRISSP2006EDCT2711601VOYAGERSE

These electronic notebooks will be downloaded to a CD by the instructor and saved by the Division of Social Sciences and Human Services for documentation purposes with respect to students' completion of the EDCT 271 field placement requirement.

### Grading Scale and General Grading Guidelines

You will receive a handout that provides detailed information meant to assist you in understanding the assignment of grades in this course. However, the following general guidelines should be kept in mind:

A (100%-90%)	Extraordinary achievement; shows unusually complete command of the subject matter and a high degree of synthesis and application.
B (89%-80%)	Very good, solid, above average quality work; good synthesis and application.
C (79%-70%)	Satisfactory quality of work; average level of synthesis and application.
D (69%-60%)	Minimally acceptable performance.
F (59%-Below)	Unacceptable work, does not meet objectives of course.

### Contesting a Grade

If you wish to contest a grade, please send me an email detailing your reasoning within 48 hours of receiving the grade. This will allow both of us to think, reflect, and discuss the matter without taking away class time from other students. Any follow-up discussion will occur in my office at a mutually agreed upon time.

## **COURSE CALENDAR WITH ASSIGNED READINGS**

*(Changes may be made by the professor, as necessary, in order to best meet class instructional needs.)*

<b>CLASS SESSION AND DATE</b>	<b>TOPIC/ACTIVITY</b>	<b>ASSIGNED READING</b>
<i>Week 1</i> <i>(January 16<sup>th</sup>- January 20<sup>th</sup>)</i>	Syllabus Overview (Including preview of teaching standards, associations and organizations); Complete field placement forms	<i>None</i>
<i>Week 2</i>	Teaching as a Profession: Career	Diaz, Pelletier, & Provenzo:

<i>(January 23<sup>rd</sup>- January 27<sup>th</sup>)</i>	Intentions; the Teacher Market; Requirements for Effective Teaching	Chapter 1
<i>Week 3 (January 30<sup>th</sup>- February 3<sup>rd</sup>)</i>	Becoming a Teacher; Field Placement Assignments; The Teacher Career Cycle	Diaz, Pelletier, & Provenzo: Chapter 2, Page 53-64
<i>Week 4 (February 6<sup>th</sup> - February 10<sup>th</sup>)</i>	Teaching as a Profession: Historical and Sociological Perspectives (Teacher Preparation); Video Presentation from <i>Only A Teacher: <u>Those Who Can...Teach</u></i>	Diaz, Pelletier, & Provenzo: Chapter 2, Pages 30-53
<i>Week 5 (February 13<sup>th</sup>- February 17<sup>th</sup>)</i>	Profession and Personal Conduct; Teacher Salaries; Teacher Unions; Video Discussion: <u>Those Who Can...Teach</u>	Diaz, Pelletier, & Provenzo: Chapter 2, Pages 30-53 (cont., Table 2.3 on page 37 in particular) and Chapter 7 (pp. 218-220)
<i>Week 6 (February 20<sup>th</sup>- February 24<sup>th</sup>)</i>	Diversity and Equity in Education	Diaz, Pelletier, & Provenzo: Chapter 3)
<i>Week 7 (February 27<sup>th</sup>- March 3<sup>rd</sup>)</i>	Diversity and Equity in Education (cont.)	Diaz, Pelletier, & Provenzo: Chapter 3)
<i>Week 8 (March 6<sup>th</sup>- March 10<sup>th</sup>)</i>	Educational Equity and School Funding; Video Presentation (segment only): "Children in America's Schools"	Diaz, Pelletier, & Provenzo: Chapter 3 (cont., Table 3.5 on page 90 in particular), Chapter 5 (pp. 155-158) and Chapter 8 (pp. 189-190)
<i>Week 9 (March 13- March 17<sup>th</sup>)</i>	<b>SPRING BREAK</b>	<i>None</i>
<i>Week 10 (March 20<sup>th</sup>- March 24<sup>th</sup>)</i>	The Purpose of Education (Major Goals); School Organization /Governance; School Culture	Diaz, Pelletier, & Provenzo: Chapter 6 (pp. 168-189)
<i>Week 11 (March 27<sup>th</sup>- March 31<sup>st</sup>)</i>	Goals of Education and School Culture (cont.), Classrooms for Social Justice	Diaz, Pelletier, & Provenzo: Chapter 6 (pp. 176-180), Chapter 11 (pp. 330-336)
<i>Week 12 (April 3<sup>rd</sup>- April 7<sup>th</sup>)</i>	Goals of Education and School Culture (cont.), Classrooms for Social Justice	Diaz, Pelletier, & Provenzo: Chapter 6 (pp. 176-180), Chapter 11 (pp. 330-336)
<i>Week 13 (April 10<sup>th</sup>- April 14<sup>th</sup>)</i>	Teaching as a Profession: Educational History and Employment; Models of Teaching; Developing a Philosophy of Education; Video Presentation from <i>Only A Teacher</i> series: <u>A Teacher Affects Eternity</u>	Diaz, Pelletier, & Provenzo: Chapter 5 (pp. 136-145) and Chapter 7 (pp. 200-208)
<i>Week 14 April 17<sup>th</sup>-</i>	Teaching as a Profession: Educational Issues; Legal and Ethical Principles;	Diaz, Pelletier, & Provenzo: Chapter 5 (148-154) and

<i>April 21<sup>st</sup></i>	Professional Conduct and Teacher Tenure; Video Discussion: <u>A Teacher Affects Eternity</u>	Chapter 7(pp. 209-212, 215-218)
<i>Week 15 (April 24<sup>th</sup>- April 28<sup>th</sup>)</i>	Historical and Philosophical (social and psychological) Foundations of Curriculum; Academic Content Standards; Quality Instruction and Assessment	Diaz, Pelletier, & Provenzo: Chapter 5 (pp. 145-148), Chapter 9 (pp. 271-285), Chapter 7 (pp. 212-215), and Chapter 10 (pp. 302-321)
<i>Week 16 (May 1<sup>st</sup>- May 5<sup>th</sup>)</i>	<i>(Continued)</i> Academic Content Standards; Quality Instruction and Assessment; Teachers as Leaders	Chapter 10 (pp. 302-321)
<i>Week 17 (Tues., May 8<sup>th</sup>- Wed., May 10<sup>th</sup>)</i>	<b>College Reading Days – Individual Meeting with Instructor--Philosophy Outline/Presentation – See schedule provided by Instructor</b> <b>Your CT evaluation from your field experience is due at the time of your presentation</b>	
<i>Week 18 (Thur., May 11<sup>th</sup>- Wed., May 17<sup>th</sup>)</i>	<b>Final Exam Week</b> <b>Tuesday Morning Class – 11:00-12:50, Thursday, May 11<sup>th</sup></b> <b>Wednesday Evening Class – 3:00-4:50, Wednesday, May 15<sup>th</sup></b> <b>Thursday Morning Class – 11:00-12:50, Thursday, May 11<sup>th</sup></b>	

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