# Department of Teaching and Leadership College of Education Apple

# College of Education

# Pittsburg State University

**Course Number:** EDUC 261 **WL** **Instructor:** Dr. Julie Samuels

**Course Title:** Explorations in Education **Office:** Hughes Hall 112B

**Credit Hours:** 3 **Office Hours:** By appointment

**Course Delivery Method:** Face-to-Face **Office Phone:** 620.235.4183

**Semester:** Spring 2014 **e-mail:** jsamuels@pittstate.edu

1. **COURSE DESCRIPTION**
	1. This course is designed as a “gateway” course into the Teacher Education program for students considering teaching as a profession. The course includes a survey of the historical, philosophical, and sociological foundations of education with an introductory emphasis given to common effective teaching methodologies. This course provides an overview of the Teacher Education program, knowledge base and an introduction to the electronic portfolio. Incorporated within this course is a supervised clinical experience to be conducted in area schools. NOTE: Courses with the EDUC prefix may not be taken concurrently.
2. **PURPOSE OF THE COURSE**
	1. The purpose of this course is to provide an introductory survey for those wishing to explore teaching as a career.
3. **WRITING TO LEARN**
	1. **As future educators it is vital to demonstrate strong writing skills. In this course you will have several formal and informal writing experiences.**
	2. **As future educators reflection is a key aspect to growing as a professional. In this course you will have several writing experiences that specifically ask you to reflect on the content covered in the course and make connections to the field.**
	3. **This course is designated as at Writing to Learn Course and students will earn an “F” in the course if the writing components are not met with a minimum passing grade of 80%. If you do not earn an 80% or better on formal writing assignments, you cannot pass the course.**
	4. **You will receive feedback on your writing through CANVAS rubric and teacher comments.**
	5. **When using sources in your writing you will give credit for the words or ideas of others by documenting your sources using the MLA style of documentation.**
	6. **In this course you will write a minimum of 15 pages of formal writing. See DUE DATES FOR WRITING ASSINGMENTS at the end of the course syllabus. This includes due dates and feedback from instructor dates.**
4. **REQUIRED MATERIALS**
	1. Two Name Tags to be purchased through Office of Teacher Education - $7.00. **Name tags will be worn in all PSU field experiences throughout your program.**  If name tags are lost the teacher candidate is responsible for purchasing new name tags.
	2. **Red, black or white PSU collared polio shirt.** The polo shirt will be worn with khaki or black dress pants and/or skirt of appropriate length. If you are a Physical Education major, you may wear a pair of khaki shorts after the first visit in place of dress pants.
	3. **Background Check –** Information will be given via Office of Teacher Education.
5. **TECHNICAL REQUIREMENTS**
	1. You will need access to MS Office 2007 or newer for the PC or 2008 or newer for the MAC.
	2. If you do not have a copy of Microsoft Office 2007 or 2010, you can download a **free 60-day trial** of the 2010 version at Microsoft’s website. Software is also available for you to use in most **computer labs on campus.**
	3. You will need the latest version of Internet Explorer, Firefox, Safari, or Chrome for a browser and be able to access the PSU CANVAS website.
	4. Your browser must have the latest plug-ins for commonly used functions like Adobe, Flash, and Java.
	5. **High-Speed Internet Access – Primary and Back-Up Connections –** You **MUST** have access to a high-speed internet connection. If your home computer is not working you **MUST** have a back-up plan such as one of the computer labs on campus. Not having access to the internet is **NOT** an excuse for missing deadlines for your course work.
6. **ACCESSIBILITY AND ACCOMODATIONS**
	1. “All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need reasonable accommodations should discuss options with the [Center for Student Accommodations](http://www.pittstate.edu/office/center-for-student-accommodations/index.dot) (620.235.4452) during the first two weeks of class. The CSA will contact professors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA prior to the start of the semester.
7. **COURSE DELIVERY**
	1. This course is a **Face-to-Face** course.
8. **COURSE OBJECTIVES**
	1. The teacher candidate can define education – **Professional/Ethical**
	2. Explain how an individual becomes a licensed teacher – **Professional/Ethical**
	3. The teacher candidate understands the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy – **Professional/Ethical**
	4. The teacher candidate understands philosophy of education – **Professional /Ethical**
	5. Identify specific ways schools deal with societal issues – **Professional/ Ethical**
	6. The teacher candidate sees him/herself as a learner continuous seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice – **Professional/Ethical**
	7. The teacher candidate makes the learners feel valued and helps them value each other **– Learning Environment**
	8. The teacher candidate understands student motivation and the Learning Environment – **Learning Environment**
	9. The teacher candidate believes all learners can achieve high levels and persists in helping each learner reach his/her potential – **Learner Development**
	10. The teacher candidate understand that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning – **Learner Development**
	11. The teacher candidate understands the role of language and culture in learning – **Learner Development**
	12. The teacher candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents and interests – **Learner Development**
	13. The teacher candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. – **Leadership and Collaboration**
		1. Discuss specific events that influenced changes in the American Schools during the 20th century
		2. Identify political and economic influences on American education
	14. Identify opportunities for home and family to interact with school to encourage learner achievement – **Leadership and Collaboration**
	15. The teacher candidate understands that alignment of family, school and community spheres of influences student learning and that discontinuity in these spheres of influence interferes with learning – **Learning and Collaboration**
	16. The teacher candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual context – **Leadership and Collaboration**
9. **KSDE Standards for Professional Education**

Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Knowledge 1: The educator uses a variety of self-assessment and problem solving strategies for reflecting on his or her practice and the way that practice influences students’ growth and learning and affects the complex interactions between student and educator. (Hot Topic)

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

Knowledge 1: The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.

Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide practices.

Knowledge 1: The educator understands how and why the American system of education developed.

Knowledge 2: The educator has critical awareness of the norms and values inherent in the American system of education.

Knowledge 3: The educator understands how social forces have shaped and continue to shape American education.

Knowledge 4: The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

1. **PSU Effective Knowledge Base**

\* This indicator has been identified as representing a disposition.

(D) This indicator has been identified as representing diversity.

(T) This indicator has been identified as representing technology.

1. Is dependable and punctual.\*

2. Maintains a consistently pleasant, positive, and professional demeanor.\*

1. Believes that all students can learn and that, as a teacher, he/she can make a significant contribution to their learning.\*(D)
2. Understands and respects a diverse student/parent population and has a goal to help all children learn respect for the traditions and cultures of others.\*(D)
3. Promotes a classroom environment, which is characterized as caring, responsive, and supportive to all students.\*(D)

 8. Establishes two-way communication with colleagues and students.\*

9. Communicates fluently using appropriate and grammatically correct oral and written language.

10. Sets goals or demonstrates a desire to continually acquire knowledge and skills especially in emerging educational technologies.\*(T)

1. Seeks to implement the recommendations from evaluations of his/her personal performance.\*
2. Practices self-evaluation and reflection to enhance instructional effectiveness.\*
3. Maintains ethical behavior with all students and colleagues.\*(D)
4. Conveys high expectations that all students will succeed and learn. (D)
5. Models an enthusiastic behavior and a caring attitude towards all students. (D)
6. Demonstrates positive rapport with a diverse student population. (D)
7. Listens carefully to all students then responds in a professional manner. (D)

21. Selects materials and activities consistent with the objectives of the lesson and students’ diverse abilities resulting in appropriate adaptations and modifications. (D)

22. Has knowledge of and plans developmentally appropriate instruction. (D)

1. **PARTICIPATION REQUIREMENTS AND EVALUATION**

The following will be used to assess student participation and learning during the course. Unannounced quizzes may be given to assess preparation for participation in class activities or at the close of a class period to provide feedback about learning.

**Class Preparation, Attendance, and Participation:**

* 1. WHEN ABSENCES REACH FOUR, WITHDRAWL AND RE-ENROLLMENT WILL BE REQUIRED
	2. PARTICIPATION IN CLINICAL EXPERIENCE IS A VITAL PART OF YOUR LEARNING EXPERIENCE. ATTENDANCE IS MANDATORY. A MINIMUM OF 33 FIELD HOURS IS REQUIRED.
	3. IF THE CLINICAL EXPERIENCE IS NOT COMPLETE YOU WILL NOT RECEIVE A GRADE FOR EXPLORATIONS IN EDUCATION

