

ED 2121: INTRODUCTION TO EDUCATION
8:00-9:40 Tuesdays and Thursdays, HFA 6
SPRING 2012

INSTRUCTOR

Michelle Page

Office: Education Bldg., room 108

Phone: x 6405

E-mail: pagem@morris.umn.edu

OFFICE HOURS

Since, historically, students have never used my office hours, I have no set office hours this semester. Each week I will post several opportunities for an appointment on my calendar. Sign up for an appointment slot via my web page: <http://personal.morris.umn.edu/~pagem>. If the available appointment slots do not work for you, look at my calendar to see when I am free and email me for an appointment.

TEXTS

- Cruickshank, D., Jenkins, D. and Metcalf, K. *The Act of Teaching*. Sixth Edition. McGraw-Hill, 2012
NOTE: The class text will be used as a reference in SeEd 4102: Teaching and Learning Strategies and EEd 3101 Teaching and Learning Strategies so KEEP YOUR TEXT. This may save you money as it may be utilized again.

OTHER RESOURCES

Educational resources such as lesson planning sites and professional organizations can be found on Michelle Page's homepage (<http://personal.morris.umn.edu/~pagem/courses/Ed2121/2121.html>). **MANY ASSIGNMENTS AND ACTIVITIES HAVE RESOURCES ON THE WEB PAGE!** Additionally, the web site which accompanies our textbook is http://highered.mcgraw-hill.com/sites/0078097916/student_view0/index.html. This website contains chapter overviews and outlines, self-tests, and reflection exercises.

COURSE DESCRIPTION AND OBJECTIVES

This course meets state requirements and standards for teacher preparation in Minnesota. The course is meant to introduce students interested in becoming teachers in the state of Minnesota to the "nuts and bolts" work of a teacher. (This is not a general overview of American education or educational theory). The course will educate pre-service teachers in the instructional cycle, including curriculum selection, planning, instructional strategies, assessment of student learning, and classroom management. Students in this course will not only learn about these topics through readings and course activities but will apply and demonstrate their knowledge through activities such as peer teaching and unit planning. At the end of this course students should be able to: create a well-developed and thorough lesson plan and mini-unit; select topics and curriculum appropriate to the developmental level of their students; develop a plan for managing physical space, behavior, and learning in classrooms; and demonstrate and reflect on their growth and learning.

STUDENT SUPPORT

Students with Disabilities:

This material and course texts are available to persons with disabilities in alternate formats on request. Please contact Disability Services. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors and Disability Services to discuss their individual needs for accommodation.

Additional Resources:

If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

[The Academic Assistance Center](http://www.morris.umn.edu/services/dsoaac/aac/) www.morris.umn.edu/services/dsoaac/aac/

[Student Counseling](http://www.morris.umn.edu/services/counseling/) www.morris.umn.edu/services/counseling/

[Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) www.morris.umn.edu/services/dsoaac/dso

[Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) www.morris.umn.edu/services/msp/

COURSE STANDARDS

Education courses prepare students to meet the Minnesota Standards of Effective Practice (SEP) and Minnesota Board of Teaching Standards (referred to in syllabi for other courses and in the Elementary and Secondary Education program guides). Students will further develop and demonstrate their knowledge and skills in each area while in their education programs. Although we work on all standards in all courses, in Introduction to Education, we will especially concentrate on standards relating to student learning, instructional strategies, planning for instruction, managing learning environments, and assessment (Standards 2, 4, 5, 6, 7, 8).

CLASS STRUCTURE

Ed 2121 Introduction to Education meets on Tuesdays and Thursdays, 8:00-9:40 AM in HFA 6. This course is accompanied by a mandatory field experience, Ed 2111 Tutor-Aide Practicum. While most students enrolled in Ed 2121 will also be enrolled in the Tutor-Aide, a few will have received transfer credit for a previous field experience or for a previous completion of Ed 2111. The course and field experience are designed to work together so that you can reflect on and apply what you are learning in the course to your work and observations in the field. Your observations in the field should serve to help the topics of the course “come alive” and make more sense. Draw upon other experiences in previous field work for this purpose as well. YOU WILL HAVE SOME ASSIGNMENTS RELATED TO ED 2111—these are listed on a separate syllabus for that experience.

EXPECTATIONS

- Attend all classes. In this course we will engage in activities that are group- and discussion-oriented and therefore are very difficult to replicate outside of class. An official university excuse (chancellor’s excuse, doctor’s documentation) is required for any absence. You will not be allowed to make up work or points for unexcused absences.
- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero **on the entire assignment**. If

you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM's Academic Integrity policy and procedures can be found at www.morris.umn.edu/Scholastic/AcademicIntegrity/.

