University of Nevada, Reno
202: Introduction to Secondary Education 2013

Three Credits

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<tr>
<th>Instructor:</th>
<th>Office: WRB 3100</th>
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<tbody>
<tr>
<td>Dr. Jennifer Mahon</td>
<td>Phone: (775)682-7534</td>
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<tr>
<td>Associate Professor</td>
<td>email: <a href="mailto:jmahon@unr.edu">jmahon@unr.edu</a></td>
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<td>Office Hours:</td>
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<tr>
<td>M/W-10-12</td>
<td>Or by appointment</td>
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Required Text(s)/Readings:


Handouts given by instructor/readings on webcampus/reserves

Course Description:
Introduces the prospective teacher to the role of thinker/reflective practitioner. Students gain an awareness of the historical, political, and economic forces influencing schooling in the United States. This course includes 20 hours of fieldwork.

Web Campus:
This course is listed on WebCampus. Please make sure you have a Net ID and a password to log in. A copy of the course syllabus will be posted there. All assignment guidelines must be downloaded from the site. We will use discussion board and other tools on the site.

Course Purpose: To enable teachers to change the world.

Course Goals:
In order to facilitate the purpose of this course, the goals of the course are to get you to answer the following questions:

1. What am I getting into as a teacher?
2. Who am I that's getting into it, why, and what difference does that make?
3. What outcomes can I get from my efforts?
4. How do I figure out how to get to those outcomes?
5. What tools do I use to achieve those outcomes?

Course Themes: In order to answer those questions, this course is arranged around a number of themes:

Communities: AKA: The wide angle -
In order to understand schooling in the 21st century, students will understand the communities of influence which affect the teaching and learning process.

Realities: AKA: What is in and out of the frame.
In order to facilitate this process, students need to be able to examine, analyze, and operate within the current situation affecting students and schools today – both what they think schooling is about because of prior experience as a student, and new information gained by looking at schooling from the perspective of a teacher to be!

Development: AKA: Who's holding the camera?
In order to facilitate this process, students must have a thorough understanding of the "professional" they are and wish to become, and the values they hold.

Tools: AKA: How do I work this thing?
Teachers must be skilled professionals - i.e. they must take theory into practice.

Chance: AKA: What do you do with the photo?
Teachers create chances, everyday.

Course Relationship to COE Conceptual Framework & Assessment of Professional Competencies:
A: COE Framework:
**Possess a love of learning** - Development and Chance: As a secondary teacher, there is often a love of a specific content area which drives one to be a teacher. However this course also emphasizes the fact that teachers need to love the process of learning, not just a topic area, and to understand the many ways people learn differently that influences their affection (or lack thereof) for learning. This love of learning is a lifetime endeavor that comes from within and can create chance. In addition, in this course, students will envision how their own feelings about learning and teaching will manifest themselves throughout their careers.

Related Assessments: Reflections, and Final Exam.

**Develops a strong fund of knowledge** - Tools: This course is not about specific content area knowledge, rather, it is more about how issues in the secondary context affect the understanding and retention of that content. Therefore the student will be expected to evaluate and discuss the nature of secondary education within a pluralistic, capitalistic democracy. This evaluation will include the ability to distinguish, analyze and utilize educational theory into practice. Finally, students will be able to define, describe, reflect, critique, and discuss trends, issues and concerns in secondary education. Related Assessments: Quizzes, Final Exam.

**Engages in reflective practice**: Teaching is one of the most dynamic of human endeavors, therefore to possess the skill of reflection is not only necessary but crucial to becoming a skilled professional. This is more than “academic speak”, it is a fundamental aspect which must become part of one’s regular practice. In this course, students will reflect on both personal educational experiences and their relationship to thoughts about teaching, learning and schooling as well as a conception of self as a secondary professional and the intended career path. Related Assessments: All.

**Values democracy and diversity**: Chance: Students will understand that all classrooms are multicultural, not just those that appear so at “face” value. Thus the student will demonstrate a thorough understanding of multicultural perspectives on self, school and society. In addition, future teachers must understand that democratic teaching practice is part and parcel of the past, present and future of public schooling. Democracy and diversity are part of the foundational spirit, the history and the purpose of the common school. Presently, democracy and diversity greatly affect the realities and the outcomes of student learning. In the future, democracy and diversity will shape the course that US education takes in the 21st century. Related Assessments: ALL.

