

EDU 1010

Introduction to Teaching – Service Learning
The Urban Institute for Teacher Education (UITE)
Fall 2015 – Section 001

Instructor: John H. Funk, Instructor UITE
Office: SAEC 2245
Phone: 801-556-4982
John.funk@utah.edu – (Please email directly-not through Canvas)

SAEC 2155 – Wednesdays 9:40 a.m. – 12:40 p.m.

Course Description:

Introduction to current issues affecting education today, through on campus and K-12 school based experiences. Students will be expected to spend two hours per week in a designated school setting (a total of 20 hours). Important course outcomes include careful consideration of teaching as a career and information related to teacher licensure and employment. This course is a prerequisite to elementary and secondary licensure programs. (3 semester units)

This course is designed to introduce students to personal and professional experiences within the educational community. Students will be given the opportunity to explore teaching, examine what it means to be a teacher in an urban setting, and participate in field-based experiences. This course is NOT designed to provide the skills needed to become a teacher - it is only an introduction to the educational profession.

Students in this course are expected to meet the Fitness to Teach criteria located at:
<http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>

This course also supports the following **UET (Utah Effective Teaching) Standards:**
Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

Textbook:

(Required) Education ED 1010-University of Utah, Pearson Custom (found at bookstore)

Learning Objectives:

By the end of the course, the students will:

- A. Understand the basic issues related to choosing a career in teaching.
- B. Critically examine incoming perceptions and philosophies related to teaching in an urban setting.
- C. Critically examine the relationship between education and the concept of equality of opportunity for all students.
- D. Begin to develop a teaching philosophy that can be translated into practice
- E. Observe the roles played by teachers, students and administrators in today's urban schools.
- F. Become familiar with the philosophy and logistics of the Elementary/Secondary Teacher Education Program of Urban Institute for Teacher Education (UITE) offered at the University of Utah.
- G. Evaluate personal strengths, weaknesses, and interests in the area of teaching.
- H. Explore some of the issues confronting educators in the urban public school setting.
- I. Become familiar with the organizational knowledge base needed for urban teaching and how that translates knowledge into classroom practice for all students.
- J. Begin creating a professional portfolio and build a developing educational philosophy using INTASC Standards and Praxis Criterion.

Service Learning Objectives:

Service learning is a method of teaching and learning that links classroom instruction to community service for the purpose of enriching learning experiences and helping foster civic responsibility. This service learning experience will provide an opportunity to integrate knowledge gained in the classroom to an applied and practical setting as well as gain an appreciation of urban teaching responsibilities.

Service Learning Requirements:

The service learning experience will be facilitated through your Host Teacher and involve at least 20 hours of service participation in a designated school setting outside of class time. Each student will be evaluated on his or her participation within the field service experience. Throughout the semester, students will be guided in individual reflection and be given time to meet with their group to discuss progression of their service experience. (See Additional Service Learning Course Requirements)

Fingerprinting/Background Checks Background check procedures:

Students should have completed their background check prior to registering for this course. If this is not the case, please contact Kim Howard at kim.howard@utah.edu

Course Assignments and Assessments:

*The instructor reserves the right to adjust the assignments for this course with prior notification to the students. Also, **please consult this syllabus for answers to your questions about assignments prior to contacting the instructor. Most assignment questions can be answered by checking the following criteria for each assignment.***

The final grade for this course is determined by point total only. The sum of the points you receive in the course dictates the grade received (see grading scale below). There are no averages or percentages that determine final grades, only your point total.

