EDU 202

Spring 2013

Course Syllabus

EDU 202 – Introduction to Secondary Teaching

Instructor: Dr. Mike Robinson, Professor of CTL

Credits: 3

Classroom: EB 2026, Tuesday, 4-7

Office: EB 3131; Phone number, 682-7531; robinson@unr.edu

Office Hrs: Please see me before or after class or call for an appointment. I will usually be around in the afternoon until 5:30 on the days I do not teach.

Course Description:

This course introduces the prospective middle or secondary school teacher to the role of thinker/reflective practitioner. The course should enable students to gain an awareness and knowledge of the historical, political and economic forces that influence schooling in the United States.

Purpose and Relationship to the COE Teacher Training Model:

The purpose of the course is to provide students with awareness and knowledge of historical and contemporary forces that have been shown to impact the nature and goals of American secondary education. The course begins the development of the four themes that guide the teacher preparation program in the COE.

Possesses a love of learning - In EDU 202, potential secondary teachers should come to love learning through (a) an understanding of its intrinsic value and (b) its power to help promote increased understanding and problem solving. Minimally, it is hoped that potential secondary teachers will recognize that learning does not stop at the fringes of his/her area of certification and that all learning is important both in and out of school.

Develops a strong fund of knowledge - Students in EDU 202 should understand that they cannot become fully educated teachers without attaining knowledge and understanding of all areas of the curriculum as well as how the various disciplines interrelate to prepare secondary students for further education and careers upon completion of high school. Furthermore, potential secondary teachers should come to realize that they need extensive knowledge of what it means to be a good American citizen to fulfill their obligation to prepare students for the civic responsibilities needed
for an effective democratic society. These skills include the ability to seek information and critically analyze problems as a precursor to responsible voting in the American pluralistic, capitalist democracy.

**Engages in reflective practice** - As pre service students you should begin to reflect on what knowledge and ways of learning are most useful for promoting the intended learning outcomes in students. You will reflect on your own experiences as students to enable you to determine how personal experiences have influenced your thinking and how you can use these experiences to help prepare students for the future.

**Values democracy and multiculturalism** – Issues important to democracy and multiculturalism will be part of EDU 202. It is hoped that these issues can be discussed openly and honestly in the class. Students in EDU 202 should recognize that in a democratic society all students must be educated if they are to a) have equitable opportunities to find a job and personal success in life and b) to fulfill their obligations as informed citizens on the many controversial political and economic issues faced by the nation.

**Textbooks:**

**Other Resources:**
- Educational Journals – See the LRC, Getchell Library, ERIC and the Educational Indexes in the UNR library web site.
- Websites – The one we will probably use the most is [www.ascd.org](http://www.ascd.org). Also, [www.cnn.com](http://www.cnn.com) and [www.bbc.com](http://www.bbc.com) are useful for general education news. Education Week is also a good resource.
- To download teaching standards, [www.nde.state.nv.us/sca/standards/](http://www.nde.state.nv.us/sca/standards/) has the standards in your teaching area.

**Course Goal:**

The goal of this course is to give you an overview and a beginning understanding of the many important facets of secondary education in the United States.

**Course Purposes:**

As a result of this course, students will be able to:
- Evaluate and discuss the historical and contemporary nature of secondary education within a pluralistic, capitalist society.
• Identify cultural and gender differences and how they relate to the secondary school experience.
• Reflect on personal educational experiences and examine how these experiences have influenced your thoughts about teaching.
• Begin to analyze the relationship between educational theory and the application in practice.
• Examine, describe and critique current trends and issues in secondary education.

Class Format:

The class will usually be split into three parts.

It will generally begin with a brief discussion of current issues in education. You are encouraged to bring in articles from newspapers, periodicals, web sites, etc. that address current topics in education especially when they relate to the topic of the day in class. Since this was an election year, you are encouraged to follow the legislation on education of President Obama and the Nevada Legislative Session in the areas of state education it addresses.

The second part of the class will address assigned readings from the previous day. You will be involved in full class and small group discussions of these reading after which students may summarize their findings for the rest of the class. Groups of students will also be assigned one presentation of material in one of the chapters or other class reading assignments.

The last part of the class will generally include some alternative strategy such as a film, guest speaker or student presentation.

