

Fall 2015

EDUC 1010

Paul Thomas Bole
University of New Orleans

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Recommended Citation

Bole, Paul Thomas, "EDUC 1010" (2015). *University of New Orleans Syllabi*. Paper 292.
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EDUC 1010
Introduction to Teaching
Fall Semester 2015

- Please be sure to review the “Summary of expectations” found in a separate document posted on Moodle.

EDUC 1010	Introduction to Teaching as a Career	3 cr.
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This course is designed to acquaint prospective teacher candidates with the major issues associated with the teaching profession. This course addresses the UNO Teacher Education Conceptual Framework that prepares teacher candidates to be reflective practitioners. Prospective teacher candidates will demonstrate proficiency in speaking, writing, technological performance and basic effective communication skills needed in the education profession.

Day, time, and place of class meeting
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Tuesdays and Thursdays, 930am – 1045am

Instructor name

Paul T Bole, Ed.D., Associate Professor of Professional Practice

Get to know your instructor:

<http://www.uno.edu/coehd/special-education-habilitative-services/faculty/paul-bole.aspx>

Instructor office location and office hours
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Ed-257, T/W/Th from 1pm to 3pm & by appointment

Instructor phone number and email address

Office phone: 504-280-6609

- THE BEST / EASIEST WAY TO REACH THE INSTRUCTOR: **pbole@uno.edu**

Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (COMPASS 2c)

2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (COMPASS 3c**) by:**

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (**COMPASS 3b**)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (**COMPASS 3d**)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

Student learning outcomes

Course Objectives

Alignment of objectives with Unit and State Standards and SPA

<u>Objective</u>	<u>Unit Standard</u>	<u>State Standards (COMPASS)</u>	<u>CEC</u>
1. characteristics of effective teacher communication, including a) appropriate use of Standard American English in oral and written communication and b) appropriate use of word choice, organization, sentence fluency, and presentation	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, & 3d	1, 2, 3, 4, 5, 6, & 7
2. dynamics of	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, & 3d	1, 2, 3, 4, 5, 6, & 7

classroom and school interactions, variables influencing interactions (e.g., language differences) and associated perspectives and strategies				
3. factors affecting families and community stakeholders	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7	
4. issues surrounding the choice of teaching as a career.	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7	
5. targeted teacher roles to real life situations in schools.	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7	
6. characteristics of an effective teacher and school.	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7	
7. key issues associated with education reform within	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7	

Louisiana and the nation.			
8. the UNO Teacher Education Conceptual Framework	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7
9. oral communication, specifically the ability to discuss with clarity ideas and factual material in formal small group class settings and in conferences with the instructor.	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1, 2, 3, 4, 5, 6, & 7

LiveText

All candidates in initial certification and advanced degree programs in teacher education and educational leadership within the College of Education and Human Development (COEHD) are required to develop an electronic portfolio using LiveText. All candidates in such programs must purchase LiveText.

Academic Integrity:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Accommodations for Students with Disabilities:

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 should contact the Office of Disability Services as well as their

instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>

Attendance Policy

In order to encourage good attendance and meaningful participation from all students, attendance and participation are **worth 25% of your final grade** for the course. Essentially, attendance and participation will equate to a test grade. All students are allowed to miss ONLY three classes, without instructor notification. Each subsequent absence will result in the loss of a letter grade from your total attendance and participation score. For example, on the 4th [unexcused] absence, the student can only earn up to 85% (B-) and thereafter can earn no more than 75% (C-), and so on. If you have a serious rationale for missing more than the allotted three classes, then please notify instructor prior to class (if possible) and be prepared to submit official documentation, as evidence. Remember, good attendance is essential!

Note: (1) If you leave the classroom, during class, to answer a cell phone call (without prior notification), then you will be marked with one tardy. TWO tardies equal one absence. (2) Please also note that once the sign-up sheet has been distributed and collected by the instructor, you will not have the opportunity to sign it. This means you'll be marked absent. Please be on time and this won't be an issue. (3) Please silence all mobile devices before class begins.

REQUIRED TEXTBOOK

Fraser, J. (2011) "Teach" from McGraw-Hill ISBN: 978-0-07-248192-1

AND

Ladson-Billings, "Dreamkeepers" from Jossey-Bass; 2nd edition - ISBN:
978-0470408155

Tentative due dates for assignments, projects, tests, and exams

See Course Calendar for all due dates...