**B: Assessment of Professional Competencies**: In addition, by pursuing a degree from the School of Education, students can be ensured of the highest levels of professional performance as recognized by NCATE. These competency domains ensure that teacher education candidates will be prepared to meet needs of their students and to assist them in achieving the competencies necessary. These performance domains include: Professionalism, Knowledge of Students, Knowledge of Subject Matter & Planning, Delivery & Management of Instruction, and Knowledge & Use of Assessment. They are outlined in the chart below in relationship to the specific assessments of the course.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Themes</th>
<th>Objectives</th>
<th>Assessments &amp; Corresponding to Domains of Performance Assessment</th>
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<tbody>
<tr>
<td>What is the world I am getting into as a teacher?</td>
<td>Communities</td>
<td><strong>Students will be able to:</strong> identify the communities- from national to classroom - affecting schools, students, and the teaching and learning process.</td>
<td><strong>Assessment:</strong> Reflection papers, community paper <strong>Domains:</strong> Knowledge of students; Delivery &amp; Management of Instruction; Professionalism</td>
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<td>to describe the impact those communities have on the day-to-day functioning of the classroom.</td>
<td><strong>Assessment:</strong> Community paper <strong>Domains:</strong> Knowledge of students; Delivery &amp; Management of Instruction; Professionalism</td>
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<td><strong>To describe teaching in the 21st century</strong></td>
<td><strong>Reflection papers</strong></td>
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<td>Who am I that's getting into it, why, and what difference does that make?</td>
<td>Development</td>
<td>Be able to articulate your reasoning for why you are teaching and who you are when you enter the classroom.</td>
<td><strong>Assessment:</strong> Homework assignments, reflections, final <strong>Domains:</strong> Professionalism; Knowledge &amp; Use of Assessment</td>
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<td>Be able to assess where you are in accordance with the competencies &amp; objectives necessary for a professional and create a plan for how to get there using measurable performance objectives</td>
<td><strong>Assessment:</strong> Homework assignments, reflections, final <strong>Domains:</strong> Professionalism; Knowledge &amp; Use of Assessment</td>
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<td>What in the world am I getting into and how do I figure it all out to get my outcomes??</td>
<td>Realities</td>
<td>Be able to describe the realities of being a teacher in the 21st century from multiple community perspectives.</td>
<td><strong>Assessment:</strong> Reflection papers, Talking about teaching. <strong>Domains:</strong> Professionalism; Knowledge of students</td>
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<td>Be able to articulate why knowledge of a student’s reality is vital to their development and your ability to create change</td>
<td><strong>Assessment:</strong> Community paper <strong>Domains:</strong> Professionalism; Knowledge of students; Knowledge of subject matter &amp; planning; Delivery &amp; management of instruction</td>
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<td>What outcomes can I get from my efforts?</td>
<td>Be able to articulate the chance you will create and how you’ll change the world when your vision is done in light of the realities of 21st century education.</td>
<td><strong>Assessment:</strong> Reflections, final <strong>Domains:</strong> Professionalism; Knowledge of students; Knowledge of subject matter &amp; planning</td>
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<td>What tools do I use to achieve those outcomes?</td>
<td>Tools</td>
<td>Be able to analyze the SWOPs (strengths, weaknesses, opportunities, problems) that exist in assisting students to reach their competencies</td>
<td><strong>Assessment:</strong> Final <strong>Domains:</strong> Professionalism; Knowledge of students; Knowledge of subject matter &amp; planning; Delivery &amp; management of Instruction; Knowledge &amp; use of assessment</td>
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**Class Guidelines/Rationale:**

- Primarily, I ask that you...
  - Stay open-minded
  - Communicate with me regularly. I cannot understand that you are experiencing difficulty unless you tell me. Please come to office hours, make an appointment, talk after class etc.
  - It is expected that students will read assigned material before coming to class.
- Respect the learning environment
  - Please turn off cell phones before class starts unless you have an EP (Emergency Possible). It is rare that you will need to use a laptop DURING this class. If you are using one, please be on-topic. Ditto with texting. Expect to be called out publically if I catch you texting etc. under the table, or otherwise off-task.
  - Other respect issues as determined by class.
  - Feel free to email me with questions about the class, however please note that I don’t necessary check **EMAIL everyday.** If you miss class, please use your home groups to check what you missed.

