# EDTE 402-TEACHERS AND TEACHING
## COURSE SYLLABUS
### FALL 2009

## COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Christine Lotter</th>
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<tbody>
<tr>
<td>Office:</td>
<td>Wardlaw #223</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Monday 2-4:30 pm and Thursdays 2-4:30 pm or by appointment</td>
</tr>
<tr>
<td>Telephone:</td>
<td>803-777-6593</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:lotter@mailbox.sc.edu">lotter@mailbox.sc.edu</a></td>
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Course Description: EDTE 402 explores teaching as a reflective and ethical practice. Topics include professional standards, teacher leadership, school change, and the varied roles of professional educators.

Intended Audience: This course is intended for students preparing to enter teacher education programs at the secondary level and for other students seeking a basic understanding of teachers and teaching.

Prerequisites:  
- sophomore standing  
- EDFN 300 Schools in Communities  
- EDTE 400 Learning and Community Service  
- EDPY 401 Learners and the Diversity of Learning  
- EDTE 401P Practicum

Co-requisite:  
- EDTE 402 Practicum

Course Credit:  3 credit hours

## COURSE LEARNING OUTCOMES

Students will:
- develop an understanding of teaching as a profession by drawing upon established and contemporary research, the wisdom of practice, and emerging educational policies and practice.
- develop a working knowledge of appropriate and accomplished teaching practices.
- document, analyze and reflect upon their conceptions of teachers and teaching practices.
- be knowledgeable about professional standards in education and how they apply in a variety of settings.
- describe and evaluate the roles and responsibilities of professional educators.
- describe and evaluate a variety of leadership roles and challenges for professional educators.
- critique the various uses of technology.
- identify teaching strategies appropriate for diverse populations of learners.
- develop an awareness of the complexities of teaching in a multicultural society.
- develop an understanding and appreciation of the moral and ethical dimensions of teaching.
TOPICS

In EDTE 402 topics covered will include:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topics</th>
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<tbody>
<tr>
<td>The Nature of Teaching</td>
<td>Long-range, unit and daily planning</td>
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<tr>
<td>Myths of Teaching</td>
<td>Identifying Varied Instructional Resources</td>
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<td>The Classroom Environment</td>
<td>Differentiating Instruction</td>
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<td>Different Approaches in the Classroom</td>
<td>Learning Styles of Students</td>
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<td>Gardner’s Theory of Intelligence</td>
<td>Standards for Professional Teachers</td>
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<td>Bloom’s Taxonomy</td>
<td>Designing Effective Lessons</td>
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<td>Presenting Effective Lessons</td>
<td>Use of Media and Technology</td>
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<td>Assessment</td>
<td>Standardized Tests</td>
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<td>Increasing Student Achievement</td>
<td>Teacher Reflection</td>
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<td>Meeting Needs of Special Learners</td>
<td>Professional Organizations</td>
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<td>Professional Portfolios and Resumes</td>
<td>Responsibilities of Professional Educators</td>
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REQUIRED READINGS AND MATERIALS


Reading packet with articles available at Universal Copies, Main Street, Columbia.

Binder for packet and course handouts

ADMINISTRATIVE COURSE REQUIREMENTS

- Students are expected to attend each scheduled class meeting. The university catalog specifies that students may miss as many as *three class meetings* without penalty. The University does not distinguish between excused or unexcused absences. An absence is an absence. The attendance policy will be enforced in EDTE 402 as follows:

  1st, 2nd and 3rd absences- **no penalty**—YOU MUST MAKE UP ANY MISSED WORK
  4th absence or more- 1 letter grade dropped on your FINAL grade for each absence

*It is your responsibility to get the information from any class you miss; all assignments related to missed classes are due one week from the date of absence.*

- For accountability purposes, **three times late** to class will be considered the **equivalent of one absence.**

- You are responsible for all assigned work. Late work will not be accepted. If you miss class on the date an assignment is due, you may e-mail the assignment to me by midnight on the due date and I will accept it. If you are present in class, you must turn in the assignment during class time, or email the assignment to me before class.

- Additionally, you are responsible for assignment changes announced in class and for all announced changes, additions, and deletions to the syllabus. *Absence from class is not a valid excuse for failing to meet deadlines or to fulfill course requirements.* University catalogue guidelines are followed for the
granting of an incomplete and for the denial of credit because of excessive absences.

-Because administrative tasks and announcements are typically handled at the beginning of class, you need to be on time. If you are late, please enter quietly and be sure to see the instructor following class for any announcements, reminders, changes or handouts that you may have missed. To prevent the distraction of classmates, please TURN YOUR CELL PHONE OFF prior to entering the classroom unless it is an emergency. Attendance will be taken each class period.

-In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access to this course; please contact the instructor at the beginning of the semester. Students with disabilities must verify their eligibility through the appropriate campus office.