1. **Participation and Professionalism:** Since you are divided into discussion groups and interaction is an important part of this course, you will receive points for participation. You will receive 10 points per week. *You must turn in your field permission papers on the fifth week of class (Sept. 23) and the educational philosophy statement (Oct. 21) to receive the professionalism points for that week.* **If extenuating circumstances prevent you from attending a class period, you will need to make arrangements with the instructor or you will automatically lose your 10 points for that week. You must do so within 1 week of the absence. If you miss class, it is your responsibility to speak with the instructor for any point options** (the instructor may allow one 5-point make-up assignment for a missed class). Participation points cannot be 'made up' later in the semester. (Possible Total: **140 points**)
2. **Philosophy Statement:** You will turn in a philosophy statement on the appropriate week, which will account for the participation points for that week. (Possible Total: **10 points**)
3. **Quizzes:** There will be 4 quizzes, worth 20 points each, during the semester. An additional final quiz, worth 30 points, will be given at the end of the course. The quizzes serve to help you think critically about the implications of what you are reading, highlight the most important concepts to understand about each issue, and extend your understanding of the field of education. A heads-up discussion on quiz material will take place during the class period prior to each quiz.
The quizzes are *tentatively* scheduled the following dates:
Quiz 1: Sept. 16th
Quiz 2: Sept. 30th
Quiz 3: Oct. 28th
Quiz 4: Nov. 18th
Final: To Be Determined
(Possible Total: **110 points**)
4. **Field Component & Field Papers:** The field component includes 20 hours of visits to a classroom (see the Service Learning requirements later in this document). During those hours you will complete 10 written field assignments of your choosing. You may choose which 10 field experiences to use and report on those experiences in your paper (you will report on 5 experiences per paper). The list of field experiences will be discussed in class and they are also found on 'File' in Canvas. You will want to keep a log of your weekly visits and experience results. The information will be used as part of your field and reflective papers. Each field experience paper will only include your results from five field experiences and your reflection and thoughts on the results. Your

reflection about your total classroom experience should be included in your Final Reflective Paper (see below). You will turn in your field papers twice:

Paper #1 (Assignments 1-5): **Oct. 28th** (submitted on Canvas)

Paper #2 (Assignments 6-10): **Nov. 18th** (submitted on Canvas)

(Possible Total: **80 points**)

5. Lesson Plan: Design and present a mini lesson plan to a small group of students (or the entire class) and write a critique of your lesson and results.

CRITERIA FOR TEACHING A LESSON: Your lesson may be taught to an entire class or to a small group of students. You and your host teacher should determine the length. Prior to the lesson, you should discuss your plans with the teacher and be open to suggestions and modifications. If possible, during the lesson, have the teacher take notes so he/she can provide you with feedback. After teaching the lesson, write a reaction paper and submit it at completion of your lesson experience. Your paper can be submitted anytime, but must be submitted by November 6th *deadline*. Your lesson plan critique should consider the following: 1) What went well?; 2) If you could teach the lesson again what would you do differently?; and 3) What things have you learned from teaching this lesson that may be important for you to remember in planning and implementing future teaching episodes?

Due by 11/14 (can be submitted on Canvas any time prior to that date)

(Possible Total: **20 points**) –

6. Group Presentations:

a. Each team (assigned in class) will plan, prepare and present a 30-minute presentation to the class on an educational issue of your choosing. Please meet together as a group and decide which topic you would like to research. The instructor can provide suggestions, if necessary.

b. Each team will meet, organize and report on what they have learned and implemented from the Service Learning experience this semester.

(Possible Total: **20 X 2 = 40 points**)

7. Final Reflective Paper. You will submit a final reflective paper that addresses the following questions:

- a. What is my current philosophy teaching and how has it changed from the beginning of the semester to now?
- b. What is my belief about the roles of students, educators and schools?
- c. Evidence and examples that support your beliefs
- d. How have I grown in my understanding of teaching as a profession?
- e. Do I want to become a teacher?
- f. Why or why not?
- g. How can Service Learning be valuable to the teaching profession?
- h. Summary of your field experience

The paper should be at least 4-5 pages in length, double-spaced, and using 12+-point font. Due: **12/2** (submitted on Canvas)

(Possible Total: **40 points**)

****Your final reflection requires the signed verification (timesheet) form from the host teacher.**

8. Exit Interview: You will be asked to participate in a short personal interview at the conclusion of the course, with the course instructor. The schedule will circulate in class. (No points are given for this activity, but the interview must be completed to receive a grade for the course.)

In tracking your progress throughout the semester, make sure you have completed the requirements for each of the seven components listed above.

