EDU 202.1002 Society, the Students, and the Secondary School (3 cr.)
Course Syllabus, Spring 2014

Greg Nielsen, M.Ed.  Tuesday 4:00 – 6:45
Office: 3100 WRB,  Greg.nielsen@charter.net
Classroom: 2008, WRB  Cell: 775-843-5566 (texting ok)
Website: gregnielsen.net  www.civic acts 4engagement.com

Friend on Facebook at: EDU 202 - Intro to Teaching Secondary Education Fall 2014

Office hours: by appointment

Course Description:

This course introduces the prospective middle or secondary school teacher to the role of thinker/reflective practitioner. This course enables you to gain an awareness and knowledge of the historical, political, and economic forces that influence schooling in the United States with a specific focus on the impact of Community Service Learning (CSL). Course includes a 20-hour supervision of field experience in a community and/or school experience.

Purpose and Rationale of the Course:

The purpose of the course is to provide you 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 is the cornerstone of the development of the four themes that guide the teacher preparation program in the College of Education and is reflected in the COE conceptual framework:

Possesses a love of learning - In EDU 202, as a potential secondary teacher, you should come to appreciate learning through (a) an understanding of its intrinsic value and (b) its power to help promote increased understanding and problem solving. Minimally, you will recognize that learning does not stop at the fringes of your area of certification and that all learning is important both in and out of a school environment, especially in the community in which you live and learn.

Develops a strong fund of knowledge – As a student in EDU 202, you should understand that you cannot become a fully educated teacher without attaining knowledge and understanding of all areas of the curriculum. You should also know how the various disciplines interrelate to prepare secondary students for further education and careers upon completion of high school. Furthermore, as a potential secondary teacher, you should come to realize that you need extensive knowledge of what it means to be a good
American citizen. This personal knowledge will help to fulfill your 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 – The purpose of this course is for you to understand yourself in relationship the educational phenomena that surrounds you – on campus, in the surrounding schools districts, in the community, and the society. It is imperative that you use reflective reading, video viewing, and writing in order to explore this intricate set of relationships.

Values democracy and multiculturalism – Issues important to democracy and multiculturalism will be part of EDU 202. These issues will be discussed openly and honestly in the class. As a student in EDU 202, you should recognize that in a democratic society all students must be educated if they are to have equitable opportunities to find a job and personal success in life; and to fulfill their obligations as informed citizens on the many controversial political and economical issues faced by the nation.

Required Textbook  pdf copy available on WebCampus

Other Resources:
- Educational Journals – You are strongly encouraged to use resources available in the UNR Knowledge Center. Here you will find electronic journals that clearly state that the journal is a peer reviewed journal. You can receive additional support of faculty in the Knowledge Center.
- Ann Medaille is UNR’s education librarian, and she can help you use research databases, find good sources, and cite sources for your papers and presentations. Contact her with a question or to set up an appointment (amedaille@unr.edu, 775-682-5600).
- Common Core: http://www.corestandards.org/the-standards
- Knowledge Center Course Reserves Link: http://knowledgecenter.unr.edu/classes/reserves/
- Learning Resource Center (LRC) – 1st Floor College of Education Building
**Student Learning Outcomes**

As a result of this course, you will be able to:

- Evaluate and discuss the historical, social and political nature of secondary education within a pluralistic, capitalist society through readings, discussions, and group participation.
- Identify cultural, racial, and gender differences and how these differences relate to education and society as a whole through systematic discussions.
- Begin to analyze the relationship between educational theory and the application in practice by examining, describing, and critiquing current trends and issues in secondary education.
- Use a systematic research design to explore how community service learning (CSL) enhances academic skills, educational experiences, civic engagement, professional skills, and personal growth.

**Class Format:**

The class will usually follow a format that includes:

- A guest speaker who will bring you information on the topic from a current perspective. Often you will need to be prepared by reading assigned information on the topic before class and writing a thought-provoking question and answer on a topic related to the assigned chapter.
- A student-led presentation. The group will be covering a topic from their chapter. You will be involved in full class and small group discussions of the topic and then a summative evaluation that covers the main points of the presentation.
- A cumulative wrap-up for the day that helps brings closure to the class.

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

- What are the elements that are involved in the profession of teaching?
- What does the notion of teacher as a reflective practitioner mean in relation to the daily work of a teacher?
- What are the social, political, and economic structures that influence 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 originate?
• How does your supervised field experience as a volunteer in a school or community service learning project bring more of an understanding of being involved in a meaningful way in making a difference in our society.

