

Introduction to Education- STL 205 (3 credits)

Instructor:
Phone: (218) 477-
Office:

Email:
Office hours:

Required Text: There is no specific text required for this course. However, there is a required reading list that will be made available for viewing online. Please see the course bibliography at the end of the syllabus.

Course Description: This course explores education in American from early childhood through high school graduation. This course will introduce the philosophical foundations, learning environments, social contexts, curriculum and instruction, standards and assessment, as well as contemporary issues related to the field. The roles, responsibilities and daily life of teachers, schools and students will be examined. This course includes 40 hours of experience in the field.

Course Objectives

MSUM students will be able to:

1. Describe the teaching and learning of various American education settings including early childhood, elementary, middle school, high school, special education, K-12 disciplines, English language learning, administration and other educational services.
 - a. Become aware of the roles, responsibilities and daily experiences of teachers.
 - b. Become aware of significant historical developments.
 - c. Become aware of various philosophical foundations.
 - d. Become aware of significant contemporary issues.
2. Self-assess dispositions related to effective teaching and develop personal goals for growth.
3. Participate in, observe, and reflect upon a variety of education settings
4. Synthesize information from course readings with experience in educational settings.
5. Become oriented to the resources, support, and process involved in obtaining a teaching license for Minnesota. This includes orientation to our SARTE process.

Introduction to Education- STL 205 (3 credits)

Course Assignments

In addition to required readings, you will be given the following assignments:

- Educational setting descriptions (100 points). Based on readings and/or observations, you will describe **ten** different educational settings **and** the learners served in the setting. You will also find an objective/standard/goal that is appropriate to the setting and learners. The ten areas include: Pre-K education, Kindergarten, Elementary, Middle School, High School, Special Education, K-12 disciplines, TESL, Administration, and Other Education Services.
- Observation documentation (90 points). You will be required to observe six different educational settings throughout the semester. For **three** of the settings, you will submit written descriptions of the environment, the teaching and the learning observed. Observation documentations are worth 30 points each.
- Reflective Writings. (30 points). After completing readings, discussions and observations of the various educational settings addressed in the course, you will write a reflection exploring your potential fit in each three settings. Each reflective writing piece is worth 10 points.
- Dispositions (60 points). You will complete a self-assessment of your dispositions as related to teacher education. You will evaluate your strengths and weaknesses and create dispositional goals. You will then reflect on your progress towards these goals and complete an online dispositions self-assessment at the end of the semester.
- Field Experiences (100 points). You will spend at least 30 hours in one setting, AND at least 2 hours in five different educational settings (for a total of 40+ hours). Specific requirements will be given in class, forms for documentation will be available online.
- Analytical Essay (70 points). You will write an analytical essay based on your observations in the classroom, coursework, and readings. You will be required to pre-write (10 points), as well as submit two drafts (15 points each) prior to the completed paper (30 points).
- Media Circle (50 points.) You will select and read or view a media item(s) from the approved list. You will participate in small group discussions online weekly as well as share insights from your media item during in-class discussions.

Final Grades

Grades will be based on the total number of points earned in the class from a total of 500 points (**no curve**). The grading scale will be as follows:

90%-100%	A	80%-89%	B
70%-79%	C	60%-69%	D
59% or below	F		

Introduction to Education- STL 205 (3 credits)

Course Policies

Class attendance: Class attendance is strongly encouraged. Along with the lecture, information on assignments will be given in class, so accumulated absences will surely affect one's grade. Students who miss class are responsible for obtaining course notes, data, and other missed materials from a classmate.

Confidentiality Policy: Each MSUM student, upon entering teacher education, assumes a number of obligations, one of which is maintaining professional conduct. The MSUM student assumes the trust and obligation to insure the full protection of information acquired about students/children, teachers, families, and other school personnel, both educational and personal, during all field experiences. The Code of Ethics for Minnesota Teachers states, "In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law." MSUM students will abide by this principle.

