



*Note: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.*

## **INTRODUCTION TO TEACHING (3 semester units)**

### **SERVICE LEARNING**

Spring 2015 • EDU 1010

**Instructor:** Brooke Barrigar, M.Ed.  
Office: SAEC 2244  
Office hours: by appointment  
Phone: 801-587-1740  
E-mail: [brooke.barrigar@utah.edu](mailto:brooke.barrigar@utah.edu)  
OSH 236 – Tuesday, 4:30- 7 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 designated school settings. Important course outcomes include careful consideration of teaching as a career and information related to teacher licensure and employment. 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.

### **Teacher Preparation Framework:**

A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.

**Textbook: (Required)** Education ED 1010-Universtiy of Utah, Pearson Custom

### **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 Host Teachers or multiple community partners and involve at least 20 hours of service participation in designated school settings outside of class time. Each student will be evaluated on his/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)

### **Teaching and learning methods:**

The course uses the textbook, articles, video, presentations, reflections, journaling, discussions, lectures, written assignments, and field experience to achieve the learning objectives.

### **Fingerprinting/Background Checks**

In order to participate in any field-based course in the teaching licensure programs, students must pass a State and Federal background check and have the results sent to the Utah State Office of Education. **Students should have completed their background check prior to registering for this course. If you have any concerns, please contact Kim Howard at [kim.howard@utah.edu](mailto:kim.howard@utah.edu).**

### **Course Requirements**

- A. All class assignments must be submitted **on or before** the due date. **Late work will be accepted, but points will be deducted.** All **field assignments** need to be completed in a timely fashion, they are not to be left until the last few weeks of the semester or **points will be deducted.**
- B. The following is a description of the assignments that will be completed as part of this course:
  - (1) **Participation and Attendance.** Students will be awarded **10 points** for every full time - class attendance. Coming in late or leaving early may result in points being deducted. (**Total possible: 140**)
  - (2) **Chapter Assignments.** Students will be awarded **10 points** for reading and underlining important parts in each of the chapters from the textbook and/or articles, and then writing a ½ page outline or summary and/or reflection about the chapter/article (to be submitted on Canvas). (**Total possible: 90**)
  - (3) **Professionalism. 40 points** will be assigned on the basis of professionalism. These points are for achieving good marks from the final evaluation by your host teacher and also from the kind of support you give your colleagues in your group presentation i.e. having read and outlined the chapter, being present during discussion, being present at all group presentations.

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>

**(4) Field Component Assignments.** Students will be responsible to spend at least **2 hours a week** in a classroom for at least 10 weeks, and complete **10 field assignments**. Field activities are worth **10 points each**. (See attached field assignment sheets)

**Field Assignments – to be done in a school and a classroom with 45% minority**

Participation in the field experiences and activities are an extremely important part of this class. Be diligent in making all required visits and completing assignments.

The assigned field activities should be completed, typed, and submitted on Canvas twice during the semester. Each submission will include five field experiences, and your reflection and thoughts on the results.

**Field Assignments 1-5, due March 3**

**Field Assignments 6-10, due April 14**

The field experience form also needs to be signed weekly by the host teacher, and will be turned in at the end of the semester.

**(5) Quizzes.** 4 random, closed book, quizzes will be worth **10 points** each. Quizzes will be held in class at the beginning of the class period or at the end of the class period.

**(6) Lesson Plans and Critique.** The student will design and present a mini-lesson in their host classroom to full class or small group of students. The lesson plans are worth **10 points** and the critique will be awarded **10 points**.

**(7) Miscellaneous Assignments.** **1)** Urban schools self-reflection paper (10 pts.), **2)** Internet assignment, (10 pts.), **3)** Diverse student interview (10 pts.).