Course Requirements:

1. **Attendance:** You are expected to attend **all** classes. You may be dropped from this course for repeated non-attendance. Leaving during the break is not acceptable and you may be marked absent for that class period.

2. **Participation:** Participation in class, small group discussion, and WebCampus discussion is expected. There will be multiple opportunities for you to share your work and/or questions with the class in a variety of settings. Participation grades cannot be given if you miss an assignment that takes place during a class period.

3. **When is work late and what does that mean?** This will be determined on an individual basis.

4. You **MUST** submit work on the due date at the start of class. This includes journal critiques, reflection essays, and a book critique. Portfolios, group presentations, community service reflections, and portfolios will also be submitted in class. Grading on each assignment begins the day after the assignment is due. If you anticipate missing a class, you are expected to keep up with the assignments and hand them in when due. In addition, you are expected to contact Greg (Dr. G.) by email or text letting him know you are not attending and why.

5. **Assignments:** This course has several assignments that involve writing, reflection, and higher order thinking. These include two peer reviewed journal critiques; one book critique, a collaborative presentation; a community service project (20 hours with documentation, pre and post reflections, final summary, and multi-media presentation); and course readings.

6. **Work Submission format.** All work is to be submitted in a word-processing using APA formatting. **No work will be accepted in a handwritten format.**

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Class attendance/participation, quizzes, etc.</td>
</tr>
<tr>
<td>10</td>
<td>Presentation</td>
</tr>
<tr>
<td>20 (Due Dates: February 18 and March 25 at start of class)</td>
<td>Journal Article critiques (2)</td>
</tr>
<tr>
<td>10 (Due Tuesday, April 15 at 4 pm.)</td>
<td>Book Critique</td>
</tr>
</tbody>
</table>
Extra Credit possible

Principal Assignments/Performance Assessments:

Readings: It is expected that you will thoughtfully read all the chapters and handouts as assigned. Class discussions on these readings are valuable source for understanding. Note that you will have “surprise” quizzes on select chapters. You can use your text and handwritten notes on these quizzes. (Bring your text to every class)

Journal article critiques: Journal article critiques are to be a minimum of four pages, double spaced (12 POINT FONT). The first article is one of your choice on a topic in which you have a keen interest and is related to a topic in the course. The second article is one that looks at an issue related to community service learning.

One-half of the critique should be devoted to a summary of the article and the other half to your reactions including a critical analysis of the article. The source of the article must be a peer reviewed and written in an approved reference style, e.g., APA, with the author, year, title, journal, volume, and pages cited.

Students are expected to note the due dates on the syllabus for each critique. All critiques and the journal article need to be submitted together at the beginning of class. Critiques without a journal article will not be graded.

Book Critique: You are expected to read a book that addresses an issue in education or even more expansive, in society – ranging from the environment, green economy, civic engagement to student engagement, an effective classroom or urban schools. You may find your book choice through a book mentioned in the course, books listed at the end of the textbook chapters, one that is approved by the instructor, or a book under the name “Ferrara” in the Learning Resource Center.

The critique should summarize the book and provide your critical reaction to the book. The length should be from five to seven pages and include at the beginning or end of the critique: the title, author, year, and publisher in APA reference style. The critique is to be double spaced using a 12-point font. I will ask you for the information about the book you are or will be reading the fourth week of class. I will then expect you to complete that assignment by the expected due date.
Presentations:

- Class presentations are collaborative, innovative, and informative.
- The purpose of the group presentation is to teach a **section in a chapter not the entire chapter** to the class in a 60 minute format in a **highly engaging and informative** manner. The presentation should include research on the issue of the chapter from **journal articles, other books, web sites (when credible) or other reliable sources**.
- Each group member will have a specific task.
  - Organizer – Responsible for keeping group on task, planning, communication, maintaining the presentation material, and turning in everything on a group flashdrive. (flashdrive will be provided)
  - Presenter One – Responsible for the actual in class presentation.
  - Presenter Two – Responsible for the actual in class presentation.
  - Evaluator - Responsible for assessing student learning, comprehension, and understanding of topic.
  - Presentation Creator – Responsible for the creation and smooth operation (technology) of all aspects of the presentation.
- Presenters are expected to use presentation software like Prezi, PowerPoint (Windows), Keynote PowerPoint (Mac) or other dynamic presentation software programs. The visual aspect of the presentation will be created **with less text** and more visual, auditory, and video. Please, no reading of text from PowerPoint slides or other presentation software. Short clips from acceptable websites like appropriate YouTube videos, etc. are encouraged.
- Each presentation must include a handout that outlines critical information on the topic to enable the class members to engage in critical discussion.
- The presentation may also include a quiz or other assessment, guided notes, vocabulary strategies, and positive rewards.
- Each group must provide the instructor with a hard copy of **ALL** presentation materials.
• Your presentation chapter will be done in a random order so know that some of you will have more time than others to prepare for this assignment. This feature will be kept in mind when your group is given a grade for the final product.