The required assignments must be completed ON TIME. Except in the case of extraordinary personal hardship, late assignments will only be accepted for one week after the deadline. Point deductions may be calculated at 2 points off for every day the assignment is late.

Grading Scale for Final Grade:

The final grading scale for this course is as follows:

A = 440-422	B+ = 410-398	C+ = 369-353	D+ = 322-308
A- = 421-411	B = 397-385	C = 352-342	D = 307-296
	B- = 384-370	C- = 341-323	D- = 295-280
		Less than 280 = E	

SERVICE LEARNING (Community Engaged Learning) REQUIREMENTS FOR EDU 1010

Service Learning

- Educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship*
- A teaching method allowing teacher licensure candidates to apply the knowledge gained in classroom for the purpose of enriching learning experiences and to bridge theory and practice in learning about the educational profession*

Service Learning Objectives:

Service learning is a method of teaching and learning that links classroom instruction to community service for the purpose of enriching learning experiences and helping foster civic responsibility. This service learning experience will provide an opportunity to integrate knowledge gained in the classroom to an applied and practical setting as well as gain an appreciation of urban teaching responsibilities.

Service Learning Requirements:

*The service learning experience will be facilitated through Host Teachers or multiple community partners and involve at least **20 hours** of service participation in designated school settings or community settings outside of class time. Each student will be*

evaluated on his or her participation within the field service experience. Throughout the semester, students will be guided in individual reflection and be given time to meet with their group to discuss progression of their service experience.

Service Learning Introduction

Article: “The Democratic Aims of Service Learning”, Rick Allen

Service Learning PPT

Service Learning video - Service Learning - Cathryn Berger Kaye

Bennion Center presentation

Reference: The Complete Guide to Service Learning, Cathryn Berger Kaye

Field Component Assignments for Service Learning. The student will be responsible to spend at least **2 hours a week assisting** a Host Teacher in a classroom or designated Service Learning partner for at least 10 weeks, with a total of at least 20 hours of service work for the semester and complete **10 field assignments** as listed in the Course Requirements above, plus the **additional Service Learning requirements listed below**. Time spent in the classroom will allow you to gain hands on experience by assisting the needs and requests of the Host Teacher, such as grading papers, working with students, etc., not merely observing the teacher or the class. Your hours must be completed with the same Host Teacher or approved community partner and must extend across the semester. This requirement is in place when working with children as extended time provides an opportunity to build rapport and to establish consistency when working with you. It is not fair to the young people with whom you will be work to pop in and out of their lives. As such, you will need to arrange your schedule with your Host Teacher as soon as possible to assure you have ample time to complete the required hours. (You may not visit the classroom until your Background Check has cleared and I have received notification from the Utah State Office of Education.) **The service learning and Field Assignments are to be done in a school and a classroom where at least 45% of the student population are children from cultural, linguistic, or ethnic communities.** (You will not receive credit for the service learning alone.)

School visits might/could include:

- Observing your host teacher and the students
- Assisting your host teacher and participating in classroom activities
- Completing assigned field experiences
- When appropriate, observing other educators (i.e. administrators, counselors)

Only time spent helping/assisting your Host Teacher will count towards service learning hours.

The following is a description of the assignments that will be completed as part of the Service Learning requirement of this course:

(1) **Service Learning Field Placement Agreement Signature Form** - The teacher and the administrator (principal or vice principal) must sign page 1 Introduction to Teaching Course 1010 Service Learning Field Placement Agreement Signatures of the Host Teacher Packet document attached below. **The Service Learning Field Placement Signatures page MUST be turned into me before you can enter the classroom.**

(2) **Verification of Service Learning Field Experience Form** - ongoing semester tracking for each visit. Log your service learning hours per visit on this form. Write a description of the work you did during your visit. Your host teacher needs to sign and date this form for each visit. Your visit may have some observation time or interview time during a visit, which cannot be tracked as service time. NOTE: This form must be filled out and signed to receive credit for service learning.