**(8) Group project:** Each team (assigned in class) will plan, prepare and present a 30-minute presentation to the class on an educational issue of their choosing. **(Total possible: 40 points)**

**(9) Final paper.** **50 points** can be earned for your final reflection/philosophy paper. The paper should be at least 4-5 pages in length, double-spaced, using 12 pt. font. The paper should address some of the following questions:

- What is my current philosophy or metaphor of teaching?
- How have I grown in my understanding of teaching as a profession?
- Do I want to become a teacher? Why?
- What is my belief about the roles of students, educators and schools?

**(10) Signature, Verification & Evaluation of Service Learning/Field Experience Forms.** Student will make sure all forms are signed, keep a log of field visits and have the classroom teacher verify the weekly experience and turn in a final evaluation of performance. (Service Learning/Field Placement Signature Form for Host teacher will be turned in at the first of the semester.) See detailed description.

**(Note: Student will receive a grade of “C” or less until all 3 forms are turned in)**

(11) **Exit Interview.** Students will participate in an individual exit interview with the instructor **20 points** will be awarded for the exit interview.

**C. 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 spread across the semester. This requirement is in place as when working with children it is important to provide time to build rapport and to be consistent; it is not fair to the children with whom you will be working to pop in and out of their lives. 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. The **service learning and Field Assignments are to be done in a school and a classroom with 45% minority.** (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. **This signed Service Learning/Field Placement Signatures page MUST be turned into me, and you receive my acknowledgement of receiving this page 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** – ongoing reflection of visits written in an online journal assignment in Canvas. Write a ½ page reflection for each visit.

Reflect: What have you learned about the work you did and what impact does this work have on teaching? What was the most positive thing that happened this week at your site? What can you learn from this? What was most difficult? What can you learn from this? How is your work at your site helping you understand your course work? How is your coursework helping you to be more effective at your site?

(4) **Service Learning Discussions** – Time will be provided on a regular basis at the end of class 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 a stamped addressed envelope to mail to me at the University. Only mailed forms address to me can be accepted. You will have an opportunity to provide feedback about your service learning site at the end of the semester.

(6) **Poster/Presentation** – 3-5 minutes at the end of the semester to share your service experience and highlight what you have learned.

### **Evaluation**

<b>A. <u>Assignments</u></b>	<b><u>Points</u></b>
1. Participation (10 pts. per day)	140
2. Chapters (10 pts. per chapter)	90
3. Professionalism (includes discussions)	40
4. Field Assignments (10 @ 10 pts.)	100
5. Quizzes (4 @ 10 pts.)	40
6. Lesson plan and reflection	20
7. Reflection paper, Internet Review	30
Diverse student interview	
8. Group Project & evaluations	40
9. Final Philosophy paper	50
10. Signature/Field Verification/Evaluation	
(If not turned in will result in a "C" or less)	
11. Exit Interview	20
<b>B. <u>Service Learning Assignments</u></b>	
1. Service Learning Field Placement Agreement Signature	
2. Verification of Service Learning Field Experience Form	
3. Journal	
4. Participation in Service Learning Discussions	
5. Service Evaluation from Host Teacher	
6. Poster/Presentation	

It is possible to earn **560** points in the course. The grading scale is:

### **Grading Scale: Total =560 points**

**560-527 = A**  
**526-504 = A-**  
**503-488 = B +**  
**487-470 = B**  
**469-448 = B-**  
**447-432 = C+**  
**431-415 = C**  
**414-392 = C-**  
**391-376 = D+**  
**375-359 = D**  
**358-336 = D-**

Note: You will complete service learning as a part of EDU 1010. You will not receive a separate grade for service learning, as the service-learning component is an integral part of the course.

## **Class Discussions and Assignments**

### **Readings and Class Discussions**

Participants will bring their book to class each class session. You will outline, summarize, and/or make notes about the chapter, and submit online before class each week.

### **Teaching a Lesson**

One curriculum lesson must be taught to an entire class or to a small group of students. What, when and how you teach should be discussed and reviewed several times with your host teacher.

