

**Three Rivers Community College
EDU 110 Teaching in the 21st Century
Course Materials**

SPRING 2017



Emily Werner, LPC
Emily.werner@sbcglobal.net

Dr. Jennifer DeFrance
jdefrance@trcc.commnet.edu
Phone Number: 860-215-9421
Office Number: C110

Office Hours: Monday and Wednesday mornings
or by appointment

Course Description:

Prerequisite: ENG K101 or ENG* K101S or permission of the instructor or program coordinator.*

This course is designed for students considering education as a major and teaching as a profession. Students will have an opportunity to experience primary, middle and secondary education through site visits, guest speakers and varied media. Students will obtain a systematic body of knowledge from which they can develop a repertoire of teaching practices to meet the learning needs of students with diverse learning styles, developmental needs, cultural and socioeconomic backgrounds.

Required Text(s):

Newman, Joseph, W. (2006). *America's Teachers: An introduction to education*.
5th edition. Pearson.

ISBN: 0-205-46396-7

Other readings will be assigned as necessary.

Course Objectives:

The goal of the Teaching in the Twenty-First Century course is for each student to develop an understanding of the multiple perspectives of teaching including pedagogical and content knowledge. Students who plan to transfer to Eastern Connecticut State University will be encouraged to complete 25 hours of observation.

Students should seek to:

- Understand the discipline of education as it relates to schooling and the profession of teaching.
- Demonstrate a knowledge and critical understanding of the American Public School System
- Understand and assess the impact of historical events and ideas on the practice of education.
- Develop and formulate your own philosophy of education based on the critical evaluation of the major philosophical principles of education and thoughts of distinguished educators.
- Develop objectivity and sensitivity in understanding one's own society and culture as well as the multicultural realities of the national and world community as they relate to education.
- Develop and demonstrate competency in autonomous, critical analysis of educational issues.
- Instill in your life a sense of global awareness that will include an acceptance and appreciation of the diversity of the human condition and a worldview of the purpose and practices of education.

Policies:

Active participation in class discussions and activities is required. Students are expected to complete assigned readings prior to class and come to class prepared to discuss them. This course demands active involvement in the learning experience accompanied by reading and writing activities that capture those experiences. The nature of the course content requires critical thinking skills to be learned, developed, and applied.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade.

Students are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests are not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other assignments will be completed and turned in on time. Points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A student's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism**. Plagiarism is the unacknowledged use of another person's work or ideas in your writing. It is often known as copying word-for-word. However, even paraphrasing without acknowledgement or using the ideas of peers garnered from class discussion or a study group is considered plagiarism. Whether it is conscious or unconscious, plagiarism is a serious academic offense. Your writing for this course, and any other course at TRCC, is expected to be original, and the product of your own thinking. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a student's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past, students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests unless prior approval is obtained. Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The student's is responsible for all materials covered in class as well as the assignments. If a student's misses a class, it is the student's responsibility to get the notes from another student. **Do not contact the Instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another student. You may want to share your contact information with other students to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Students who are not able to complete the course need to speak to me immediately as we will work together to have you finish the class successfully.

Students with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify students using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

“The only place where success comes before work is in the dictionary.”

Attributed to both Vidal Sassoon and Donald Kendall

Points given for requirements are as follows:

Please use this as a tool to keep a record of your progress in this course.

Assignment	Points	Due Date	Grade Received
Final Poster Board Presentation	100		
Reflection Papers (4 worth 25 points each)	100		
Education Community Assignment	75		
Attendance and Participation	50		
Test One	25		
Test Two	25		
Test Three	25		
Total	400		

Final Grade:

To determine your final grade take the total number of points awarded and review the following breakdown.

- A 351 – 400 points
- A- 331 – 350 points
- B+ 301 – 330 points
- B 276 – 300 points
- B- 251 – 275 points
- C+ 226 – 250 points
- C 201 – 225 points
- C- 176 – 200 points
- D anything below 175 points



Spring 2016 Course Calendar and Content

Week	Date(s)	Activities / Assignments	Reading	Key Concepts
1	1/23 1/25	Welcome and introductions Review syllabi Educational Vision Board		personal thoughts and beliefs on Education
2	1/30 2/1	<u>Video</u> : Every Kid Needs a Champion Learning Styles and VARK Bloom's Taxonomy	Ch. 1	motivations for teaching teaching dispositions
3	2/6 2/8	No Child Left Behind Sheff vs. O'Neill	Ch. 2 and 9 Ch. 10 pg.398	funding and organization of public schools Legislative Policies
4	2/13 2/15	Discuss / chose observation sites <i>Reflection Paper</i>	Ch. 8	Who are today's students?
5	2/22	No class on Monday Finalize and plan for observations <i>Reflection paper</i>	Ch. 4	Examine the past and present roles of unions NAEYC, NEA and AFT
6	2/27 3/1	<u>Article</u> : Rights and Responsibilities of Children and Teachers Child Abuse and Neglect	Ch. 5	Code of Conduct rights and responsibilities
7	3/6 3/8	Test One on Wednesday		
8	3/20 3/22	<u>Video</u> : History of Education	Ch. 6	history
9	3/27 3/29	Observation share Theory in practice	Ch. 7	Past and present theories of education
10	4/3 4/5	Advising day on Monday <i>Reflection paper</i>	Ch. 11	curriculum, assessment and teacher's roles
11	4/10 4/12			current issues in education
12	4/17 4/19	<u>Video</u> : Changing Education Paradigms Test Two on Wednesday		current issues in education
13	4/24 4/26	Education Community Assignment Due	Ch. 3	becoming a teacher Accreditation standards professional growth
14	5/1 5/3	<i>Reflection paper</i>		exploration of class issues
15	5/8 5/10	Test Three on Monday Final Presentations on Wednesday		
16	5/15	Final Presentations on Monday		

This calendar is subject to change. Any changes will be announced.