

Three Rivers Community College
Norwich, Connecticut

EDU K110
Teaching in the Twenty-First Century

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T 6:30-9:15 Rm D222

Course dates:
Tuesdays January 24, 2011 – May 17, 2011

Course Overview

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.

Learning Outcomes

After successful completion of this course, participants will:

- Articulate an enthusiasm for the subject matter and appreciate the multiple perspectives of the content knowledge and developmental age ranges they will teach.
- 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.
- 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.
- 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.
- 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.
- Demonstrate knowledge of the American public school system and show an understanding of school organization and governance to maximize student learning. Students will explore a variety of models including magnet and charter schools.
- 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 I requirements, the role of the Committee on Admission and Retention in Education (CARE) and competencies in oral communication and interviews.

Course Goal

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.

The following learning outcomes are incorporated into the course:

- Written and oral communication skills
- Critical thinking skills
- Quantitative and qualitative reasoning skills
- Technological literacy
- Information literacy skills
- Interpersonal skills and awareness
- Understanding of diversity
- Values, ethics and responsible citizenship

- Teamwork, team-building and project focus

Required Text:

**So You Want To Be A Teacher? Teaching and Learning in the 21st Century 1st edition,
Koch, Janice, Wadsworth, Centage Learning, 2009**

Evaluation methods

Attendance and Class Participation	20%
Review of Articles	10%
Homework/Internet Research Assignments and Readings	20%
Case studies/oral presentations and quizzes	20%
Final paper	30%

100%

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 student 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 at the Records Office. A grade of W will be recorded for all withdrawals. If a student does not withdraw, he/she will be awarded the letter grade earned. Once a grade is officially recorded with the Registrar, the grade will NOT be changed at a later date. There will be NO exceptions to this policy.

An Incomplete is a temporary grade assigned when course work is missing and the student agrees to complete the course requirements. An I will be given only for work unfinished because of illness, accident or other unavoidable absence and when the instructor determines that the student has a reasonable chance of successfully completing the required work.

A student will be issued an Incomplete ONLY if he/she makes direct contact with the instructor, prior to Final Exam Week and a written description of the work to be completed is signed by the student. A student will have ten weeks to make up an Incomplete. If the work is not completed within that period of time, I will convert to an appropriate letter grade.

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. No assignments will be accepted by email unless prior approval of the instructor is obtained.

Expected Course Conduct

- ⇒ PERSONAL ITEMS should be kept with you when you leave the classroom.
- ⇒ NO CELL PHONES OR BEEPERS are allowed in the classroom. Please turn off the ringers.
- ⇒ NO FOOD OR DRINK is to be brought into the classroom at any time.
- CHILDREN are not allowed in the classroom at any time while you attend class.

Learning Disabilities Statement

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 (860 892 5751) generally works with students who have a learning disability or ADHD.

Kathleen Gray (860 885 2328) generally works with students who have physical, visual, hearing, medical, mobility and psychiatric disabilities. Matt Liscum (860 383 5240) also works with students who have disabilities. Your cooperation is appreciated.

Ethics and Honesty in the Classroom

"At Three Rivers Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities.

Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally." (Board of Trustees' Policy 5.2. 1)

Teacher's Responsibilities to Students:

- I will be prepared to teach each class each day we are in session.
- I will treat each student with dignity and respect.
- I will be accessible to all students who need help and will assist them to find appropriate tutorial assistance if necessary.
- I will attempt to make all assignments clear and concise and grade and return student's work in a timely fashion.
- I will be available by appointment or through e-mail contact in order to answer any questions or concerns that may arise.

Student's Responsibilities to the Course

- You will be responsible to prepare for each class session (all readings complete and assignments done)
- You will be responsible to have all written assignments or oral presentations ready on the dates required.
- You will be expected to treat each other and the instructor with respect
- You will be expected to conduct yourself in an appropriate manner while you are in attendance in this course

Units of Study, Assignment Dates, and Readings

Dates	Topics	Assignments:	Objectives
1/25	The Teacher The Art & Science of Teaching The Four Pedagogical Competencies	The Attributes of a Teacher (class assignment) Write your Educational Autobiography (p7 text) Due date: February 1, 2010	Students will examine their educational histories and identify the positive and negative characteristics of their educational experiences.
2/1	The Strategic Nature of Teaching <ul style="list-style-type: none"> • Categories of Instructional Experiences • The new Bloom's Taxonomy • 8 Instructional Approaches The Teacher as Role Model	Reflective Writing: Should teachers be expected to be role models away from school? Read Chapter 3 (pp59-88) Choose two events that you consider significant and give reasons for your choices. (1-2 pages) Arrange for a minimum of 2 site visits to observe a classroom	Students will be able to identify the goals of public schooling as described by the founders of the United States and explain how schooling became the domain of the states: Explore the ways in which schools have reflected society during each period of our history
2/8	Who are today's students: general ways in which students differ.	Group Activity: Will your school of the future focus on the "Americanization" of students or will the emphasis be on cultural pluralism? Provide an argument that supports your decision. Assignment: review Chapters 1-3 and class notes	Students will have a clear understanding of the social, cultural, political, and intellectual forces that influence educational policy: become familiar with the many ways in which schools affect society and conversely the ways in which society has an impact on schools.
2/15	Becoming a Teacher <ul style="list-style-type: none"> • Accreditation • National Standards • CT Standards 	Review of NCATE Accreditation, INTASC Standards, CT Common Core of Teaching	Students will be able to distinguish between the meanings of <i>pedagogy</i> and <i>instruction</i> , understanding that their pedagogy becomes enacted through their instruction: Identify different learning theories, with the recognition that neuroscience has shed light on brain function, allowing us to understand more fully the mental processes that occur during learning: understand that learning is an active process involving

