Syllabus - EDU 105
Monday, 24 May 2004
Last Updated Tuesday, 18 December 2007

UNIVERSITY OF NEW ENGLAND DEPARTMENT OF EDUCATION EXPLORING TEACHING (EDU 105)
Spring 2008 TUESDAYS AND THURSDAYS 11:30-12:50 PM in Decary 2091-220 in Decary 212 Office Hours in Decary 140 Monday 11A-12PTuesday 10-11ATHursday 10-11AAnd by appointment Dr. Dan RothermelBA in Elementary Education MA in Elementary Education MS in Physical Education at Arizona State University PhD in Reading and Writing Instructional at the University of New Hampshire 207.602.2010 Email - drothermel@une.edu Website - http://faculty.une.edu/cas/drothermel The mission of the Department of Education is to develop &dash; through research, service, and innovative teaching &ndash; reflective teachers and school leaders who are competent and caring lifelong learners. The Guiding Principles of the Conceptual Framework of the Department of Education for courses in preservice teacher education are: Rigorous of mind, Compassionate of heart, Competent demonstration, and Reflective stance. Course Description: This course is an introduction to the study of schools and teaching. It will provide opportunities for students to examine and evaluate their interests in, and abilities for, teaching. Topics include the role of the teacher, the student as learner, the community and its relationship to the schools, curriculum and objectives, school organizations, ethics in education, the pros and cons of a teaching career, and the options in education. Regular visits to schools are an integral part of this course. I believe there are three attributes of good teachers: they are intelligent, they love kids, and they want to change the world.Tim Churchard, University of New Hampshire Learning Outcomes/Course Objectives: By participating in class activities and successfully completing all assignments, students will: 1. be introduced to the Department of Education and made acquainted with course requirements and general guidelines for fulfilling certification requirements (based upon Maine State Standards for Initial Certification); 2. examine some of the basic issues that educators face [Standard Ten]; 3. explore the nature of the education profession through contact with students and practicing professionals in a setting that realistically reflects the challenges, demands, frustrations, and rewards of teaching (Compassionate of Heart) [Standards One, Three, and Eight]; 4. experience opportunities to work in cooperative groups and to participate in, and become familiar with, common problem-solving activities and learning experiences (Compassionate of Heart); 5. develop observation and reporting skills in school settings (Reflective Stance); 6. develop a reflective, critical attitude toward teaching and learning through reflective writing based on your clinical experience (Reflective Stance and Rigorous of Mind); 7. become familiar with their peers in the Education program in order to form a cohesive group of co-learners with similar goals (Compassionate of Heart); 8. examine in a thoughtful and honest manner their commitment to, and fitness for, a career in teaching and education; 9. plan and teach a lesson (Competent Demonstration) [Standard One, Three, and Four and Six]; if your vision is for one year, plant rice; for ten years, plant trees; Standards for Maine Certification 1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students. 2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. 3. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development. 4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals. 5. Understands and uses a variety of instructional strategies and appropriate technology. 6. Creates and maintains a classroom environment which supports and encourages learning. 7. Demonstrates the ability to support students’ learning and well-being by engaging students’ home, school, colleagues, and community. 8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. 9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. 10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Kids will learn from someone they care about and who shows they care for them. - DR My expectations for myself as your professor 1. Believe that you can be very successful in this class. 2. Share MY enthusiasm; demonstrate my sense of humor. 3. Create learning experiences that are hands-on and engaging; have you learn about yourself as you learn whether teaching is for you. 4. Accept new ideas and learn from you; listen to you. 5. Model teaching stratégies so you can &ldquo;see&rdquo; one way how to teach. 6. Treat you with the respect due all human beings; be patient. Rather than have you take pencil and paper tests, have you demonstrate your learning by exhibition and authenticly (real world context). Give you opportunities to demonstrate your knowledge publicly. 7. Bring in classroom teachers and principals so you can learn about the teaching life from practitioners. 8. Know your name, treat you as an individual, and be available for regularly advisement. 9. Prepare carefully for every class and manage the class in a professional manner. 10. Begin and end class on time. 11. Keep current on matters of schooling. 12. Return your assignments with detailed feedback. 13. Keep careful records of your attendance, progress, and performance. 15. Provide you with professional support while you are a student of mine and thereafter. 16. Be honest with you. 17. Seek to inspire you with professional expectations for you as a student. 1. Be on time and attend all classes; be fully engaged during class time. 2. Complete all the assignments. 3. Ask questions and wonder. 4. Make no excuses. 5. Accept the consequences of your actions. 6. Effort matters, especially when dealing with public school students. Understand that effort, by itself, is not enough to justify a high grade. 7. Treat everyone in the class, including the professor and guest speakers, with the respect due all human beings as we build our learning community. 8. If being perfect is a personal requirement, ease up on yourself. 9. Be less shy if you are shy, less controlling if you need to be in control. 10. Participate actively and harmoniously in group work. 11. Be proactive in your learning; your education is not a spectator sport. 12. Come to class with an open mind and a sense of humor; listen. 13. See possibilities in yourself and others; believe you can succeed. Methods of Instruction: 1. Reading and writing to learn. 2. Clinical experiences in schools. 3. Paired, small group, and large group discussion. 4. Small group collaboration and presentation. 5. Reflective writing assignments. 6. Readings: text and handouts. 7. Teacher explanations.
and connections Attributes of Face-to-Face Courses