Insurance: Each MSUM student teacher must carry liability insurance when working in the schools. Joining Education Minnesota Student Program will provide you with liability insurance. Use the links from the Field Experiences website:
<http://www.nea.org/memberservices/index.htmlx>

Professional Requirements: Each MSUM student should approach the field experience and field observations as a professional. Notify the Cooperating Teacher prior to an absence. Dress in a professional manner. Wear identification while in the school, your MSUM ID or a driver's license. The Cooperating Teacher has the discretion to end your field experience at any time.

Special Accommodations: Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 299-5859 V/TTY, CMU 222 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Office hours: Students should feel free to come by to discuss classroom topics or for clarification of or feedback on assignments. The instructor can also be reached by phone or email, and appointments can be scheduled outside office hours. It is best to seek help on assignments and class material as early as possible.

Maintaining academic honesty: *Plagiarizing, inadequately citing, or cheating on exams or assignments will not be tolerated!*

****Plagiarism is copying someone else's work or something they have said and using it as your own. This may be copying something word for word or copying someone else's ideas without citing their name.**

Introduction to Education- STL 205 (3 credits)

Tentative Schedule

Week	Topics	Readings	Assignments	StEP Standards Addressed
1	Introduction to course objectives, Moodle, LiveText	Syllabus Powell – Ch 11 Kaucak – Ch 1	Get a LiveText account. Log-in to D2L Pre-Writing Assignment.	
	Media Circles	Selected from an approved list. Reading materials will be discussed in small groups online as well as brought into the classroom throughout the semester.	Participate in an online small group with guided discussion related to reading materials.	9L, 6 H, 9 E, 9 H, 9 I, and looking at implementation of 2, 3, 4, 5, 6, 7, & 8
2	Requirements and scheduling of field experience hours.		Complete paper and electronic applications, as well as liability insurance	
	Bloom's Taxonomy	Blooms Taxonomy Powell pg 125	Create a chart depicting Bloom's Taxonomy	2A, 3K, 4B, 7B, 7F,
3	Observation Skills – Including how to observe and reflect.	Cohen, p. 1-14, 225-237 Morrison, Chapter 6 Stronge, Chapter 7		9 H
	Introduction to Dispositions	Johnson, Chapter 1 Smith, Chapter 2	DSA – paper format	9 C, 9 E, 9 F
4	MN Graduation Standards – Including the history, purpose, and the integration of people and content.	Minnesota Department of Education Website http://www.education.state.mn.us/MDE/Academic_Standards/index.html Marzano, p. 3-27 Kauchak, Chapter 10	Explore the Education Minnesota Website	4 A
	Purpose and history of Education in the United States	Spring, Chapter 1 Sadker, Chapter 7 Hall, Chapter 5	First Draft Analytical Essay	9 A, 10 A
5	Orientation to the CMC (curriculum and materials center)		Share a resource found in the CMC that fits your educational setting.	
	Field Experience Strategies- Engaging	Faber, Chapter 2	Begin Field Experience Hours.	

Introduction to Education- STL 205 (3 credits)

	Cooperation			
6	Educational Area – High School – Including a look at the curriculum for students continuing education as well as those entering the work force.	Dunn, Pitton, Case 4	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
7	Educational Area – Middle School	Wormeli, Chapter 1 Pitton, Case 7	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
8	Educational Area – Elementary, including Kindergarten	Morrison, Chapters 9 & 10 Pitton, Case 1, 18	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, , 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
9	Educational Area – Early Childhood	Morrison, Chapter 8	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
	Dispositions – specifically those related to culture	Ariza	Read professional article and participate in group discussion. Second Draft Analytical Essay	3 C, 3 D, 3 E, 3 H, 3 J, 9 C, 9 E, 9 F
10	Educational Area – Teaching English as a Second Language - TESL	Korn, p. 80-96 Amato, p. 47-75	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 C, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
	Educational Area - SPED	Pitton, Case 10 Hallahan Chapter 1 Koch Chapter 6	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 B, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
11	Educational Area – K-12 Programs – Art, Music, Physical Education	Spring, Chapter 8 Clements, Chapter 1, p. 25-27 Abrahams, p. 143-151 Greenberg, p. 1-9 Telljohann, Chapter 2	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
12	Documenting an Observation	Woolfolk, p. 417-448 Borich, p. 4-17	Complete 4 formal observations in LT.	5 Q, 8 J, 9 B, 9 C, 9 E, 9 F, 9 H, 3 M, 3 K, 3 L, 3 I
	Educational Area – Administration – Including government & politics in the school	Powell Chapter 12	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A, 10 A,
1	Reflections -	Zeichner – p. 1-7	Complete a reflection for each of	9 C, 9 E, 9 F