			interactions between the learner and the social and physical environment.
2/22	Curriculum, Management and Assessment <ul style="list-style-type: none"> • Understanding Curriculum – National & State Frameworks • The 4 Curricula • The teacher's role in curriculum development. 	Text rendition activity: pages 106/107 in text	Students will understand that a curriculum is a plan of studies that organizes instructional content: recognize the formal, informal, and hidden curricula in a school.

3/1	Classroom Management <ul style="list-style-type: none"> • Some perspectives on classroom management • Keys to success • The classroom as a community 	Class discussion of a variety of perspectives on classroom management (Skinner, Glasser, Canter, Kohn etc.) Rules, Procedures and Routines	Students will begin to understand that learning is an active process involving interactions between the learner and the social and physical environment: identify a mental scheme as an organizing structure in the brain that helps people make sense of the world.
3/8	Curriculum <ul style="list-style-type: none"> • Looking at Standards both National & State 	Presentation of standards-based curriculum in ELA & Math Power Standards Navigating the CSDE website	Identify different learning theories, with the recognition that neuroscience has shed light on brain function, allowing us to understand more fully the mental processes that occur during learning and understand the process of implementation into daily curricular activities.
3/15	<ul style="list-style-type: none"> • No class Spring Break 		
3/22	Assessment Practices <ul style="list-style-type: none"> • Summative assessments • Formative assessments Data Teams	What are the aims of student assessment? How can we use data to inform instruction?	Students will understand that students differ from one another in their race, ethnicity, native language, ability to learn, learning style, socioeconomic status, sexual orientation, and religion: identify the descriptors for students who are <i>at risk</i> , that is, in danger of not completing school or of not being successful in school: identify important demographic shifts

			in population in the past thirty years.
3/29	Philosophy and Psychology and Education <ul style="list-style-type: none"> • Schools of Philosophy • Psychology: Behaviorism, Humanism and Constructivism 	Prepare for final paper: Read pages 285-287 <i>The INTASC Standards</i> . Choose 2 of those Standards, describe what you believe to be the implications of them and discuss how you would see them as an influence on you as a beginning teacher. What is your philosophical disposition? A brief survey and discussion Assignment for 4/20: Read pages 155-165 in the text.	Begin to help students examine the attributes of charter schools and contrast them with general public schooling: identify the reasons for the recent popularity of homeschooling: understand the vulnerabilities of middle school students and the movement to support their education.
4/5	School Governance <ul style="list-style-type: none"> • ESEA/NCLB/IDEA • State BOE • Local BOE • District Organization 	What is the federal, state and local role in education? How is education funded? What is a mandate? What are some examples of federal/state mandates? Read pages 80-87 in the text.	Students will begin to understand the importance of learning how to manage, interpret, validate, and act on new information
4/12	What is the role of a BOE? Site visit	Scheduled visit to a BOE meeting. How is the meeting organized/ Who runs the meeting? Who is in attendance? What role, if any, does the public play? Bring a copy of the meeting agenda to the next class.	Students will begin to understand the importance of learning how to manage, interpret, validate, and act on new information
4/19	The Inclusion Classroom <ul style="list-style-type: none"> • Types of Disabilities • Differentiated Instruction • RtI and CT's SRBI 	Guest speaker on implementing SRBI	Students will begin to understand the role of teacher collaboration in an inclusion classroom: recognize the need for a free and appropriate public education (FAPE) for students with disabilities: identify giftedness as a form of student exceptionality.
4/26	Social issues that affect students and schools	What are the factors that most affect student achievement? What is meant by deficit thinking? What are 90/90/90 schools? We will examine the work of Reeves & Marzano	Students will understand that tomorrow's students will need to develop capacities for interpretation, analysis, critical thinking, communication, and self-reflection, while recognizing the contributions of cross-cultural project- and problem-based learners.
5/3	Ethics & Education Law <ul style="list-style-type: none"> • Teachers • Students • Programs Code of Ethics	Class discussion: What is an ethical teacher? Does CT have a code of ethics?	Students will examine their own personal strengths and weaknesses with an eye toward understanding which personal traits they need to develop

			more fully in order to succeed as a teacher and as a professional.
5/10	Making the Decision What attributes do you think that you possess that will make you a successful teacher?	<u>Final paper due</u> Complete the <u>My Aptitude for Teaching Inventory</u> on page 272 Class discussion: What factors should I consider before making a commitment to the teaching profession?	Students will understand the goals of American public education as they relate to the role of the classroom teacher: recognize the importance of an authentic desire to teach.