- Do not submit late work. Any late assignments will only earn a maximum of 80% of the total points and may earn 0%, depending on how late the work is submitted.
- All assignments except for the webquest should be submitted **hard copy**. There is **no extra credit** in this course, nor do I allow students to submit assignments multiple times. **DO YOUR BEST WORK THE FIRST TIME**.
- Assignments are due at the beginning of the class period. If a student misses class and turns in the assignment during the class time, it will be considered late. Anything turned in after the beginning of class time is considered late, unless an exception has been cleared with me.
- All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration cancelled).
- **A word about technology**—I welcome the use of technology in the course FOR LEARNING PURPOSES. I am NOT tolerant, however, of students who text during class, surf the internet, IM, or engage in other personal, non-learning-oriented activities. You are welcome to use your laptop or other device to assist you in class but be aware that if you are using your technology in a way that detracts from focusing on the course activities you will receive one request to desist. If the behavior continues you will be asked to leave the class so as to not distract others.

ASSIGNMENTS AND GRADING

Participation and Attendance: 10%

Attendance at all class sessions is mandatory (see discussion of expectations, above). The course rests on tenets of participation and interaction. If you must be absent, notify the instructor as soon as possible. Make-up work may be assigned. Tardies and missed classes will impact grades for the course. Participation entails engaging with classmates in discussion, listening attentively to classmates, participating in others' peer teaching lessons, completing in-class writings and other class activities, and displaying intellectual curiosity about the process of teaching.

Context Paper: 10%

Using information related to your tutor-aide practicum school site (or previous field experience site), supplemented with information from the Minnesota Department of Education web site, you will create a short paper that communicates what you are learning about the field experience context. What are your students? What is the community like? What are some of the values and norms of the school and of the community? This paper should be approximately 2-3 pages, single-spaced. Supplemental directions and grading criteria are available on the course web site:

<http://personal.morris.umn.edu/~pagem/courses/Ed2121>

Peer Teaching: 15%

Students will complete a peer teaching exercise during the semester. Included in each peer teaching assignment are a lesson plan, teaching the lesson, and an analysis of the effectiveness of the lesson based on your reflections and on peer feedback.

The purpose of this assignment is for you to gain experience in planning and implementing one of the instructional models that are focal in our class and to be able to observe the models "in action" that you do not demonstrate. You will sign up for or be assigned a pedagogical model. You should read the chapter about the model, select content to teach, create a lesson plan for your peer teaching, teach the lesson to a small group of your peers (you have approximately 40 minutes for your lesson), and then reflect on the effectiveness of your lesson in demonstrating the model and in helping your peers to learn. You will be asked to hand in your lesson plan, peer feedback, and reflection. Supplemental directions and materials are available on the course web site: <http://personal.morris.umn.edu/~pagem/courses/Ed2121>

Mini-Unit: 20%

A detailed description of the assignment and assessment rubric are available on the course web site <http://personal.morris.umn.edu/~pagem/courses/Ed2121> . Students are required to plan an instructional unit in their content area, centered on a broad theme or essential question. Students will be provided a template (on the course web site) to serve as a guide. The unit is 3-5 lessons in duration and must include the overview, daily lesson plans, all materials needed to teach the lessons, and assessments. Special attention should be paid to appropriate integration of technology and the Minnesota Academic Standards (graduation standards).

Classroom Management Model: 10%

Students will develop a preliminary classroom management model which will later be expanded and modified as students gain more experience. The model should address such areas as physical environment, rules and routines, and addressing misbehavior of students. More detailed information is available on the course web site: <http://personal.morris.umn.edu/~pagem/courses/Ed2121>

Webquest: 15%

Students will apply their understanding of ethics related to technology use, copyright issues, and evaluation of web materials through the creation of an activity geared toward K-12 students. This activity, the webquest, should address a key idea or concept from a content area. Students will create a webquest that utilizes web resources to solve a problem, explore a complex idea, or answer an essential question. Students will include a reflection on the implementation and assessment of such an activity (guiding questions for the reflection can be found on the Process page of the “Webquest on Webquests” on our course site). Refer to the supplemental directions and grading criteria on the course web site (<http://personal.morris.umn.edu/~pagem/courses/Ed2121>) in the “Webquest on Webquests.”

Exam: 20%

There will be a cumulative final exam at the end of the semester. The format of the exam will be traditional, with multiple choice, true/false, completion, essay and other types of questions. A study guide will be distributed in class to help you prepare for the exam.