**ACADEMIC COURSE REQUIREMENTS**

1. Complete assigned readings and homework assignments prior to the designated class meeting.
2. Participate in and contribute to class activities and discussions.
3. Prepare and present a letter of introduction.
4. Complete assigned readings and prepare 3 journal entries and 3 written responses to assigned readings or class topics.
5. Complete a proposal for the ultimate classroom design.
7. Complete informal research to prepare for and participate in three Socratic seminars on hot topics in education today.
8. Complete an interview of a public school teacher, preferably at the secondary level, and report the findings of that interview.
9. Design a formal lesson plan, including all support and ancillary materials.
10. Complete the EEDA module.
11. Collaborate on and develop a group thematic curriculum project that includes purpose and goals; print, online and software resources; and instructional activities.
12. Participate in the presentation of the curriculum unit planning project.
13. Create a professional portfolio which includes a resume along with rationales addressing each of the ten ADEPT standards for beginning teachers.
14. Complete the on-line course evaluation at the end of the semester.
ASSIGNMENT DESCRIPTIONS

Class Participation/Attendance/Online Evaluation (30 points): This class will use a workshop or seminar design in which all participants—students and instructor—will share with and learn from each other. Teaching methods and strategies will be introduced through modeling, discussion, and active participation. Students are expected to take part in all class engagements. Students who attend all classes, participate in engagements and discussions, complete admit and exit slips, and the on-line course evaluation at the end of the semester will receive 30 points.

Letter of Introduction (20 points): Your first written assignment is to write a letter of introduction so that I have a sense of who you are as a person. Consider sharing with me information about your family, your talents, your interests and passions, your job and activities, your significant other and/or pets, etc. This is also an opportunity for you to share with me any situation in your life that might affect your performance in the class and that I should be aware of in order to work with you.

Responsive Essays (3 @ 20 points each): You will complete 3 responsive essays to selected assigned readings and/or topics. Questions will be provided in class for each assignment. You will respond to these questions by stating your own opinions or ideas, with support, in a 3-4 page typed, double-spaced paper.

Reading Journals (3 @ 20 points each): You will complete 3 reading journals for selected assigned readings using the reading journal handout.

Teacher Interview (20 points): You will interview a classroom teacher about their job. We will work together on designing interview questions in class. You may interview your practicum teacher or another teacher for this assignment. You will record their answers and put them into a typed interview format. Then you will personally reflect on their answers in writing.

Designing the Ultimate Classroom (40 points): You will complete an informal design of your idea of the ultimate classroom. You will create a visual representation of your ideal classroom using technology and be prepared to present it to the class. You must include an explanation of what your room would look like—colors, layout, window/door placements, technology available, desk placement, etc.—with a rationale for your decisions. Finally, you will evaluate your own design by indicating what is/is not feasible, obstacles and possibilities for carrying out your design in your own school.

Formal Lesson Plan (40 points): You will complete one formal daily lesson plan which includes the following: content to be covered, goals and objectives, standards the lesson meets, instructional procedures, materials and equipment, assessment/evaluation and follow-up/extension activities.

Professional Organization Report (40 points): Using a working outline provided, you will learn about and record information on a particular teachers’ professional organization, its publications, and services offered to its members. You will attach a brief explanation of how you personally believe joining such an organization would benefit you as a professional educator.

Curriculum Unit Project and Presentation (100 points): Each student will collaborate in a small group to propose, create, and present a thematic curriculum unit. In groups, students will design a cross-discipline unit which will include content, objectives, activities, standards, materials, etc. to be used within each discipline. Each group will present their curriculum unit to the class. Further details will be provided in class. A Curriculum Unit Proposal and Progress Report including a meeting log and curriculum matrix will be submitted prior to the presentation and incur an additional 20 points. Further details will be provided in class.

Hot Topic Research and Socratic Seminars (3 @ 20 points each): Each student will do informal research on an assigned “hot topic” in education today such as single-gender classrooms, vouchers, zero-tolerance policies, inclusive classrooms, bullying, etc. You will provide a list of sources for your research and be prepared to discuss the topics in a Socratic Seminar format. In class you will complete a reflection on your participation and the process.

Education Economic Development Act (EEDA) Module completion (20 points): Each student will complete the EEDA on-line module. More instruction will be provided on this during the course.

Professional Portfolio (100 points): This will be the culminating project for this course. It is designed to represent your professional growth during the semester. Each student will create a portfolio that includes a resume, along with one section for each of the 10 ADEPT standards. You will state what each standard is, explain what this standard means and what role it plays in a professional teacher’s practice; you will include one
piece of evidence for each standard that reflects your growth in each dimension. Further details will be provided in class. NOTE: PLEASE SAVE ALL YOUR COURSE WORK DURING THE SEMESTER AS YOU WILL NEED TO DRAW ON IT FOR THE COURSE PORTFOLIO.