(3) **Journal** – on going reflection of visits. Write a ½ page reflection for each visit. Reflect: What have you learned about the work you completed and what impact does this work have on teaching? What was the most positive experience that happened this week at your site? What can you learn from these events? What was most difficult? What can you learn from this experience? How is your work at your site helping you understand your course work? How is your coursework helping you be more effective at your site? This journal will help with your final reflection and your group service learning report.

(4) **Service Learning Discussions** – Time will be provided at the end of class once a month to meet with other service learners to share and discuss your experiences in your service work, learn about what others have been doing as well as reflect on the purpose and the value of your service work.

(5) **Service Evaluation** – At the end of the semester, your Host Teacher will complete an evaluation of your service performance. You will give your Host Teacher the evaluation form on your last visit with an envelope. The teacher should place the evaluations in the envelope, seal it and sign over the seal. Only mailed forms addressed to me will be accepted. You will have an opportunity to provide feedback about your service learning site at the end of the semester.

(6) **Presentation** – Toward the end of the semester you will present with your group information about your service experience and highlight what you have learned.

Cell Phones: Ringing cell phones are not acceptable in class and may result in a deduction of points. The instructor prefers that cell phones be turned off as some phones are audible and disruptive even when adjusted to 'vibrate.' **No texting should occur during class.**

Computers/Pads: Computers or pads are acceptable for note taking and class presentations only. **Electronic equipment is not allowed during group presentations. No emailing or completing assignments for another course during lectures. Violations of this rule will result in a loss of points and possibly a reduction in final grade.**

Accommodations and ADA:

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further, the University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162

Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Honesty: You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (please refer to sections IV, V, and VI)

Student Code states: "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

Students are expected to show respect to fellow students during all classroom activities.

Course Schedule and Assignments

Schedule subject to change with prior notice to students. Bulleted assignments for each week should be read and prepared prior to that class. **The notes for each class period will be posted on Canvas. Please print them off or save them to your computer prior to class. You will find their content very useful during the discussions.** You are responsible for all information in the reading assignments and in class discussions.

This schedule may be subject to change to adjust for learning within the group.

8/26 *Introduction, Service Learning*

- Syllabus
- Service Learning (Community Engaged Learning) Introduction

9/2 *The Teaching Profession, Urban Education*

- Primary, intermediate, and secondary classrooms
- Chapter 1 in Textbook
- Discussion of Field Activities

9/9 *Learning Diversity*

- Chapter 2 in Textbook
- Group Assignments

9/16 *Multicultural Education*

- Chapter 3
- Quiz 1 (on readings and prior classroom discussions)
- Group Planning and Scheduling
- Jennifer Spikner from Elizabeth Academy

9/23 *Issues in Today's Schools*

- Chapter 4
- Presentation – Group 1
- Service Learning Permission Paper – Host Teacher

9/30 *Opportunity and Equality*

- Chapter 5
- Quiz 2 (on readings and discussions)
- Presentation – Group 2
- Jennifer Spikner from Elizabeth Academy

10/7 *The School Curriculum*

- Curriculum differences: PreK-3, 3-6, 7-12
- Lesson Plan Scheduled/Planned (suggested date)
- Presentation – Group 3

10/21 *Educational Philosophy*

- Chapter 6
- Presentation – Group 4
- Educational Philosophy Statement Due (submit on Canvas)

10/28 *Effective Home-School-Community Relationships*

- Chapter 7
- Quiz 3 (on readings and discussions)
- Presentation – Group 5
- Submit Field Responses Paper # 1

11/4 *Ethical and Legal Influences*

- Chapter 8
- Lesson Taught and Reflection Submitted by this date
- Presentation – Group 6

11/11 *Regulating and Funding Schools*

11/18 *School-Based Programs*

- How parents and social capital impact K-1 classrooms
- Chapter 9
- Quiz 4 (on readings and discussions)
- Submit Field Responses Paper #2

12/2 *Service Learning Presentations*

- Sign up for final interview
- Final Reflective Paper Due

12/9 *His Name is Michael-What Can We Do?*

- Chapter 10
- **Final Quiz** – Time to Be Determined