**Class Conduct:**

Students may be dropped from class, asked to leave, or forcibly removed at any time for negligence or misconduct, upon recommendation of the instructor and with approval of the college dean. Students may also be dropped for non-attendance upon indication by the instructor (UNR General Catalog 2003-2004, page 65).

**Methods of Instruction:**

- Instructional methods will include lecture, large group discussion, and small group discussion/work. In addition, class simulations, case study evaluations, class activities will be used.
- Technology, videos, and internet resources will be utilized. We will use WebCT
- I will on occasion play Devil’s Advocate. Please remember that this is a role I am playing in order to advance the discussion or thoughts in the class. It is not intended to display my opinion on content or individuals.
- We also see a lot of films which usually are difficult to make up.
- Written, researched work is required thus spelling, grammar, written work should be of the caliber expected in college level coursework.

**Course Environment** It is very important that we have an environment which is supportive, not negative; collaborative, not competitive. Therefore, given the above, the following is **vital to our success together! Please use this space to list what we come up with together in class, or attach the policies handout.** Remember the policies we develop must be fair and equitable to all concerned, be in line with university requirements, and enable the course goals to be achieved.
Assessment/Evaluation -

REALLY IMPORTANT!!!! You must get a C or better in this course in order to be admitted to the program or you will have to retake it!!

Assessment - Each assignment has an in-depth rubric available on Webcampus. The following is the course assessment guideline.

- “A range” (90—94 = A-/ 95-100 = A) grade means Superior Effort
  - All work is of outstanding quality, which would include going above and beyond expectations or exhibiting unusual and creative insight and critical thought, for example in all of the following areas:
  - Support of, linkages to, and appropriate attribution of academic theory, conceptual frameworks, and factual definitions, examples etc. are evident throughout work.
  - Syntheses are created by expounding and critically reflecting on the above, and including it with examples from life, classrooms, case studies, etc. to consider ways the information might be made new and unique.
  - Personal reflection of knowledge/skills, and their importance for classroom work are included
  - Written work is excellent in language (grammar, expression, typo-free) and presentation.
  - Attendance, participation professionalism are exemplary. Your oral and written efforts are part of participation. This includes work you do both inside and out of class, as well as in small and large group work. You are expected to address your classmates, guest speakers, and your professor in a respectful and professional manner. The following are examples of unprofessional behavior (although this is not an exhaustive list): Engaging in side conversations, doing work for other classes, not being present/habitually late, texting, verbal or written aggression to other members of the learning community are all considered unprofessional. Final determination of what constitutes lack of professional behavior lies with the instructor.

- “B range” (80-83 = B-/ 84-87 = B/ 88-89.4 = B+) grade means Above Average Effort which does not distinguish itself outside of student reactions.
  - All work is considered very good work and includes meeting expectations as outlined in individual assignments. Work consistently lacks one or more of the above criteria for an A. Slight weaknesses may exist in writing/assignment quality, attendance, participation and professionalism.

- “C range” (70-73 = C-/ 74-77 = C/ 78-79.4 = C+) grade means Average Effort requiring improvement
  - Work in this area shows a definite need for improvement for the graduate level in order to become a skilled academic. This may include any number of areas including written work, documentation and support, and originality. Depth of critical thought, use of examples are lacking. Concerns also exist in participation, attendance and professionalism. Portions of assignment may be missing or unclear. Please note that graduate students can earn a C or below in a course. According to the graduate school however, if their grade point average falls to a C or below, they may be in danger of being removed from the program.

- “D range” (69-60) is considered Inadequate to meet minimum course and COE requirements.
  - Work in this area clearly falls beneath graduate calibre. Multiple areas of concern including weak or thin and unsupported writing, missing assignments or portions of assignments, and issues with attendance, participation and professionalism. Questions of plagiarism of sections of assignments may exist in this area. A D grade will require repetition of the course.

- “F range” (59 and below). Work earning less than 60 will be considered failing work. Plagiarized work will earn a failing grade – for the assignment and possibly the course, at the professor’s discretion.

Assignments -

Please see chart at beginning of syllabus for specifics as to how each assignment fits in with the overall objectives and Domains of Professional Performance.
IF YOU FAIL TO SATISFACTORILY COMPLETE ALL OF THE PRACTICUM HOURS, YOU WILL FAIL THE COURSE, regardless of your performance on the other assignments!!!!!!