**ASSESSMENT AND GRADING PROCEDURES**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Class Participation/Attendance/Evaluation</td>
<td>30</td>
</tr>
<tr>
<td>Letter of Introduction</td>
<td>20</td>
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<tr>
<td>Responsive Essays (3 @ 20 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Reading Journals (3 @ 20 points each)</td>
<td>60</td>
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<tr>
<td>Teacher Interview</td>
<td>20</td>
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<td>Ultimate Classroom Design</td>
<td>40</td>
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<tr>
<td>Formal Lesson Plan</td>
<td>40</td>
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<tr>
<td>Professional Organization Report</td>
<td>40</td>
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<tr>
<td>Curriculum Unit Proposal and Progress Report</td>
<td>20</td>
</tr>
<tr>
<td>Curriculum Unit Project and Presentation</td>
<td>100</td>
</tr>
<tr>
<td>“Hot Topic” Socratic Seminars (3 @ 20 points each)</td>
<td>60</td>
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<tr>
<td>EEDA Module</td>
<td>20</td>
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<tr>
<td>Professional Portfolio with Resume</td>
<td>100</td>
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**Total Points** 610

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>B</td>
<td>82-92%</td>
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<tr>
<td>C</td>
<td>75-81%</td>
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<tr>
<td>D</td>
<td>70-74%</td>
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<tr>
<td>F</td>
<td>69% and below</td>
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EDTE 402

TIMELINE, TOPICS AND ASSIGNMENTS

Fall 2009

Readings and assignments will be completed prior to/for class on the date indicated. Assignments and presentations are bolded. Readings from the class packet are marked with an asterisk *. Readings on Blackboard are marked as Bb.

August 24 (Mon.) **Introductions**
- Syllabus

August 26 (Wed.) **Myths of Teaching**
Ayers To Teach: The Journey of a First Year Teacher*
- Letter of Introduction due

August 31 (Mon.) **Getting It Right From the Start**
- Kronowitz pp. 32-84
September 2 (Wed.)  Classroom Management & Procedures  
-Kronowitz pp. 88-124  
-Reading Journal #1 due

September 7 (Mon.)  No Class—Labor Day

September 9 (Wed.)  Creating an Environment for Learning  
Ayers To Teach: Creating an Environment for Learning (Bb)  
-1st responsive essay due

September 14 (Mon.)  Classroom Management & Positive Discipline  
Kronowitz pp. 148-158, 160-166, 168-175, 176-187, 188-198

September 16 (Wed.)  EEDA Overview-Guest Speaker, Ultimate Classroom Presentations  
-All ultimate classroom designs due by this date

September 21 (Mon.)  MT Program Overview-Guest Speaker  
Finish Ultimate Classroom Presentations and Discussion

September 23 (Wed.)  Inquiry in the Classroom, POE model

September 28 (Mon.)  Knowing the Whole Student  
Kronowitz pp. 324-329.  
Ayers To Teach- Seeing the Student*  
-2nd responsive essay due

September 30 (Wed.)  Learning Styles/Gardner’s Theory of Multiple Intelligences  
-Interview with Gardner: The First Seven and the Eighth*  
Kronowitz pp. 290-300  
-Reading Journal #2 due

October 5 (Mon.)  1st Socratic Seminar

October 7 (Wed.)  Preparing Lessons  
Kronowitz pp. 202-212; 213-247

October 12 (Mon.)  Helping Students Succeed  
Kronowitz pp. 260-271, 272-281, 282-289, 301-308  
-Informal lesson plan due

October 14 (Wed.)  Managing Technology  
Kronowitz pp. 132-144  
Article: “The I-Generation-From Toddlers to Teenagers”*  
-Professional Organization Report Due

October 19 (Mon.)  Curriculum Unit Project. Explanation & group meetings  
-Formal lesson plan due

October 21 (Wed.)  Assessment & Evaluation  
Kronowitz pp. 314-323, 339-354
-3rd responsive essay due

October 26 (Mon.)  Assessment & Evaluation cont’d

October 28 (Wed.)  Socratic Seminar #2
                     -CUP Meeting & Activity Log / Matrix

November 2 (Mon.)  Special Needs Students
                     -Heward and Cavanaugh: Educational Equality for Students w/ Disabilities*
                     -Reading Journal #3 due

November 4 (Wed.)  Curriculum Projects Due/Presentations Begin

November 9 (Mon.)  Curriculum Project Presentations Continue

November 11 (Wed.)  Finish Curriculum Project Presentation if necessary
                     Course Portfolio expectations
                     Resume samples*
                     Standards for National Board Certification*

November 16 (Mon.)  Socratic Seminar #3

November 18 (Wed.)  Teacher Reflection
                     Kronowitz pp. 358-363
                     Costa and Kallick: Getting Into the Habit of Reflection*
                     -Teacher Interview and Reflection due

November 23 (Mon.)  Becoming A Professional Teacher
                     Kronowitz pp. 364-383

November 25 (Wed.)  No Class Thanksgiving Break

November 30 (Mon.)  Enjoying the Profession.
                     Creating Critical Incidents-Professional choices and valuing diversity

December 2 (Wed.)  Ask Me Anything About Teaching
                     Evaluation and reflection
                     -Portfolios Due

Note: These dates are subject to negotiation and may change.

**Modes of Instruction**: Cooperative learning groups, lecture and discussion, Socratic seminars, student presentations, individual student work.

**Bibliography**:

