

Three Rivers Community College  
Norwich, CT  
EDU K 110  
Teaching in the Twenty-First Century  
Spring 2015

Instructor: Jaye P. Wilson Phone: 860 444-7711  
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Department Office: Email: [Wilsonj@newlondon.org](mailto:Wilsonj@newlondon.org)  
Class Meetings: Rm. E-227 Time: Wed. 6:30-9:15 p.m.

Credit Hours: Three

Catalog Description: 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.

Purpose of the Course: 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 enrolled in this course will be encouraged to be dual accepted at Eastern CT State University.

Course Objectives: By the end of the course students will:

1. Articulate an enthusiasm for the subject matter and appreciate the multiple perspectives of the content knowledge and developmental age ranges they teach.
2. Demonstrate enthusiasm, patience, acceptance, and caring about the well-being of students and promote life-long learning, perseverance, self-motivation and scholarly habits of mind.
3. Promote connections between content knowledge and pedagogical knowledge to help learn concepts, principles, skills, tools of inquiry, and structure of the discipline they will teach.
4. Demonstrate an understanding of the various learning styles and the unique characteristics of children with special needs and apply them to create instruction that would support a student's academic, personal, and social development.
5. Show an acceptance and appreciation of diversity and demonstrate a multicultural perspective, exhibiting an awareness of the contributions that women and men from both

a diverse and similar racial and ethnic background have made to the human condition.

6. Demonstrate knowledge of the American public school system and show an understanding of school organization and governance to maximize students learning. Students will explore a variety of models including magnet and charter schools.
7. Apply general knowledge of CT Certification Standards as well as understanding the application process for admission in the Teacher Education program at ECSU including GPA, Praxis 1 requirements, the role of the Committee on Admission and Retention in Education (CARE) and competencies in oral communication and interviews.

Course Prerequisite: ENG\* K101 eligibility.

Class Text: **Teach Like A Champion -**  
The instructor will provide additional reading material through Blackboard. There will be a reading guide for each chapter assigned from the main text and links to other materials.

Additional Materials: The course will make use of several readings posted in Blackboard as well as videos available through the TRCC library.

Attendance and Participation: Attendance at each class is expected. As a courtesy to other students, please make every effort to be punctual.

Active class participation is one way to contribute significantly to your education and to that of other students. It accounts for ten per cent of your final grade. A rubric further explaining active participation is included in this syllabus.

The attendance policy for this class allows for TWO unexcused absences. A third unexcused absence may result in a FULL letter grade reduction in the final course grade. Any further absences may result in a failing grade for the class. Whenever possible, please give advanced notice of your absence.

Assignment Sheet: Topics for each class and due dates will be detailed in class. All requirements are due at the beginning of class on the specified date, even if you are absent.  
Late submissions will not be accepted and partial credit will not be given for late work.  
You will be asked to write a reaction/reflection to the readings posted on Blackboard weekly.

Written Assignments: As a prospective teacher, you should be developing your writing skills.

Writing is a tool to organize your thinking on specific topics and to communicate that thinking to others.

As a classroom practitioner, you will serve as a role model for others in the use of written language. In this role, it will be important to avoid being incorrect or "sloppy" in your usage. Special emphasis is placed upon proper spelling and grammatical usage.

All written work should be word-processed using Microsoft *Word* (.doc or .docx). If your software is not *Word*, speak to the instructor, as soon as possible, to avoid communications issues. Do ***not*** use the PDF or HTML formats. You should choose a 12-point conventional font such as Arial, Calibri, Times-Roman or other **easily read** font. Students should double-space their work for standard 8 1/2" x 11" paper. Each paper must have a title page that includes your name, the course name and number, the date and the title of the assignment.

Students will submit their papers in hard copies only.

Academic Misconduct: YOU should read and understand Three Rivers Community College's Academic Misconduct Policy, which can be found in the student handbook all violations will be handled under the procedures established in this policy.

Expected Course Conduct: **PERSONAL ITEMS** should be kept with you when you leave the classroom.  
**NO CELL PHONES** are allowed in the classroom for anything other than academic use. Please turn off the ringers.  
**Food or Drink** should be covered and disposed of at the end of the class.  
**Children** are not allowed in the classroom at any time while you attend class.

Grading: Attendance and Class Participation.....20%  
Written review of articles.....10%  
Homework/Internet Research Assignments and Readings.....20%  
Oral Presentations.....20%  
Final Paper.....30%

**Letter Grades:**

Final grades will be determined by applying the percentages listed above to the work submitted. A student should retain all assignments for the semester. In the event that a student disagrees with the grade he/she earned, the students must produce all work to support the contention that a grade was incorrectly awarded. If a student is unable to produce all work, the instructor's grade book will be considered accurate.