**ASSIGNEMENTS**

* + - **Daily activities various**
		- **Profile 20 pts**
		- **Name Tag 5 pts**
		- **Physical/TB 5 pts**
		- **Teacher Education Handbook Quiz 20 pts**
		- **Critical Incident Essay\* 30 pts**
		- **Personality Reflection 5 pts**
		- **Professional Resume 20 pts**
		- **Professional Goals 10 pts**
		- **Philosophy Survey 5 pts**
		- **Bio-Poem (In-Class) 10 pts**
		- **Philosophy Statement 20 pts**
		- **Code of Ethics 25 pts**
		- **Hot Topics cooperative learning project 50 pts**
			* **Hot Topics Presentation**
			* **Hot Topics Paper**
		- **Field Reflections 10 pts for each entry (9 entries)**
		- **Mid-Term Exam 50 pts**
		- **Final Exam 50 pts**
		- **Mid-term Teacher Evaluation required to pass class**
		- **Final Teacher Evaluation required to pass class**
		- **Timesheet showing 33 hours required to pass class**
		- **Interview required to pass class**
		- **Attendance required to pass class**

**Students will earn the grade of “F” if items required to pass are not complete by the end of the semester.**

**Students earn the grade of “F” if the writing component of the course is not met.**

**GRADING SCALE**

**90-100% A**

**80-89% B**

**70-79% C**

**60-69% D**

**Below 60% F**

1. **LATE ASSIGNMENT POLICY**
	1. **Assignments turned in late will have an automatic letter grade reduction and will not be accepted if more than one class period late without prior approval.**
2. **WRITTEN COMMUNICATION SKILLS AND “NETIQUETTE” (Refer to CANVAS for more specific information.)**
3. [**ACADEMIC INTEGRITY POLICY**](http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot)
	1. **Students are expected to provide source citations for all material from outside sources used in their formal writing and should indicate which source citation system students should use.**
4. **ADDITIONAL UNIVERSITY POLICIES**
	1. Read the PSU Supplemental Syllabus available in the Course Information Module.

PROFESSIONAL EXPECTATIONS: A person who does something with great skill; worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

* Is responsible, dependable and punctual
* Is competent, caring and committed
* Has a continuing growth plan to achieve and further develop competence
* Participates in self-evaluation and reflection to enhance competence
* Strives continuously to raise the level of expectation for oneself and others.
* Respects others and their beliefs
* Acts with integrity
* Maintains confidentiality
* Communicates fluently using appropriate and grammatically correct oral and written language.
* Seeks to implement the recommendations from evaluations of his/her personal performance
* Communicates in a respectful way, striving to understand the other’s point of view.

**PROFESSIONAL REPUTATION**

You are preparing for an exciting career in a profession that esteems a high standard of personal integrity. As a teacher candidate progresses through a program of study, he or she is developing a professional reputation. Upon completion, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Often times the reference asks the recommender about a candidate’s attendance, dependability, and professional judgment. A candidate is wise to work toward developing an exemplary reputation and model the disposition of a professional educator.

Participation in Clinical Experience is a vital part of your learning experience. Attendance is mandatory. A minimum of 33 field hours is required to pass class. Be prompt and reliable.

**DUE DATES FOR WRITING ASSINGMENTS**

**ASSIGMENT PAGE LENGETH DUE DATE FEEDBACK**

**Exploring Different Ways of Learning 1 page January 29/30 January 31**

**Critical Incident Essay 2 – 3 pages January 31st February 28th**

**Professional Resume 1 page February 14th February 21st**

**Field Reflection #1 1 page February 14th February 18th**

**Field Reflection #2 1 page February 21st February 25th**

**Field Reflection #3 1 page February 28th March 4th**

**Philosophy Statement 1 page February 28th March 7th**

**Field Reflection #4 1 page March 7th March 11th**

**Field Reflection #5 1 page March 28th April 1st**

**Field Reflection #6 1 page April 4th April 8th**

**Field Reflection #7 1 page April 11th April 15th**

**Field Reflection #8 1 page April 18th April 22nd**

**Hot Topics Paper 2-3 pages April 20th May 5th**

**Field Reflection #9 1 page May 2nd May 6th**

 **16-18 pages**

**Exploring Different Ways of Learning 1 page January 29/30 January 31**

Like most effective members of any field, the best teachers are reflective practitioners. Therefore, learning to be a reflective practitioner is an important part of your investment in becoming a teacher.