Some of the principal questions that will be addressed in the classes are as follows:

• What is the profession of teaching? What does the notion of teacher as reflective practitioner mean in relation to the daily work of a teacher?
• What is the social structure of American Education? What are the American ideas about education and where do these ideas come from? References will be made to political, economic and social influences that have shaped educational debate and our own educational experiences.
• Who controls American Education? Who sets the standards for various disciplines? Where do goals established for schools come from? The notion of curriculum, instruction and textbooks will also be examined.

Course Requirements:

1. Attendance: It is important that you attend all classes. This is the expectation you will have for your students when you begin teaching. Also, you will have a better understanding of the readings and get more out of the course if you are involved in class discussions. Furthermore, much of what we learn is from other people who may have different ideas or a different perspective on a topic due to different experiences and interpretations. Last, you may be dropped from the class for non-attendance.
2. **Participation**: Take part in full class and small group discussions. These discussions will be closely tied to current events, the text and other readings and it is hoped that you will begin to challenge or at least re evaluate your views on education as you critically respond to the media, the textbook and listen and interact with your peers and the professor.

3. **Assignments**: Turn in all assignments on time. You will have a book critique, four journal article critiques, a class presentation, a service learning assignment and write ups based on class handouts and outside speakers.

**Grading Scheme**: Letter grades will be given based on the following:

1. Class attendance ………………………10%
2. Book critique…………………………10%
3. Quizzes…………………………………10%
4. Presentations……………………………15%
5. Journal Article critiques. ……………15%
6. Field Component/Community Service…10%
7. Other Assignments……………………10%
8. Final Exam……………………………20%

**Principal Assignments/Performance Assessments**:

**Readings**: Be sure to read the chapters and handouts as assigned. Your class input on these readings is valuable and you will also have some pop quizzes over some of them.

**Journal article critiques**: The journal article critiques should be a maximum of one page and no less than one-half of a single spaced, **12 Font** page. You can have two paragraphs with one-half of the critique devoted to a summary of the article and the other one-half to your reactions with a critical analysis about what the article said. The source of the article must be a refereed journal and the citation written in an approved reference style, e.g. APA, with the author, year, title, journal, volume and pages cited. The critiques are due the following week after the assignment is made. They must be handed in during class and not e-mailed or faxed. We may spend a little time in class discussing some of the critiques.

**Book Critique**: The book you critique can be one of the ones mentioned in the course, at the end of the textbook chapters or one you choose that is approved by the instructor. The critiques should summarize the book and give your critical reactions to the book. The length should be two to three pages (double spaced, 12 Font) and the book author, title, year and publisher should be listed in an approved reference style at the beginning or end of the critique. **Due on Tuesday, April 9th**.

**Presentations**: In groups of 4-5, you will teach your designated chapter or reading assignment to the class in a presentation of at least 45 minutes. You may also include research on the issue from refereed journal articles, other books, web sites (when credible) or other reliable sources. It is suggested that you use power point for the
presentation as a guide for the class. You must give out and turn in a handout that at least outlines the material you discuss. You should include some small group discussion questions for the class after the formal presentation. The presentations will be assigned the second week in class.

**Other Assignments:** Other assignments will be given in class and completed and turned in that day. For example, while working in small groups of four to five students, you might be asked to turn in a group report or summary of your responses to questions. You might also be asked to design questions for the final exam.

**Quizzes:** At least four quizzes will be given over the fifteen classes and they will be unannounced. If you do the assigned readings, attend class and take part in the discussions, you should be prepared to do well on these quizzes. A *minimum of four quizzes will be given*. If five are given and you take all five, the lowest grade can be dropped. If you are absent, a quiz cannot be made up.