A = 100-90  
B = 89-80  
C = 79-70  
D = 69-60  
F = 59

Withdrawals:

If for any reason, a student is unable to complete the course, he/she must follow the college policy and officially withdraw from the course. Appropriate forms are available.

Selected Potential  
Sources of Information  
and Inspiration:

BOOKS

- Darling-Hammond, L. (2010). The Flat World and Education. New York, NY: Teacher's College Press.*
- Dean, C., Hubbell, E., Pitler, H., Stone, B. J. Classroom Instruction that Works. 2<sup>nd</sup> edition, Denver, Colorado, McREL 2012*
- Good, T. L. (ed.). American Education: Yesterday, Today and Tomorrow. Ninety-ninth Yearbook of the National Society for the Study of Education (Part II). Chicago: The University of Chicago Press, 2000.*
- Griffin, G. A. (ed.). The Education of Teachers. Ninety-eighth Yearbook of the National Society for the Study of Education (Part I). Chicago: The University of Chicago Press, 1999.*
- Jackson, P. W., Life in Classrooms. New York: Teachers College Press, 1990.*
- Kerchner, C. T., Koppich, J. E. & Weeres, J. G. United Mind Workers: Unions and Teaching in the Knowledge Society. San Francisco: Jossey-Bass Publishers, 1997.*
- Kidder, T. Among School Children. Boston: Houghton-Mifflin Company, 1989.*
- Kozol, J. Death at an Early Age: The Destruction of the Hearts and Minds of Negro children in the Boston Public Schools. Boston: Houghton Mifflin Company, 1967.*
- Kozol, J. Illiterate America. New York: Penguin Books, 1986.*
- Kozol, J. Savage Inequalities: Children in America's Schools. New York: Crown Publishers Inc., 1991.*

*Kozol, J. The Shame of the Nation: The Restoration of Apartheid Schooling in America. New York: Crown Publishers Inc., 2005.*

*Lortie, D. C. Schoolteacher: A Sociological Study. Chicago: University of Chicago Press, 1975.*

*Payne, Ruby A Framework for Understanding Poverty. RFT Publishing, 1998*

*Schlechty, P., Working On The Work San Francisco, CA., Jossey-Bass A Wiley company, 2002*

*Singleton, G., Linton, C. Courageous Conversations About Race, Corwin Press, 2006*

*Suskind, R. A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League. New York: Broadway Books, 1998.*

*Ravitch, Diane (2010). The death and life of the great American school system. NY: Basic Books*

#### FILMS

*Something about Kelsey, Documentary about an autistic girl and her family's struggle to educate her.*

*Freedom Writers. Based on the true experiences of a novice English teacher in Long Beach, Erin Gruwell, who convinces her students of their own worth and abilities. Stars Hillary Swank.*

*Mr. Holland's Opus. Tells of an aspiring musician/composer who takes a teaching position "to tide him over until something better comes along." Thirty years later as he retires, he learns of his impact upon his students. Stars Richard Dreyfuss.*

*Stand and Deliver. The true story of Jaime Escalante, a Bolivian immigrant, who becomes a math teacher in a barrio high school in Los Angeles. His students' successes on the Advanced Placement Calculus exams challenge conventional thinking about race, class and achievement. Stars Edward James Olmos.*

*Dead Poets Society. Tells the story of a teacher who brings a love of his subject and his students to an exclusive United States preparatory school. Stars Robin Williams.*

*Renaissance Man. An unconventional story about motivating*

*underachievers. Stars Danny DeVito.*

*Waiting For Superman, An engaging and inspiring look at public education in the United States. 2010*

## WEBSITES

*National Commission on Teaching & America's Future (NCTAF)*

*<http://www.nctaf.org/>*

*The Thomas Fordham Foundation*

*<http://www.edexcellence.net>*

*School: The Story of American Public Education*

*<http://www.pbs.org/kcet/publicschool/>*

*The National Education Association (NEA)*

*<http://www.nea.org>*

*The American Federation of Teachers (AFT)*

*<http://www.aft.org>*

*Association for Supervision and Curriculum Development (ASCD)*

*<http://www.ascd.org>*

*National School Board Association (NSBA)*

*<http://www.nsba.org>*

*Phi Delta Kappa (PDK)*

*<http://www.pdkintl.org>*

*Connecticut State Department of Education (CSDE)*

*<http://www.state.ct.us/sde>*

*U. S. Department of Education (USDOE)*

*<http://www.ed.gov/>*

*No Child Left Behind*

*<http://www.nclb.gov>*

*Education Week*

*<http://www.edweek.org>*

*Teachers College Record*

*<http://www.tcrecord.org>*

## ACADEMIC Integrity Policy

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. 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; and act at all times with honor.