GRADING SCALE AND WORK LOAD:

This course is a three credit course. University of Minnesota policy defines one credit as equivalent to three hours of learning effort per week for an average student to achieve an average grade in the course. Therefore, at least 9 hours of learning effort per week are required for this course. We spend approximately 3 hours per week in class; you should expect to put in a minimum of 6 hours of work outside of class to achieve an average grade in this course. All courses must be passed with C- or better in order to move forward in the education programs. Grades will be assigned based on the following scale, according to University of Minnesota policy:

93-100%	A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-92	A-	3.67	
87-89	B+	3.33	
84-86	B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements
80-83	B-	2.67	
77-79	C+	2.33	
74-76	C	2.00	Represents achievement that meets the course requirements in every respect
70-73	C-	1.67	
67-69	D+	1.33	
62-66	D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
0-61	F	0.00	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement not worthy of credit or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an I

CALENDAR OF LEARNING EVENTS

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
January 17	<ul style="list-style-type: none"> ▪ First Day of Class ▪ Discuss Syllabus ▪ Discuss Tutor-Aide Experience ▪ Historical and Social Foundations 			9-A, 9-G	
January 19	<ul style="list-style-type: none"> ▪ Historical and Social Foundations 	<i>The Act of Teaching</i> , Chapter 2, pp. 23-51		9-A	
January 24	<ul style="list-style-type: none"> ▪ Learning Theory 	<i>The Act of Teaching</i> , Chapter 4, pp. 94-104		4-B, 7-A, 2-B, 10-D	Constructivism: http://carbon.cudenver.edu/~mryder/itc_data/constructivism.html
January 26	<ul style="list-style-type: none"> ▪ Learning Theory ▪ Motivation 	<i>The Act of Teaching</i> , Chapter 4, pp. 104-111, Chapter 5, pp. 130-132		5-A, 5-F, 5-J	Motivation: http://members.shaw.ca/priscillatheroux/motivation.html
January 31	<ul style="list-style-type: none"> ▪ Standards ▪ Curriculum ▪ Why do we teach what we teach? ▪ Types of curriculum ▪ Influences on curriculum ▪ Community resources 	<i>The Act of Teaching</i> , Chapter 6, pp. 167-174		1-D, 4-A, 7-A, 7-B, 10-A, 10-B, 10-J	
February 2	<ul style="list-style-type: none"> ▪ Curriculum Mapping ▪ Long Range Planning 	<i>The Act of Teaching</i> , Chapter 6, pp. 182-197	Decide unit plan general topic	1-G, 7-D, 7-G	
February 7	<ul style="list-style-type: none"> ▪ Unit planning ▪ Backward Design, Understanding by Design 	<i>The Act of Teaching</i> , Chapter 6, pp. 182-197		4-L	
February 9	<ul style="list-style-type: none"> ▪ Short range planning ▪ Objectives ▪ Domains of Learning 	<i>The Act of Teaching</i> , Chapter 6, pp. 174-182		7-C, 7-D, 7-G	

February 14	<ul style="list-style-type: none"> Objectives Bloom's Taxonomy 	<i>The Act of Teaching</i> , Chapter 6, pp. 174-182	Unit plan segment (beginning through goals) due for peer review <i>First Observation Record Due (Ed 2111)</i>	1-F, 2-B, 2-C, 4-B, 4-D, 4-F, 4-G	
February 16	<ul style="list-style-type: none"> Lesson Planning Introduction to Instructional Strategies 	<i>The Act of Teaching</i> , Chapter 6, pp. 182-192 (review)	<i>Context Paper Due</i>	4-C, 4-F, 4-G, 4-I, 4-L	Check out Michelle's "Links for Teachers" page for links to lesson planning web sites: http://cda.morris.umn.edu/~pagem/links.html Briggs Library's Education "Research Quickstart" page has lesson planning links: http://quickstart.morris.umn.edu/rqs.html?subject_id=61
February 21	<ul style="list-style-type: none"> No class—prepare for peer teaching and unit plan submission 				
February 23	<ul style="list-style-type: none"> Instructional Strategies 	<i>The Act of Teaching</i> , Chapter 7, pp. 203-249	<i>Peer teaching in small groups (presentation, discussion)</i>	4-C, 4-F, 4-G, 4-I, 4-L, 9-H	Lecture/Presentation: http://www.ferris.edu/HTMLS/academic/center/Teaching_and_Learning_Tips/Developing%20Effective%20Lectures/8stepstoactive.htm Textbook web site: http://highered.mcgraw-hill.com/sites/0073378399/student_view0/
February 28	<ul style="list-style-type: none"> Instructional Strategies 	<i>The Act of Teaching</i> , Chapter 8, pp. 260-278	<i>Peer teaching in small groups (cooperative learning, constructivism)</i>	4-C, 4-F, 4-G, 4-I, 4-L, 5-M, 9-H	Cooperative Learning links: http://www.ic.arizona.edu/ic/edtech/strategy.html#Coop
March 1	<ul style="list-style-type: none"> Instructional Strategies 	<i>The Act of Teaching</i> , Chapter 8, pp. 278-294	<i>Peer teaching in small groups (cooperative learning, direct instruction)</i>	4-C, 4-F, 4-G, 4-I, 4-L, 9-H	Resources on Direct Instruction: http://www.teach-nology.com/teachers/methods/models/direct/
March 6	<ul style="list-style-type: none"> Instructional Strategies 	<i>The Act of Teaching</i> , Chapter 8, pp. 260-294 (review)	<i>Peer teaching in small groups (direct instruction, discovery learning)</i>	4-C, 4-F, 4-G, 4-I, 4-L, 9-H	Discovery Learning definition: http://www.nwlink.com/~donclark/hrd/history/discovery.html