NB: THESE ARE BRIEF GUIDELINES. In order to complete the actual assignments you must follow the specific additional guidelines found on WEBCT and/or passed out in class!

1. Participation -20% – Participation will be assessed based on the total points accumulated from the following activities:
   a. weekly quizzes on readings
   b. homework
   c. participation rating form
   d. attendance

2. Talking about Teaching Project -20%– this assignment will require you to research some issues on teaching, and then speak to a number of different individuals about their opinion of public education, teachers, etc. You will record conversations with a number of different people and synthesize your findings into a final project.

3. Movie reflections – 20% -You will be required to turn in two reflections on movies watched in class. You will be randomly assigned to your movie and given specific directions for the write-up in a separate handout.

4. Practicum letter, logs and papers -30%–PLEASE NOTE: FAILURE TO SATISFACTORILY COMPLETE THE PRACTICUM MAY CAUSE YOU TO FAIL THE ENTIRE COURSE REGARDLESS OF YOUR GRADES ON THE OTHER ASSIGNMENTS!!! You will be required to do a minimum of 20 hours of community service in an organization that allows you to interact with adolescents of middle and/or high school age. This could be an organization, club, tutoring, or some other activity in a school setting. It must be done during the term, and not be based on prior experiences. It may NOT be your current place of employment, as the point is to diversify your experiences in schools.

   All of the following must be completed to pass the prac AND THUS THE COURSE!
   a. The sponsor of the organization or supervisor must approve your participation (signing the practicum letter which you then turn in to me)
   b. You must give me a schedule of your expected visits and address/map (I reserve the right to turn up unannounced to supervise you).
   c. You (NOT YOUR SUPERVISOR) will be required to turn in 3 SUPERVISOR SIGNED time logs over the course of the semester.
   d. You will write THREE reflection papers (which must accompany the time logs).
   e. You must ENSURE that your supervisor completes your final evaluation form. You may turn this in, or your supervisor may email/fax it to me. REGARDLESS, if I do NOT have it by the time listed on the calendar, it will be considered evidence of an INCOMPLETE PRACTICUM and you can fail the entire course. Additionally, if your supervisor gives you an overall UNSATISFACTORY evaluation, or they report that you have not completed all of your hours, you can also fail the entire course.

The prac is designed to be spread out over approximately 9 weeks – that means, IDEALLY, you should aim to do AT MINIMUM 3 hours/week beginning mid-February & ending mid-April. It is also designed to accompany the readings/course activities. Each of the three papers have specific questions to be answered, and each builds upon the last. However, sometimes people end up doing their hours in a more concentrated way (like 25 in the last 2 weeks – NOT RECOMMENDED!). Nonetheless, if you are doing all of your hours in a concentrated time, rather than spreading them out over the semester, please be sure to look at ALL the questions for all 3 papers AHEAD OF TIME!!!! You may hand in the papers earlier, but all required questions must be answered!

PLEASE NOTE...You will hand in THREE PRAC REFLECTION PAPERS over the course of the semester, and each paper MUST BE ACCOMPANIED by a SIGNED LOG of the hours you have completed. You may use one log paper for all hours, or three different ones. Regardless, at the end of the semester, you must hand in ALL LOGS TO ME, and they MUST total 25 hours! For example, even if you handed in log 2 with 25 hours done, you still need to hand it in again with your final paper!
5. **Final exam** – 10% - Students will be expected to complete a reflection and assessment of what skills, competencies etc. they have gained during the session and what areas they feel they still need to work on including a plan for how these are to be handled.

**FYI< NB>>>>Assignment format for ALL assignments unless otherwise noted on directions:**

- All work must be typed, stapled, double-spaced, pages numbers, and using 10-12 point Times Roman or similar font, please.
- Use N number NOT your name
- Excellent spelling/grammar, writing and presentation are expected.

**ACADEMIC DISHONESTY:**

Academic Dishonesty is considered a serious offense in this course. Academic dishonesty includes: misquoted work, fabrications of assignments/locations, work submitted without reference pages/body documentation when requested, assignments presented for another course, downloaded materials/lessons/units or presentation of any work not done by oneself. For the purpose of this course, all assignments are considered examinations per the following definition, including those related to the practicum. Any academic dishonesty related to the practicum will result in the student earning a FAILING grade for the ENTIRE course. Academic dishonesty on assignments not related to the practicum may receive a failing grade for the course or the assignment at the discretion of the professor.