**Field Component/Community Service:** You are required to do a minimum of 20 hours of field work in a school or an organization that allows you to interact with adolescents of middle and/or high school age. This could be a school, an organization, club, church group, team or some other activity in a school setting. The sponsor of the organization, etc. must verify your participation and you will be required to turn in a two to three page essay that addresses the following: 1) How can a knowledge of adolescent behavior make your classroom teaching more effective? 2) What are some of the insights that you gained from observing and working with adolescents that can help you plan and carry out effective lessons? 3) What have you specifically learned about adolescents that might help you manage them better in class? 4) What did you observe about adolescent behavior that can help you motivate them to learn better in the classroom? It is up to you to make contact with the organization, etc. and arrange the hours to carry it out. Prior to your first observation, you will also need to go the website below and follow the instructions to print, verify and have your forms turned in. This assignment including the verification of dates and hours you observe in the field and the four answered questions will be turned in on April 30th.

http://www.unr.edu/education/internships-and-careers/internships/practicums - print and fill out the forms. Attach a readable copy of your driver’s license (picture should be seen as well) and turn it into your instructor who will verify it and initial the top page. Make an appointment with the Office of Field Experiences at ofx@unr.edu for a time where you can take your forms already printed and filled out beforehand so they can be copied, along with the driver’s license, for you.

**Final Examination:** Your course exam will be the last official class on Tuesday, May 7th at 4:00 pm. It will be comprehensive with many closed and open-ended questions that will attempt to get you to analyze, synthesize and integrate the information learned in the course. You will have some choice in the questions you select to answer. We may also design some of them in class. During the regularly scheduled final examination time on May 14th at 2:45 you will write the first draft of your essay for entry to the program.
Extra credit – Turn in a class notebook for two extra points over and above your final average if it is done neatly and properly organized with the following sections: Table of Contents, class notes, reading handouts and assignments. Bring this during the final exam on the last day. That is the only time it can be turned in for credit. I will look it over and return it during the exam.

Disability Statement

Each student who qualifies with a disability is to provide the professor with a letter from the Disability Resource Center (DRC) stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact me as soon as possible.

Academic Dishonesty

Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Academic action may include: (1) canceling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Course Outline, EDU 202, Spring 2013

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<th>Date</th>
<th>Topic</th>
<th>Readings for Discuss.</th>
<th>Assignments</th>
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<td>1/22</td>
<td>Course Introductions, The Role of a Teacher, Performance Assessment</td>
<td>Chapter 1- Spring</td>
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<td>1/29</td>
<td>The Goals of Public Schooling</td>
<td>Chapter 1-Spring</td>
<td>Journal article critique #1, NCLB</td>
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<td>2/5</td>
<td>The Social Goals of Schooling</td>
<td>Chapter 2-Spring</td>
<td>Journal Article critique #1 Due</td>
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<td>2/12</td>
<td>Education and Equality of Opportunity</td>
<td>Chapter 3 -Spring</td>
<td>Presentation #1</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapter/Handouts/Notes</td>
<td>Additional Information</td>
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<tr>
<td>2/19</td>
<td>The Economic Goals of Schooling</td>
<td>Chapter 4 - Spring</td>
<td>Journal article Critique #2 The Economic Goals of Schooling</td>
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<td>2/26</td>
<td>Equality of Education Opportunity: Race, Gender and Special Needs</td>
<td>Chapter 5-Spring</td>
<td>Journal Article Critique # 2 Due Presentation #2</td>
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<td>3/5</td>
<td>Student Diversity</td>
<td>Chapter 6-Spring</td>
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<td>3/12</td>
<td>Multicultural and Multilingual Education</td>
<td>Chapter 7-Spring Handouts</td>
<td>Presentation # 3 Outside Presentation on ESL/ELL</td>
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<td>3/26</td>
<td>Local Control, Choice, Charter Schools, and Home Schooling</td>
<td>Chapter 8- Spring</td>
<td>Journal Critiques #3 Topic to be announced addressing education in the NV state legislature</td>
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<td>4/2</td>
<td>Power and Control at the State and National Levels: Political Party Platforms and High Stakes Testing</td>
<td>Handouts, Chapter 9, Spring</td>
<td>Presentation #4</td>
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<td>4/16</td>
<td>Globalization of Education</td>
<td>Chapter 11-Spring</td>
<td>Presentation #5</td>
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<td>4/23</td>
<td>The Courts and the Schools, Curriculum and Philosophy of Education, Final exam review</td>
<td>Handouts, Notes</td>
<td>Prepare for the Final Exam on May 7</td>
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<td>4/30</td>
<td>Review for the exam</td>
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<td>Turn in verification of hours in the field and answers to the four questions</td>
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<tr>
<td>5/7</td>
<td>Final Exam</td>
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