## WRITING CENTER

The mission of TRCC Writing Center is to support the teaching of writing at all levels and in all disciplines by providing one-on-one assistance to student writers. The Writing Center is staffed by specially trained peer tutors who will work with students on writing assignments for any class, at any stage, from understanding an assignment to coming up with a topic to revising drafts to proofreading. We also help with writing done outside of class, such as application essays or letters. Anyone can, and should, visit the Writing Center to get the feedback and response that all writers need. More information about the Center and scheduling an appointment may be done at contacting the writing Center.

## Three Rivers Community College STATEMENT ON STUDENTS WITH DISABILITIES

If you have a question regarding a disability that may affect your progress in this course please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (860) 215-9289 generally works with students who have a learning disability or ADHD. Kathleen Gray (860) 215-9248 generally works with students who have physical, visual, hearing, medical, mobility and psychiatric disabilities. Matt Liscum (860) 215-9265 also works with students who have disabilities. Your cooperation is appreciated.

## CLASS PARTICIPATION RUBRIC

Active class participation is one way to contribute significantly to your education, to that of other students, and to mine. The following rubric contains an explanation of expectations for class participation. You will have opportunities to demonstrate these required dispositions throughout the course. If needed, please consult with the instructor on your progress in these areas.

Task	Target (8-10)	Acceptable (6-7)	Unacceptable (0-5)
Class Engagement	Submitted all assignments by their due dates, was actively engaged in all class discussions, and often responded appropriately to the ideas of peers and the instructor	Submitted all assignments by their due dates, was engaged in most discussions, occasionally responded appropriately to the ideas of peers and the instructor	Did not submit all assignments by their due dates, was inactive or distracted in class discussions, seldom responded appropriately to the ideas of peers and the instructor
Respect for Class	Always came on time, displayed professional and ethical behavior in class, always paid attention and listened to peers and the instructor with respect.	Almost always came on time, displayed professional and ethical behavior in class, almost always paid attention and listened to peers and the instructor with respect	Often came late, did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor with respect
Class Preparation	Always prepared to answer questions based upon the assigned reading for the class, responded to readings presented on Blackboard	Usually prepared to answer questions based upon the assigned reading for the class, occasionally responded to readings presented on Blackboard	Seldom prepared to answer questions based upon the assigned reading for the class, seldom responded to readings presented on Blackboard

TENTATIVE CLASS SCHEDULE  
 EDU K110  
 Wednesdays 6:30-9:15  
 January 28-May 18, 2015

WEEK	Class date	TENTATIVE TOPICS	ASSIGNMENT DUE
1	Jan. 28	Course Overview Motivation to Teach	
2	Feb. 4	History of United States Education	
3	Feb. 11	The New Bloom's Taxonomy The Teacher as a Role Model Instructional experiences	Reflective Writing: Should teachers be expected to be role models Impact of instructional experiences on your education Choose one topic (2-3 pages)
4	Feb. 18	All teachers are Reading Teachers	Teach Like A champion Chapter 10 ( 1 page reflection due Feb.25)
5	Feb. 25	Who are today's students: general ways in which students differ.	Payne A framework for understanding Poverty Chapters 3-5
6	Mar. 4	Becoming a Teacher <ul style="list-style-type: none"> <li>• Accreditation</li> <li>• National Standards</li> <li>• Ct Standards</li> </ul>	Review NCATE Accreditation, INTASC Standards, CT Common Core of Teaching
7	March 11	Curriculum, Management and Assessment *Common Core Standards * National and State Frameworks Teacher's role in Curriculum development	Classroom Instruction that Works Part 1 (2-3 page topic paper due March 18)
8	March 18	<b>NO CLASS - SPRING BREAK</b>	
9	March 25	Assessment Practices Teach to the test CMT Smarter Balance	Teach like a Champion Chapters 5-7 Working on the Work Chapter 3
10	April 1	Classroom Management Keys to success The classroom Community Perspectives on classroom management	Topic of your choice 15 minute presentations with technology included
11	April 8	School Governance State BOE	What is the federal, state and local role in

		Local BOE District Organization	education? How is education funded? What is a mandate? What are some examples of federal/state mandates? Pages 80-87 Provided
12	April 15	Inclusion Classroom	Guest Presenter
13	April 22	Role Of BOE	Site Visit to BOE meeting How is meeting organized? Who runs the meeting? Who is in attendance? What role, if any, does the public play? Bring a copy of agenda to next class. (1-2 page reflection sheet due April 29)
14	April 29	Class Presentations Topics due for Final exam paper Ethics and Education Law	Class Discussion
15	May 6	Prepare for Final Exam paper 5-7 pages due May 14	Class Discussion
16	May 13	Final Exam paper due	Exam is due by 6:30 P.M. on May 13

**Note: March 15-22** Spring Break. **April 3-5** Spring Recess. **May 11** last day to withdraw from class. **May 18** last day of classes.-