From the UNR Student Handbook (2004):

**Subsection A: Academic Dishonesty**

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following: Plagiarism: 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: 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.

**Subsection B: Sanctions for Violation of Academic Standards**

Sanctions for violations of university academic standards may include the following: (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. A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, Chapter 6. (p. 166)

**Schedule** - Calendar handed out separately...FYI - This is a TENTATIVE schedule and will almost certainly CHANGE. Students are responsible for any changes announced to this schedule during class.

**IMPORTANT UNIVERSITY DATES:**

**FOR A COMPLETE UNIVERSITY CALENDAR WITH APPROPRIATE ADD/DROP DATES, PLEASE GO TO MY NEVADA**

**ACCOMMODATIONS AND SERVICES FOR STUDENTS WITH DISABILITIES:**

The Disability Resource Center (DRC) offers a wide range of support services and accommodations for students with specific documented disabilities. The DRC believes that you will find the students, staff, and faculty at the University of Nevada, Reno to be sensitive to your needs and eager to make every reasonable accommodation to assist you in attaining your academic goals. Sometimes, however, you may encounter a situation or concern that requires assistance. FEEL FREE TO CONTACT OUR OFFICE. YOUR NEEDS ARE OUR CONCERN. The DRC is located in room 107, Thompson Student Services Center. 784-6000.

**Disclaimer:**

Information contained in this syllabus was, to the knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between the University of Nevada, Reno (UNR) and any student. The instructor reserves the right, acting within the policies and procedures of UNR, to make changes in course content, assignments, and/or instructional techniques without notice or obligation.

You are strongly encouraged to speak to the instructor for any additional help or concerns you may have.
### Version 1 - VERY TENTATIVE Calendar (IT WILL CHANGE!) – EDUC 202 – Spring 2013- STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCED CHANGES MADE TO THIS CALENDAR.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1/24</td>
<td>Overview</td>
<td>Webcampus Quiz must be completed by 3:30. (First one is trial run, will not count on your grade, but you may use it to replace one you miss later).</td>
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<tr>
<td>1/31</td>
<td>Spring Chapter 1</td>
<td>Quiz</td>
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<tr>
<td>1/31</td>
<td>Spring Chapter 8 – Local Control p.187 to 194</td>
<td>Quiz</td>
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<tr>
<td>2/7</td>
<td>Rest of Chapter 8</td>
<td>Quiz</td>
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<tr>
<td>2/14</td>
<td>Spring Chapter 9 – Power/control state &amp; nat’l Webct article TBA</td>
<td>Quiz</td>
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<tr>
<td>2/21</td>
<td>Spring Chapter 10 – Profession of teaching</td>
<td>Quiz</td>
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| 2/28  | Webct articles:  
- The Hope & Practice of Teaching (Ayers)  
- What do Beginning Teachers Need to Know? (Imig & Imig)  
- Why New Teachers Cry | Quiz |
| 3/7   | Spring Chapter 2 – Social goals; Webct article: Kozol | Quiz Movie Analysis Paper 1 due |
| 3/14  | Spring Chapter 3 – Ed & Equal of opp. | Quiz Talking about teaching paper due |
| 4/4   | Spring Chapter 4 – Econ goals | Quiz |
| 4/11  | Spring Chapter 11 – Globalization | Quiz |
| 4/18  | Spring Chapter 5 – Equal of opp: Race, gender, sped **Novel excerpt** | Quiz |
| 4/21  | Spring Chapter 6 | Quiz |
| 5/2   | Spring Chapter 7 | Quiz |
| 5/9   | DEAD DAY – NO CLASS | |
| 5/16  | FINAL EXAM – 12:30-2:30 | SORRY – Because your final is used for group presentation, under NO CIRCUMSTANCES will students be excused from the FINAL nor will any early exams be given. |

**Important Notes:**
- LAST DATE TO COMPLETE 20 hours of PRAC  
  Prac reflection 3 and Final Log DUE!  
  SUPERVISOR EVAL DUE!  
  NO LATE LOGS/EVALS ACCEPTED!  
- Self rating of participation for course