- **Prior to the lesson**, you should discuss your ideas for a lesson with the teacher and be open to suggestions and modifications of your own ideas.
- **Prior to the lesson**, create a lesson plan. Submit a copy in the Assignment Week 7: Lesson Plan and to your host teacher.  
**(Lesson Plan is due before you teach your lesson.)**
- **During the lesson, if possible** have the teacher take notes so he/she can provide you feedback.
- **After the lesson**, write a reaction paper (and submit in the assignment: After the Lesson) that includes the following:
  - What do you think went well in the lesson and why?
  - If you could teach the lesson again, in what areas would you like to improve/change – why and how would you do so?
  - What general things have you learned from teaching this lesson that may be important for you to remember in planning and conducting future teaching episodes?

### **Course Surveys**

In conjunction with our program accreditation requirements, you may be asked to evaluate the course organization, clarity, learning objectives, instructor response time, weekly assignment time, and comments at least twice during the course.

**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/Tablets:** Computers or tablets are acceptable for note taking and class presentations only.

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

### **University Rules and Regulations:**

#### **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

	Dates
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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."*

### **Sexual Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) 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, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## **IMPORTANT DATES**

Classes begin	Monday, January 12
Last day to add without a permission code	Monday, January 19
Last day to drop (delete) classes	Wed., January 21
Last day to add, elect CR/NC, or audit classes	Monday, January 26
Last day to withdraw from classes	Friday, March 6
Last day to reverse CR/NC option	Friday, April 24
Classes end	Tuesday, April 28
Reading Day	Wed, April 29
Final exam period	Thurs-Wed, April 30-May 6

## Course Schedule and Assignments



Schedule is subject to change with prior notices to students. **Bulleed assignments for each week should be read and prepared prior to that class.** Ongoing assignments for every week that are not included below are **the Field Assignments, Service Learning Journal and Field Log** (which must be signed weekly by your Host Teacher).

*1/13 Introduction, Service Learning*

- Syllabus
- Service Learning (Community Engaged Learning) Introduction

*1/20 The Profession of Teaching, Urban Education*

- Chapter 1: The Profession of Teaching
- Reflection paper: What is Urban Education?
- Secure service learning placement

*1/27 Learning Diversity*

- Chapter 2: Developing Diversity Consciousness
- Complete Service Learning/Field Placement Signatures Form

*2/3 Multicultural Education*

- Chapter 3: Multicultural Education and School Reform
- Group planning and scheduling

*2/10 Issues in Today's Schools*

- Chapter 4: Structural and Organization Issues in School Reform

*2/17 Opportunity and Equality*

- Chapter 5: Education and Equality of Opportunity

*2/24 Learning and Ability*

- Lesson scheduled and plan due

*3/3 Educational Philosophy*

- Chapter 6: Educational Philosophy
- Field Assignments 1-5 due

*3/10 Effective Home-School-Community Relationships*

- Chapter 7: Effective Home-School-Community Relationships
- Diverse Student Interview due

*3/17 Spring Break – no class*

*3/24 Ethical and Legal Influences*

- Chapter 8: School Law: Ethical and Legal Influences on Teaching
- Lesson taught and Reflection submitted

*3/31 School-based Programs*

- Chapter 9: School-based programs
- Outline/Summary for Group Presentations
- Internet Assignment due

*4/7 Education in Urban Schools Group Presentations*

- Group presentations
- Group evaluations

*4/14 Education in Urban Schools Group Presentations*

- Group presentations
- Group evaluations
- Field Assignments 6-10 due

*4/21 Education in Urban Schools Group Presentations*

- Group presentations
- Group evaluations
- Sign up for Exit Interview

*4/28 Service Learning Presentations, His Name is Michael – What Can We Do?*

- Signed: Verification of Service Learning/Field Experience Form
- Student Evaluation Form
- Final Reflective Paper due

*4/30-5/6 Exit Interview*