March 8	<ul style="list-style-type: none"> Review of instructional strategies, individualized instruction, planning, etc. 	<i>The Act of Teaching</i> , Chapter 11, pp. 368-392 Review <i>The Act of Teaching</i> , Chapter 8, pp. 203-249, pp. 260-294	Unit plan sections due: prerequisite knowledge and skills, calendar	4-D, 4-E	
March 12-16	NO CLASS—SPRING BREAK				
March 20	<ul style="list-style-type: none"> Fundamentals of assessment Formative and summative assessment 	<i>The Act of Teaching</i> , Chapter 9, pp. 304-315	Unit plan section due: sample lesson plan	8-B, 8-C, 8-D, 8-E, 8-G	
March 22	<ul style="list-style-type: none"> Test items, rubrics 	<i>The Act of Teaching</i> , Chapter 9, pp. 316-331		8-G	FairTest: http://www.fairtest.org/ Assessing group work: http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html
March 27	<ul style="list-style-type: none"> Grading systems Using assessment data for student learning 	<i>The Act of Teaching</i> , Chapter 9, pp. 331-338	<i>Mini-unit Due</i>	8-F, 8-H, 8-J, 8-L, 9-H	Some nuts and bolts on grading: http://www.eduplace.com/rdg/res/ch11.html
March 29	NO CLASS—WORK ON WEBQUEST AND MANAGEMENT MODEL, MAKE UP HOURS IN FIELD				
April 3	<ul style="list-style-type: none"> Technology ethics and integration Copyright Use of images 	<i>The Act of Teaching</i> , pp. 245-259	<i>Second Observation Record Due (Ed 2111)</i>	2-H, 3-R, 4-K, 6-K, 10-M	
April 5	NO CLASS—WORK ON WEBQUEST AND MANAGEMENT MODEL, MAKE UP HOURS IN FIELD				
April 10	<ul style="list-style-type: none"> Introduction to Classroom Management Management vs. discipline Physical environment Rules and routines 	<i>The Act of Teaching</i> , Chapter 12, pp. 400-415		5-D, 5-E, 5-H, 5-L, 5-N, 5-O, 7-H	

April 12	NO CLASS—WORK ON WEBQUEST AND MANAGEMENT MODEL, MAKE UP HOURS IN FIELD				
April 17	<ul style="list-style-type: none"> ▪ Classroom Management ▪ Monitoring behavior ▪ Misbehavior ▪ Interventions 	<i>The Act of Teaching</i> , Chapter 12, pp. 415-429	<i>Webquest and Reflection Due</i>	5-P, 5-Q, 5-R	Some schools in our area use the Responsive Classroom approach: http://www.responsiveclassroom.org/ WebQuests: www.webquest.org
April 19	NO CLASS—WORK ON MANAGEMENT MODEL, MAKE UP HOURS IN FIELD				
April 24	<ul style="list-style-type: none"> ▪ Technology Integration and Ethics ▪ Social networking ▪ Managing resources 		<i>Classroom Management Model Due</i>	7-H, 9-M, 10-M	
April 26	NO CLASS—STUDY FOR FINAL, MAKE UP HOURS IN FIELD				
May 1	<ul style="list-style-type: none"> ▪ Professionalism ▪ Reflection ▪ Professional Development ▪ Professional Organizations ▪ Problem-solving 	<i>The Act of Teaching</i> , Chapter 13, p. 441-456 <i>The Act of Teaching</i> , Chapter 14, pp. 460-469		9-B, 9-D, 9-E, 9-F, 9-I, 9-J, 9-M	
May 3	NO CLASS—STUDY FOR FINAL, MAKE UP HOURS IN FIELD				
May 7-10	<i>FINALS WEEK: FINAL EXAM WILL BE TUESDAY MAY 8 FROM 8:30-10:30AM IN HFA 6 Final Observation Record and Tech Inventory Due (Ed 2111)</i>				