Once you have taken the personality quiz and discovered your four letter personality distinction. We are asking you to complete a [GOOGLE](https://www.google.com/) search by entering your four letter distinction. Visit a minimum of three sites to read and discover what you know or did not know about yourself.

In your reflection:

* Identify your personality
* Describe your personality
* Identify strengths and weaknesses
* Describe how you believe your personality will impact you as a classroom teacher

**Critical Incident Essay 2 – 3 pages January 31st February 28th**

## Critical Incident Essay Using Reflective Practice

Like the most effective members of any field, the best teachers are reflective practitioners. Therefore, learning to be a reflective practitioner is an important part of your investment in becoming a teacher.

(Follow [this link](http://en.wikipedia.org/wiki/Reflective_practice) to the Wikipedia article about Reflective Practice. Before you proceed, please read the entire article and look carefully at the images. Also take several minutes to read the titles of the books and articles listed in the article’s bibliography. Many of these sources will be important to your self-directed reading about reflective practice.)

To be effective, reflective practice needs to be a conscious and intentional part of how you engage with your own learning process, both while you are in school and throughout your career. Many of your experiences in the education program are designed to support your development as a reflective practitioner, but it is also important that you make your development as a reflective practitioner a personal life goal that you pursue with the same conscientious attentiveness that you devote to your health and your family obligations.

As a first step toward becoming a reflective practitioner, this assignment asks you to reflect on the experiences or [critical incidents](http://www.monash.edu.au/lls/llonline/writing/medicine/reflective/2.xml) that led you to choose the field of education. As you ponder those experiences, reflect on

**WHAT** happened.

**HOW** you experienced it and WHAT it meant to you at the time.

**WHAT** further understanding you can draw from it now in the context of your professional commitment to teaching.

**HOW** you might apply that further understanding, either in motivating you to develop specific additional skills, helping you choose a specific emphasis within education, or helping you to understand a specific type of student or type of teaching situation.

Then write an essay following the [**PAVESOF**](https://pittstate.instructure.com/courses/841121/files/33586206/download?wrap=1) instructions for the Critical Incident Essay.

## PAVESOF Instructions for the Critical Incident Essay - Writing Sample

**Purpose:** To use the methods of reflective practice to reflect on some of the experiences that led you to choose to become an educator. This essay will be included in your Teacher Education file and will be used by your faculty and other professionals in the field to evaluate your potential as an educator.

**Audience:** Your faculty in the education program, future employers, and the cooperating teacher(s) and other education professionals who will work with you in this program.

**Voice:** Confident young professional.

* **Confident** means that you need to write with the authority about the things you know and have learned or experienced so far.
* **Young** refers not to age but to your awareness that you are at the beginning of your career and that you are both less experienced and of lower status than your readers. NOTE:  Balancing confidence and youth is challenging because you have to be appropriately respectful of your readers’ greater knowledge (and higher status) without sounding timid.  It is a balancing act that you will need to be able to do well throughout your professional life although your relationship to your readers will change as you advance in your career.
* **Professional** means that you are using your most mature and professional vocabulary and sentence structure, without using words that you do not know or sentence structures that you cannot control.

**Emphasis (main point):** Your main point for this essay should be to illustrate reflective practice by applying reflective practice to the life experiences that were most significant in forming your desire to be a teacher.

**Support:** Develop your essay by describing the events and how they affected your development using the material you generated when you used the reflective model.

WHAT happened.

HOW you experienced it and WHAT it meant to you at the time.

WHAT further understanding you can draw from it now in the context of your professional commitment to teaching.

HOW you might apply that further understanding, either in motivating you to develop specific additional skills, helping you choose a specific emphasis within education, or helping you to understand a specific type of student or type of teaching situation.

Organization: Organize your ideas in a way that makes sense given your specific content. Remember to group ideas that belong together in section,  and use paragraph breaks to show shifts in focus.

**Format:**

* Times New Roman 12 point with one-inch margins on all sides.
* Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
* Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.
* On page two and following, use the HEADER function to put your last name and the page number in the top right corner of each page. Follow the instructions [here](http://www2.ivcc.edu/rambo/eng1001/headers.htm) if you are not sure how to do that.
* If a text (such as a book, TV show, movie, song, YouTube video or other work) was part of one of your experiences, include a works-cited list (bibliography) that lists the text(s) that influenced you. Use correct MLA format for your works-cited list.

