

ANGELO STATE UNIVERSITY
COLLEGE OF EDUCATION
TEACHER EDUCATION AND PRACTICE
ED 2202
COURSE SYLLABUS—SPRING 2009
CREDIT: 2 SEMESTER HOURS

PROFESSOR/INSTRUCTOR: DR. MARY SANDERS-TELEPHONE: 942-2052 X265
EMAIL: Mary.Sanders@angelo.edu Office: CARR #121 Office Hours: 11-12/1-2

ED 2202: Teacher Education and Practice
M-W, 11:00-11:50 CARR #113

COURSE DESCRIPTION: Designed to provide an overview of the practice of teaching in today's society and the skills and tools required by the classroom teacher.

TEXTS: The trade books required for this course are as follow:
Esquith, Rafe. There Are No Shortcuts, Pantheon Books, New York, 2003
Clark, Ron. The Excellent 11, Hyperion Books, New York, 2004.
Hayden, Tory. Beautiful Child, Avon Books, New York, 2002

Other sections of ED 2202 are using these books. The above referenced books may not routinely be available in the University bookstore. Another excellent source is on-line, for example from Amazon Books. Some of these are used books and are available at a very reasonable price.

COURSE GOALS/OBJECTIVES: This course is part of the on-going preparation of students for the TExES examinations. Competencies for the TExES examinations are embedded throughout course materials and class. This course addresses ACEI National Education Standard V-Professionalism, INTASC Standards, TXBESS frameworks, and CEC Special Education Standards.

METHODS OF INSTRUCTION:

1. Participation in class discussion is considered in the final grade.
2. Students are required to complete individual and in-class group assignments.
3. Class consists of lecture, videos, discussion, small group, and individual participation.
4. The assigned books form the basis for class reports, written assignments, discussions, and tests.
5. Field observations.

COURSE REQUIREMENTS: Students are expected to complete all classroom and out of classroom assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU email on a regular basis each week. Students are expected to attend class and complete assignments each week, and take tests/exams as scheduled.

Student must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Students are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

EVALUATION:

Class Discussion and Participation = 10% of Grade.
Book Reports-Video Response/Tests = 40% of Grade.
Poster Project= 20% of Grade.
Final Exam/Culminating Essay=30% of Grade

Grading Chart

A=90-100

B=80-89

C=70-79

D=60-69

F=<60

ATTENDANCE POLICY: All classes must be attended. Late work will not be accepted unless under extreme circumstances.

PERSONS SEEKING ACCOMMODATIONS: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112-UC, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangement can be made.

HONESTY POLICY:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

COLLEGE OF EDUCATION CELL PHONE/ELECTRONIC PAGING DEVICE POLICY: Cell phones or other electronic paging devices are to be turned off during class.

ORGANIZATION AND CONTENT:

Class work schedule will be distributed/discussed during the first week of classes.

Web Sites for resource material:

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University

www.tea.state.tx.us Texas Education Agency

<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp> State Board for Educator Certification (Texas)

www.ata.org American Psychological Association

www.cec.sped.org Council for Exceptional Children

Culminating Essay

ED 2202

In this last essay you are to reflect on the stories, films, and activities you have experienced in the course, Teacher Education and Practice. You are to reflect on all components of the course, such as the career assessments, the personality or temperament assessments, the work on Teacher Dispositions, the content you will need to pass the TExES PPR portion of the certification exam. All this reflecting back should then be expressed in an essay explaining how you have examined the profession of teaching and your own journey toward that end.

Here are some prompts (ideas) to assist in your pre-writing and in the drafting of this essay (these are ONLY a few ideas, not the whole of what you should or may address):

What have you learned about teachers? About students? About teaching under some conditions? Particularly consider what you may have not been aware of before the stories and films.

Discuss some of the fears, weaknesses and strengths of those teachers (from the books and films) and how they coped.

Discuss what may be frustrating and/or challenging about teaching.

Compare and contrast the backgrounds and the settings of those teachers in the books and/or films.

Which teacher did you most feel connected to?

Do you think the teachers in the films and/or books were adequately prepared for the teaching assignment that you read or viewed? What are some of the greatest "rewards" of teaching? Share how your thoughts about teaching may have changed.

This paper should be your very best written work in this course. *Please plan ahead.*

Go through some pre-writing activities and brainstorming.

Plan one very rough draft.

Then proofread, edit, revise, add material or change material.

Write a second draft.

Proofread.

Ask a friend who is strong in writing skills to proofread it and suggest changes.

You may need to repeat this step.

Read your (nearly) last draft out loud and listen for meaning and well-constructed sentences and paragraphs.

Prepare your final and submit a hard copy to the professor and attach it on your Web Folio.

Poster Project

WHY:

Purpose: You will be expected to develop, organize, and express ideas, using a variety of media with appropriate skill, to produce an original art project that integrates information from the film or literature. The product will demonstrate specific key ideas, theories, or

themes pertaining to the profession of teaching or the experiences of a particular teacher and will serve to inform each of us in our journey to becoming a teacher. The purpose is two-fold: for you to give thought and consideration to how to best convey the essence of the work in a succinct and compelling manner AND to serve to provoke other students to choose to read or view the work.

WHEN AND WHERE:

You will draw the name of a book or film that will be the topic of your poster presentation. This drawing will be held by mid-April. The poster will be on display May 4-7, 2009 in the center of Carr Building.

HOW:

Your challenge is to prepare a visually appealing poster that will stand on its own or adhere to the brick wall in the hall.

There must be a combination of pictures, drawing, photos, collage, sculpture, montage, and print or text. (and possibly other forms of media that are not named in this list)

It must be no smaller than 3 x 4 feet (turned either landscape or portrait) or the size of a standard poster board.

You may wish to use a commercially available poster presentation tri-fold or you may make your own from cardboard.

You are urged to consider color.

Lettering should be done with much care, lettering accuracy, spacing with care, and appropriately sized for readability.