Introduction to Education- STL 205 (3 credits)

3	Educational Areas – requirements for completing the reflections.		the ten educational areas.	
	Educational Area – Other – including but not limited to Curriculum Development, Title One, Testing Coordinators, Media Specialists, Community Education, Driver’s Education, Coaching, Early Childhood Family Education	Cooper p. 392-416	Copy/Paste a sample objective/standard for this area in LT and write a description of this area of education.	2 C, 2 G, 3 E, 3 H, 3 I, 3 J, 3 K, 3 L, 3 M, 4 A,
1 4	Analytical Essay – Class activity regarding sample essays and requirements for the writing assignment.	Rickerel Mies	Final Draft Analytical Essay	6 H, 9 E, 9 H, 9 I, and looking at how 2, 3, 4, 5, 6, 7, & 8 in an setting
	Introduction to SARTE process.			
	Field Experience Time		Complete observations in 5 different areas f	
1 5	Dispositions	https://www.revisor.leg.state.mn.us/rules/?id=8700.7500 http://www.nea.org/home/30442.htm	DSA - online	9 C, 9 E, 9 F

Introduction to Education- STL 205 (3 credits)

Bibliography

- Abrahams, F. & Head, P. D. (2005). Case Studies in Music Education. Revised Edition. GIA Publishing.
- Anderson, W. M. & Lawrence, J. E. (2009) Integrating Music into the Elementary Classroom. 8th ed. Schirmer Publishing.
- Ariza, E. N. W. (2009). Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student. 2nd ed. Allyn & Bacon.
- Borich, G. (1997). Observation Skills for Effective Teaching. 5th ed. Upper Saddle River, NJ: Prentice Hall.
- Clements, R. D. & Wachowiak, F. (2009). Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools. Allyn & Bacon.
- Cohen, D., Stern, V., & Balaban, N., (1997). Observing and recording the behavior of young children. (4th ed.) New York: Teachers College Press.
- Cooper, R. (2000). Those Who Can Teach. 11th ed. Boston: Houghton Mifflin. (Ch 3)
- Dunn, R. & K. Dunn (1993) Teaching Secondary Students Through Their Individual Learning Styles: Practical Approaches for Grades 7-12. Allyn & Bacon.
- Edefelt, R. & Reiman, A. (2003). Careers in Education. 4th ed. McGraw-Hill.
- Faber, A. & Mazlish, E. (1995). How To Talk So Kids Can Learn. New York: Fireside.
- Greenberg, J. S. (2001). The Code of Ethics for the Health Education Profession: A Case Study Book. Jones & Bartlett Publishers.
- Guillaume, A. M. (2008). K-12 Classroom Teaching: A Primer for New Professionals. Upper Saddle River, NJ: Pearson. (243-254)
- Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2007). The Joy of Teaching: Making a Difference in Student Learning. New York: Allyn & Bacon.
- Heward, W. L. (2009). Exceptional Children: An Introduction to Special Education. 9th ed. Merrill-Prentice Hall.
- Johnson, D. W. (2006). Reaching Out: Interpersonal, Effectiveness & Self Actualization. Boston: Pearson. (2-29, 93-103, 126-130, 254-259)
- Kauchak, D. & P. Eggen (2008). Introduction to Teaching: Becoming a Professional. 3rd ed. Upper Saddle River, NJ: Pearson. (Chapter 1 and Chapter 9)

Introduction to Education- STL 205 (3 credits)