Students have:

1. a professor who models best practice teaching strategies.
2. opportunities for guided practice of those teaching strategies.
3. visits by public school teachers/principals to respond to their questions.
4. opportunities to demonstrate their learning by exhibiting.
5. (Since teaching is a public, professional interaction) opportunities to develop their communication skills and relationship building.
6. opportunities to identify and practice dispositions conducive to employability.
7. opportunities to learn about themselves as interactive, public people.

Performance Outcomes:

1. Reflective writing based on clinical experiences.
2. Simulated lesson plan collaboration and teaching Assessment and Evaluation:

   1. Reading and Speaker Response assignments &ndash; 75 points.
   2. In-Class Learning Experiences &ndash; 135 points (Up to 5 per class. If late for class, top score is 3.)
   3. Clinical Experience Responses (3 x 10) & Record sheet (10) &ndash; 40 points (total)
   4. Artifact presentation &ndash; 10 points
   5. Elements of Teaching lesson planning and teaching &ndash; 40 points

   GRADING
   A &ndash; 286-300
   A- &ndash; 270-285
   B+ &ndash; 261-269
   B &ndash; 249-260
   B- &ndash; 240-248
   C+ &ndash; 231-239
   C &ndash; 223-230
   C- &ndash; 210-218
   D &ndash; 180-219

3. To address Maine’s Standards One, Six, and Eight for Initial Certification.

4. To demonstrate your competence in written English.

5. To address some of the Critical Thinking dimensions in the "I" in your response writing.

6. To build our learning community by sharing your experiences and insights.

7. To provide opportunities for you to reflect and clarify your thinking about teaching and learning as you explore what teaching is really for you at this time in your life.

8. To put the &ldquo;I&rdquo; in your response writing.

9. To build our learning community by sharing your experiences and insights.

10. To demonstrate your competence in written English.

11. To address some of the Critical Thinking dimensions in the UNE Core Curriculum.

12. To address Maine’s Standards One, Six, and Eight for Initial Certification.

Standard One - Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Standard Six - Creates and maintains a classroom environment which supports and encourages learning.

Standard Eight -
Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. The Elements of Teaching Lesson Planning and Teaching: In small groups, you will lead a 40-45 minute hands-on experience and participatory discussion from the course text. The purposes for this learning experience are four: (1) For you to do what teachers do when they organize information and create experiences to engage students productively in the learning process, (2) For you to collaborate and negotiate with your classmates to learn these life skills, (3) For you to experience the value of learning with others, being creative, and the sustaining energy of good colleagues, and (4) To address Maine’s Standards One, Three, Four, and Six for Initial Certification.

Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

3. Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.

4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.

6. Creates and maintains a classroom environment which supports and encourages learning. Education really ought to help us understand the world we live in. This includes flora, fauna, cultures, governments, religions, money, advertising, buildings, cities, and especially people. Then it should help us cope with the world. And in the process, it would be nice if it helped us to become good, kind, empathetic people.

Tom Magliozzi

The Twenty Enduring Outcomes of this Course That you:

1. have a toolbox of teaching strategies
2. value hands-on and experiential learning as you engage learners
3. know the value of modeling by the teacher
4. value the collegiality of co-workers
5. think creatively and be resourceful
6. problem solve by looking at multiple solutions and seeking the input of trusted colleagues
7. understand the value of students as individuals and developing relationships with them
8. are flexible and think on your feet
9. know yourself as a teacher and learner
10. feel the nervousness of teaching so you are less nervous the next time
11. organize lessons by beginning with what’s important
12. know that effective classroom management begins with knowing your students
13. value the development of learning communities and knowing that the wisdom of the classroom is not solely in the head of the teacher (that should be a relief)
14. understand the importance of seeking out mentors
15. write with details to support your observations and beliefs
16. understand that optimum teaching is fed by the energy of your students
17. know the importance of students demonstrating their learning by exhibition
18. believe that your goal is to inspire your students; to see more in themselves than they see in themselves
19. show your passion when you teach
20. understand that this course is fundamentally about your learning and becoming a dynamic teacher and not a grade

Assessment: Observations during your third year of teaching. Invite me to your class to celebrate your evolving life as a teacher.

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