

Contexts of Schooling (EDU 106)
Spring 2013
Tuesdays
Location: Memorial Hall Room 301

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Course Description:

Students in this field-based course will begin to examine the aims, practices and contemporary issues of schooling in their historical, sociological, philosophical and futuristic contexts and from the perspectives of various multicultural constituencies (students, parents, local community, wider economic community, government and the profession). In doing so, they will begin to develop professional skills of observation, reflection, analysis and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative grade point average of 2.75 is required.

Goals:

This course is designed to expose you to current issues and field experiences, which will help expand and challenge your ideas about teaching, learning and school. Specifically, the course is designed around three essential questions. (1) How does student diversity affect the teaching and learning process? (2) What three factors are central to students' perceptions of effective teachers? (3) How and what philosophical issues and educational trends influence current school practices?

Course Objectives:

During the course of the semester, students will:

1. Explore and analyze the variety of ways that academic and cultural diversity impacts and influences the teaching and learning process (INTASC 3, 4; NJPTS 2)
2. Identify, analyze and discuss instructional and managerial practices that foster inclusive environments (INTASC 3, 4; NJPTS 2)
3. Identify, analyze and discuss characteristics of effective teachers (NJPTS 2, 3)
4. Discuss the importance of caring relationships in the classroom and analyze the impact of these relationships on the teaching and learning process.
5. Identify, discuss and reflect upon strategies used by effective classroom managers to develop an environment conducive to learning (INTASC 5; NJPTS 2)
6. Observe, analyze and discuss a variety of instructional and motivational strategies teachers use to foster active engagement, critical thinking and problem solving skills (INTASC 4, 5; NJPTS 2)
7. Develop an understanding of the philosophical, institutional, political and practical issues that influence current school practices.
8. Develop the skills of observation and reflection and use them to grow professionally (INTASC 9)

Course Overview:

Required Materials:

1. Electronic Readings posted on Blackboard
2. Kane, P. (1992). *My first year as a teacher*. New York: Signet.

Assignments:

1. Class Preparation and Participation – 10%
2. Four Quick Quizzes – 20%
3. Cultural Inquiry – 20%
4. Portrait of an Effective Teacher – 20%
5. Philosophy of Education Paper – 20%
6. Final Assessment – 10%

See the course website on Blackboard for detailed descriptions and corresponding rubrics for the cultural inquiry assignment, portrait of an effective teacher paper and philosophy of education paper.

Class Preparation and Participation: These points are not automatic. Just showing up to class and to the field site is not worth 10% of your grade. This grade will assess the quality of your work in class at Rider and in the field-site school. It will be based on the following:

- ☐ Completion of assigned readings
- ☐ Contribution to class discussion
- ☐ Participation in class activities
- ☐ Professionalism in class and in the field (this includes attendance, punctuality, dress, use of appropriate speech and initiative)
- ☐ “Coffee Talk” with small group and professor
- ☐ Completion of disposition assessment

Quizzes: During the course of the semester, four quick quizzes will be given at the beginning of class. These quizzes will be based on the assigned readings for that particular class. Therefore, you must carefully read and study the material. Quizzes cannot be made up if absent. There will be a set amount of time for each quiz. If you arrive late to class, you will not receive additional time to complete your quiz.

Optional Quiz: Although quizzes cannot be made up, I understand that emergencies happen that cause us to miss class. Therefore, at the end of the semester, there will be one opportunity to read an additional article and take a quiz. If your score on this quiz is higher than any of your previous quiz scores, this quiz grade will replace it. The option to take this additional quiz is open to all students not only those students who missed a quiz.

Final Assessment: A cumulative final assessment will be given either during the last class meeting or the scheduled final exam period.

Grading Scale:

93 and above	A		77 – 79	C+
90 – 92	A-		73 – 76	C
87 – 89	B+		70 – 72	C-
83 – 86	B		60 – 69	D
80 – 82	B-		50 – 59	F

Course Policies:

Written Assignment Policy: All written assignments must be turned in either in class or, when this is impossible, in my mailbox in Memorial 102. All written assignments must be typed (12-point font, double spaced), submitted without a cover page and stapled (not paper clipped) in the upper left hand corner. Written work should not be sent via email.

Late Paper Policy: For each class period a paper is late, the paper will be marked down 5% of the total point value of the assignment. Please speak to me ahead of time if you need an extension to complete an assignment.