• **Incomplete material will result in a lower grade for this assignment.** Please know that all students will earn the same grade for the presentation so it is essential that everyone work together as a team – right from the start.

• Enjoy the process and share your learning with others. It is important that you capture an essential set of knowledge about secondary education and make it relevant and information.

**Reflection:**
Quizzes may be announced a week in advance. Some quizzes may take place without notice. You may the textbook. Your handwritten notes also may be used.

**Supervised Field Experience:** You are required to do a **minimum of twenty hours** of community service in an organization that allows interaction with a community experience and fosters civic engagement and service learning. The experience may also include working with adolescents, families, STEM projects, or younger students. **You are not to use this experience for financial reimbursement or as an extension of an experience in another course.** The sponsor of the organization must verify your participation.

**Service Learning Essay:**

In addition to verification of time, your are also required to turn in an essay (at least four pages) that addresses:

1: **Academic Skills** – How my experience with others in service-learning I was able to actually observe and learn what worked and what did not work.

2: **Educational Experience** – My affective experiences that enhanced my overall college experience, including finding a new passion, enhancing interest in teaching or other professional path.

3: **Civic Engagement** - What have I learned from my service-learning experience that will help me continue service-learning experience projects in the future?

4: **Professional Skills** - How my service-learning experience helped me develop professional skills, behaviors, and attitudes that has enhanced my effectiveness in the workplace and/or classroom.
5: **Diversity Awareness** - How has this experience contributed to a broader understanding of differences in my local community from multiple perspectives – socially, culturally, and gender awareness?

5: **Personal Growth** - Affective outcomes related to understanding myself, including personal insights and changed views and behaviors of myself.

**Note: This assignment does not allow for partial points.**

**Urgent: To Get Community Service Learning Started complete the form below and bring to class week 2.**

1. Students complete the ID scanning form online using this link: https://www.formstack.com/forms/?1531852-6LkERep40C
2. Students scan their government ID and attach it to this online form.
3. Students will be instructed to print a copy of their form upon submission. Students will bring the printed form to you.
4. Course instructors complete the visual check of the student against their embedded picture ID. Course instructors sign the form in the verification box at the top of page 1.
5. Course instructors attach a copy of your class roster to the forms collected from each student in the course.
6. Course instructors deliver the class roster and forms in one packet to the Office of Field Experiences, room 2004.
7. **Deadline:** Tuesday, January 28 at 4 pm. ID scanning forms are due on Friday of the second week of the fall and spring semesters. Please note: WCSD (Washoe County School District) reserves the right to refuse school access to late submissions.

**Extra credit:** Spontaneous extra credit opportunities will happen. Bonus points will be given in highly creative activities and usually will be worth one point.

**Disability Statement:** If you qualify as a student with a disability, you are to provide me with a letter from the Disability Resource Center (DRC) stating any appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented, please contact me no later than the second week of this course.

Plagiarism/Academic Dishonesty: Any evidence of academic dishonesty or plagiarism will result in a failure for this course. See the UNR General Catalog 2013-2014 for statements related to university policies and procedures on class conduct and issues of academic dishonesty. This also means that in this class, a student is to hand in only
original work and cannot use work that has been completed for another professor. Use absolute precision in your citations when you write your critiques (journal or book).

<table>
<thead>
<tr>
<th>Final Grade Criteria</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>65-66</td>
<td>D</td>
</tr>
<tr>
<td>62-64</td>
<td>D-</td>
</tr>
<tr>
<td>Below 62</td>
<td>F</td>
</tr>
</tbody>
</table>

As is true for all of the work you do for all of your classes, your instructor and others may review your work while evaluating the quality of courses and programs. However, your work cannot be used for any research projects without written approval from the UNR Office of Human Research Protection.