Your essay will be evaluated using the attached rubric, based on the [PSU Writing Rubric](https://pittstate.instructure.com/courses/841121/files/33586223/download).

**Professional Resume 1 page February 14th February 21st**

* **Complete the resume module in CANVAS**

**Field Reflection s 1 page February 28th March 4th
Students will be asked to answer a reflective question for each of the 9 weeks they are in the field. The following assignment is an example of each of the 9 prompts.**

You may want to review the **"Critical Incident Essay Using Reflective Practice"** information in the **"Why Become a Teacher"** Module (module2).  Pay specific attention to **Writing a Reflection Paper** segment.

To be effective, reflective practice needs to be a conscious and intentional part of how you engage with your own learning process, both while you are in school and throughout your career. This 33 hour field experience is designed to support your development as a reflective practitioner.

Each week you will spend 3 hours in the classroom and it is important to make connections with the course content to what is happening in your field placement.

This week you are asked to: **Describe the culture of the school.  How do you "feel" when you enter the building?  Are you welcomed?  Describe the climate for learning in your classroom.**

**Describe WHAT** happened.

**Describe HOW** what you experienced and WHAT it meant to you at the time.

**Describe WHAT** further understanding you can draw from it now in the context of your professional commitment to teaching.

**Describe HOW** you might apply that further understanding, either in motivating you to develop specific and/or additional skills,  within education, or helping you to understand a specific type of student or type of teaching situation.

Prior to your first week in the school read the following article and take special note to the information you have received in our classroom on campus.

[School Culture: The Hidden Curriculum](http://www.readingrockets.org/article/26095)

By: Craig Jerald

http://www.readingrockets.org/article/26095

REQUIREMENTS:

* Times New Roman 12 point with one-inch margins on all sides.
* Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
* Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.

Your reflection will be assessed using the PSU writing Rubric.  All reflections are due on Friday evening by 11:59 p.m. and will be graded by the following Tuesday unless notified by me.

 Your essay will be evaluated using the attached rubric, based on the [PSU Writing Rubric](https://pittstate.instructure.com/courses/841121/files/33586223/download).

**Philosophy Statement 1 page February 28th March 7th**

The purpose of this assignment is to examine your beliefs about teaching. This is the first time you will be asked to write a philosophy statement but it will not be the last time. You will refer to this writing throughout your career in Teacher Education at Pittsburg State University.

Remember that this is an evolving assignment that you will bring to completion during the Professional Semester.

A philosophy statement included your belief of teaching and learning.

In his book [*The Skillful Teacher*](http://library.ohio-state.edu/record%3Db6227107~S7) (1990), Stephen Brookfield points out that the development of a teaching philosophy can be used for several purposes:

Personal purpose: ” . . . a distinctive organizing vision — a clear picture of why you are doing what you are doing that you can call up at points of crisis — is crucial to your personal sanity and morale.” (p. 16)

Pedagogical purpose: “Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all — What effect am I having on students and on their learning?” (pp. 18-19)

Brookfield, S. (2006). [*The skillful teacher*](http://library.ohio-state.edu/record%3Db6227107~S7). San Francisco: Jossey-Bass.

REQUIREMENTS:

* Times New Roman 12 point with one-inch margins on all sides.
* Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
* Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.

Your essay will be evaluated using the attached rubric, based on the [PSU Writing Rubric](https://pittstate.instructure.com/courses/841121/files/33586223/download).

**Hot Topics Paper 2-3 pages April 20th May 5th**

You will be assigned to a small group to research a hot topic in education. Part of this assignment will be an individually written 2 – 3 page paper discussing the topic. Make sure to include a description of the topic as well as how it impacts, students, teachers and the community.

* Times New Roman 12 point with one-inch margins on all sides.
* Double-space, and use the line-spacing menu to Remove Space Before Paragraph and Remove Space After Paragraph so that you do not have an extra blank line between paragraphs.
* Put your name, course number and section, and the date the assignment is due at the top of the first page on the left.
* If a text (such as a book, TV show, movie, song, YouTube video or other work) was part of one of your experiences, include a works-cited list (bibliography) that lists the text(s) that influenced you. Use correct MLA format for your works-cited list.

Your essay will be evaluated using the attached rubric, based on the [PSU Writing Rubric](https://pittstate.instructure.com/courses/841121/files/33586223/download).