Assigned Readings: Topics are listed for each week, followed by readings and assignments (when applicable). The readings and assignments must be completed before class on the date listed.

Cell Phone Policy: All cell phones must be turned off or set to vibrate rather than ring. Cell phones may not be used for any purpose in the classroom (including taking photos, web-surfing, reading text messages or retrieving information) and should not be visible to anyone.

Department of Undergraduate Education Policies:

Attendance Policy: Students are required to attend all class meetings and field experiences and to be there on time. Absences and lateness may affect your grade.

Minimum Acceptable Grade Policy: Students must achieve a grade of C+ or higher in all education courses. A grade of C or lower will require repetition of the course before continuing in the program.

Retention of all Submitted Work Policy: Students are required to retain electronic copies of all assignments in Education classes until graduation. ELD professors and Student Teaching supervisors may ask for these, and you may need to submit them to an electronic portfolio.

Course Outline

Week 1	January 29 th	<p>Introductions/Course Overview + Individual Diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print and read syllabus <input type="checkbox"/> Locate a diversity event to attend
Week 2	February 5 th	<p>Academic Diversity: Learning and Physical Disabilities</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Grading Exceptional Learners</i> <input type="checkbox"/> <i>The Co-Teaching Partnership</i>
Week 3	February 12 th	<p>Racial, Cultural and Linguistic Diversity</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Must have attended cultural inquiry event <input type="checkbox"/> <i>Becoming Adept at Code Switching</i> <input type="checkbox"/> <i>Another Inconvenient Truth: Race and Ethnicity Matter</i>
Week 4	February 19 th (No school for Stony Brook – start field on Thursday)	<p>Classroom Management</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultural Inquiry Paper Due <input type="checkbox"/> <i>The Key to Classroom Management</i> <input type="checkbox"/> <i>The Teacher as Warm Demander</i>
Week 5	February 26 th	<p>Developing Caring Relationships</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>My First Year as a Teacher</i> by Pearl Rock Kane
Week 6	March 5 th	<p>Full Day in the Field (This might flip flop with another week)</p>
Week 7	March 12 th	<p>Innovative and Effective Instruction Part I: Understanding the Basic Ingredients</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Joy of Blogging</i> <input type="checkbox"/> <i>All Our Students Thinking</i> <input type="checkbox"/> <i>Welcome to Our Virtual World</i>
	March 19 th	<p>Spring Break</p>

Week 8	March 26 th	<p>Innovative and Effective Instruction Part II: An Introduction to Differentiation</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Differentiated Instruction</i> <input type="checkbox"/> <i>The Goals of Differentiation</i>
Week 9	April 2 nd (No school SB)	<p>Topic: To Be Announced:</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Learning by Playing</i>
Week 10	April 9 th	<p>Philosophical Issues</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What Would Socrates Say</i> <input type="checkbox"/> Portrait of an Effective Teacher Paper Due
Week 11	April 16 th	<p>Educational Trends</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Wanted: Global Citizens</i> <input type="checkbox"/> <i>Assessing Applied Skills</i>
Week 12	April 23 rd	<p>Bringing it All Together: Practical Issues + Guest Speakers</p> <p>Readings/Assignments Due Today:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Teachers of 2030</i> <input type="checkbox"/> <i>Inspired Responses</i> <input type="checkbox"/> Optional Quiz on these two articles <input type="checkbox"/> Philosophy of Education Paper Due
Week 13	April 30 th	<p>Final Assessment (If we miss too many classes, this final assessment will be rescheduled for our final exam period)</p>



RIDER
UNIVERSITY

School of Education

CONCEPTUAL FRAMEWORK

KNOWLEDGEABLE

The School of Education emphasizes content and pedagogical knowledge, which candidates implement in supervised classroom and field experiences. Candidates use acquired technological expertise and reference relevant standards for planning and reflecting on their classroom work.

PROFESSIONAL

Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism that does not end with graduation. We encourage candidates to become thoughtful, creative problem-solvers.

REFLECTIVE

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding about professional practice. Reflection, grounded in active experience, has value for developing educators through classroom observation, self-assessment, and journal writing.

COMMITTED

Commitment, highly prized by the School of Education, serves as an essential cornerstone for teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.

WWW.RIDER.EDU/EDUCATION