- Koch, J. (2009). So You Want to be a Teacher? Teaching & Learning in the 21st Century. Boston: Houghton Mifflin. (Ch 6)
- Korn, C. & Bursztyrn. (2002.) Rethinking Multicultural Education: Case Studies in Cultural Transition. Bergen & Garvey.
- Kowalski, Weaver & Henson (1994). Case Studies of Beginning Teachers. White Plains, NY: Longman. (271-276)
- Marzano, Robert J. & Haystead (2008). Making Standards Useful in the Classroom. Association of Supervision and Curriculum Development.
- Morrison, G. S. (2007). Fundamentals of Early Childhood Education, 5th ed. Merrill-Prentice Hall.
- Pitton, D. E. (1998). Stories of student teaching: A case approach to the student teaching experience. Upper Saddle River, NJ: Prentice Hall.
- Powell, S. D. (2009). An Introduction to Education: Choosing Your Teaching Path. Upper Saddle River, NJ. Merrill. (Ch 4, 11, 12)
- Sadker, D. M., Sadker, M. P. & Zittlemaan, K. R. (2008). Teachers, Schools & Society. 8th ed. New York: McGraw. (Ch 6, 8, 11).
- Smith, R. L., Skarbeck, D, & Hurst, J. (2005). The Passion of Teaching: Dispositions in the Schools. Scarecrow Education.
- Spring, J. (2004). American Education. New York: McGraw Hill.
- Stronge, J. H. (2007). Qualities of Effective Teachers. 2nd ed. Alexandria, VA: Association of Supervision and Curriculum Development. (22-35, 115-136)
- Telljohann, S., Pateman, B., & Symons, C. W. (2006). Health Education: Elementary And Middle School Applications. McGraw-Hill.
- Weimer, M., Parret, J., & Kerns, M. (2002) How Am I Teaching? Forms and Activities for Acquiring Instructional Input. Atwood Publishing
- Woolfolk, A. E. (2009). Educational Psychology. 11th ed. Merrill-Prentice Hall.
- Wormeli, R. (2003). Day One & Beyond: Practical Matters for New Middle-Level Teachers. San Val.
- Zeichner, K. M. & Liston, D. P. (1996). Reflective Teaching: An Introduction. Lawrence Erlbaum.

Introduction to Education- STL 205 (3 credits)

Suggested List for Media Circles

- *Ashton-Warner, Sylvia (1963) Teacher. Touchstone.
- *Ayers, Bill (1984) The good preschool teacher: a report from the classroom. Bank Street College of Education.
- *Ayers, William (2001) To teach: the journey of a teacher. Teachers College Press
- *Cusick, Philip A. (1973) Inside high school; the student's world. Holt, Rinehart & Winston.
- *Fadiman, Anne (1997). The spirit catches you and you fall down: a Hmong child her American Doctors & the Collision of Two Cultures. Farrar, Straus, & Giroux.
- *Gruwell, Erin (2001) The Freedom Writers Diary. Broadway Books.
- *Keizer, Garret (1988) No Place But Here. Viking Penguin.
- *Kohl, Herbert (1967) 36 Children. New American Library
- *Kohl, Herbert (1998) The Discipline of Hope. Simon and Schuster.
- *Kozol, Jonathan (1967) Death at an early age: the destruction of the hearts and minds of Negro children in the Boston public schools. Houghton Mifflin
- *Kozol, J. (1993) On Being a Teacher. Oneworld
- *Longmore, Paul K. (2001) The New Disability History: American Perspectives. New York University Press.
- *Michie, Gregory (1999) Holler If You Hear Me: The Education of a teacher and his students. Teachers College Press.
- *Parker, Diane (1997) Jamie: A literacy story. Stenhouse.
- *Sizer, T (1984) Horace's Compromise. Houghton Mifflin.
- *Sizer, T & Sizer, N. (1999) The Students are Watching Schools and the Moral Contract. Beacon Press
- *Watson, Marily (2003). Learning to Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline. Jossey Bass.

Films:

- *Accidental Hero 2002
- *Akeelah and the Bee 2006
- *Chalk 2007
- *Dangerous Minds 1995
- *Dead Poets Society 1989
- *Freedom Writers 2007
- *Good Will Hunting 1998
- *Mr. Holland's Opus 1996
- *Stand and Deliver 1998
- *Teachers 1984
- *The First Year 2001
- *The Great Debaters 2007
- *The Hobart Shakespeareans 2005
- *The Ron Clark Story 2006
- *To Be and To Have 2002

Introduction to Education- STL 205 (3 credits)

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.