Course Assignments / Projects

EVALUATION CRITERIA

1. **Attendance and Participation:** In order to encourage good attendance and meaningful participation from all students, attendance and participation are **worth 25% of your final grade** for the course. Essentially, attendance and participation will equate to a test grade. All students are allowed to miss TWO classes, without instructor notification. Each subsequent absence will result in the loss of a letter grade from your total attendance and participation score. For example, on the third [unexcused] absence, the student can only earn up to 85% (B-) and thereafter can earn no more than 75% (C-), and so on. If you have a serious rationale for missing more than the allotted TWO classes, then please notify instructor prior to class (if possible) and be prepared to submit official documentation, as evidence. Remember, good attendance is essential!

Note: (1) If you leave the classroom, during class, to answer a cell phone call (without prior permission), then you will be marked with one tardy. TWO tardies equal one absence. (2) Please also note that once the sign-up sheet has been distributed and collected by the instructor, you will not have the opportunity to sign it. This means you'll be marked absent. Please be on-time and this won't be an issue. (3) Please silence all mobile devices before class begins.

2. **Field Experience:**
There is a required 25 hours of field experiences. All students in this course must utilize a public school (Note: In Louisiana, all charter schools are public schools). No nonpublic, gifted or Advanced Placement schools (e.g. Ben Franklin) are permitted for this field experience. In most cases, the instructor will assign students to a school in order to complete this requirement. Please assume this is the case unless told otherwise.

NOTE: Unless otherwise notified, in writing, all students in this course will be placed in a public school by the instructor. Students are NOT allowed to secure their own school for this field experience assignment.

3. **Communicating with others:** This assignment/activity requires you to complete activities that teachers generally engage. These activities provide you with the opportunity to demonstrate your ability to effectively communicate with others in a positive, meaningful, and professional

manner. These opportunities occur throughout the semester and are generally unannounced.

NOTE: All students are expected to demonstrate their oral communication skills throughout the semester. This will be graded as class participation. This statement is in addition to the above requirement. Candidly, if a student remains primarily silent throughout the course, then their final grade will suffer.

4. **Oral Communication Assessment:** All students are required to participate in a group presentation activity where all individual students must demonstrate their proficiency. Students must achieve a passing score on this assessment in order to pass this course.*
5. **Written Communication Assessment:** Your written communication skills will be graded based on an in-class written communication assessment. This assessment will be given without prior notice. Students must achieve a passing score on this assessment in order to pass this course.*

* You must satisfactorily pass these particular assessments in order to pass the course. This means that even if you earn a passing grade on all other assessments, failing these areas will result in failing the entire course.
6. **Group Presentations:** Students will conduct two group presentations. Blooms and Compass
7. **Misc Assignments:** Culturally Responsive Teaching, History of Public Education in NOLA, Scavenger Hunt, various group and individual assignments and projects, a reflection of field experiences, Dream Keepers, and various articles: eg Teaching the iGeneration, 5-questions & etc.
8. **Mid-term and final exams:** Students are required to complete both these exams. Both exams will be administered on Moodle. Students are not required to attend class on these exam days as they are completing the exams online. These online exams are NOT open book or open notes exams. Students are expected to complete the exam without such assistance.

NOTE: ALL assignment/exam due dates will be posted on the course calendar.

EVALUATION CRITERIA

Attendance and Participation	25%
Field experience & Reflection	20%
Group Presentations (x2)	10%
Misc various assignments	25%
Mid-term exam	10%
Final exam	10%
**Oral Communication Assessment **(must achieve a passing score)	Pass/Fail
**Written Communication Assessment **(must achieve a passing score)	Pass/Fail

Total: 100%

All course assignments are LISTED ON OUR COURSE CALENDAR, specific written instructions will be provided prior to due dates. Assignment directions are posted on our Moodle course website.

Criteria for grading AND Course Requirements

NOTE: ALL assignment/exam due dates are posted on the online course calendar not here in the syllabus.

Percentages / Grade

100% - 95% = A, 94% - 85% = B, 84% - 80% = C, 79% - 75% = D, 74% & > = F

Please note that to earn an A-grade, students must score 95% or higher on their final course grade.

NOTE: If on RARE occasions a student is permitted/allowed to earn an "I" grade

for a final grade, then the student will have no more than 30 days to correct the problem else the I-grade will automatically convert to an F-grade. In all cases, the I-grade must be resolved before the beginning of the next semester including summer semester. The instructor always reserves the right to not offer this option to students, as per university policy. Please note university policy highly discourages instructors issuing I-grades.

Statement on student conduct

(I) Honor Code Reminder

Students, I'm sure some of you will think this statement is unnecessary. Nevertheless, I want to remind each of you that The University of New Orleans has an Honor Code. Violations of the university's honor code could result in a final grade of "F" in this course and possible dismissal from the university. Most of you will soon become professional educators, teachers. Cheating should certainly be repugnant to you. It should NOT surprise you that a huge fraction of students have or will cheat on one or more examinations. This breach of trust is not only a violation of university rules it's also akin to lying and stealing. Finally, please remember that you could be found guilty of an honor code violation if you knowingly conceal and fail to report a fellow student's honor code violation. Obviously, I take the honor code very seriously, and so should you.

NOTE: Online exams are NOT open book or open note. You are expected to take exams without such assistance. Obviously a violation of this sort is considered cheating.

(II) Professionalism (Dispositions)

Each candidate is expected to behave professionally while conducting field experiences in area pk-12 school classrooms as well as in classes on campus. You

will not always agree with everything that is said or discussed in the class discussions or online forums, but courteous behavior and responses are expected. Professionalism is expected; slang, profanity and/or derogatory comments will not be accepted. Coming to class prepared and being ready to participate is expected! This includes all field-work. Please silence all mobile devices prior to class as a courtesy to your classmates. Further behavioral expectations are provided elsewhere.

Standard statement on academic integrity*

* Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>

Standard statement on accommodations for students with disabilities**

** 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 should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>

Grading Policy and Writing Rules (v.12)

1. 95% to 100% = A -- (full grading-scale is listed above)
2. 3 tardy(s) = 1 absence (The attendance sign-up sheet will generally be distributed and immediately collected as class begins. Please don't ask to sign the sign-in sheet after it has been collected.
3. Late assignments (including tests) will not be accepted, except in the case

of a documented emergency.

4. No assignments will be accepted late because of computer lab, technology and/or printer problems (You must be prepared...) including UNO equipment.
5. All assignments must be submitted on the due date found in the course calendar. Late assignments/tests are not acceptable (including verbally announced exams)... Note: Exceptions are generally not granted...
6. All scores will be informally posted on Moodle (final grades posted to Webstar). If you disagree with a grade on Moodle, then you have until the Wednesday (noon) of the last week of regular classes (just prior to final exam week) to remedy, else the grade stands.
7. Please note the attendance & participation section in the syllabus, which is strictly enforced.
8. Note: "A" grades cannot be redone to earn a higher "A."
9. All field experiences must utilize only public schools (note Ben Franklin and other gifted/AP/honors schools/courses are not permitted) = - 30 points
10. The following grading scheme will be used to score written assignment errors.
 - a. No name = -10 points
 - b. Misspelled word = -5
 - c. Word choice error (e.g., there vs. their, etc.) = -5
 - d. Colloquial writing (e.g., I stay on the north shore.) OR colloquial wording (i.e., slang, vernacular and/or idioms) = -5 each occurrence, even if otherwise grammatically correct (Remember, standard American English is expected.)

- e. Sentence fragments = -10 each occurrence
- f. All assignments must be double spaced = -6
- g. If an assignment exceeds required page length and you submit more (i.e., even if it's only a few lines over...) = -15
- h. All written assignments must be typed and use (Times Roman) 12-pt font = -10
- i. All written assignments must have one-inch margins all around = -10
- j. Improper use of comma, semi-colon, colon = -5 each occurrence
- k. Miscellaneous grammar errors = -5 each occurrence
- l. Poor written organization (e.g., not changing paragraphs when appropriate) = -10
- m. Erroneous tense (i.e., past, present and future tense) = -5
- n. Erroneous subject/verb agreement = -5
- o. If you don't *actually* answer the question(s) in any written assignment = -30
- p. All written assignments must include the course number (e.g., EDCI 4260). (-5)
- q. If the assignment calls for a "reflection" and you give something else, such as a "summary," then you will be penalized at least = -25 points
- r. If you have too many writing errors, then instructor reserves the right not to grade your written assignment. Instead, instructor will refer you to the UNO Writing Center for assistance. Remember, you are studying to become a teacher and you must be prepared to write well. If the instructor exercises this option, then student will

have one week to meet with the UNO Writing Center staff to get suggestions for improving the assignment and another week to correct and resubmit. If you submit a revised assignment and the writing problems persist, then the assignment will earn an "F" grade and no further opportunities will be given to correct.

1. The UNO **Writing Center** can be located at: <http://www.uno.edu/lrc/>

Attachments

Important Dates*

Last day to adjust schedule w/out fee 08/18/2015

Semester Classes Begin..... 08/19/2015

Last day to adjust schedule w/fee,
or withdraw with 100% refund 08/25/2015

Last day to apply for December commencement 09/25/2015

Final day to drop a course or resign 10/14/2015

Mid-semester examinations 10/05-10/09/2015

Final examinations... 12/07-12/11/2015

Commencement..... 12/18/2015

**Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: <http://www.registrar.uno.edu>*

Fall Semester Holidays

Labor Day 09/07/2015

Mid-semester break 10/15-10/16/2015

Thanksgiving..... 11/26-11/27/2015

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the

published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares

through <http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus

Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>