

1. **Course Prefix and Number:** CUI 199
2. **Course Title:** Freshman Teaching Fellows Seminar II
3. **Credits:** 1 credit
4. **Course Prerequisite:** NC Teaching Fellow
5. **For Whom Planned:** Freshman Teaching Fellows
6. **Instructor Information:**

Annette Cline

Assistant Director

Student Advising and Recruitment Center & Teaching Fellows Program

324 Curry

Work #: 336 334 3409, Home Phone #: 336 286 2250, Cell Phone #: 336 286 2250

Office Hours: 8:00-5:00pm, Since I am often out of my office for meetings, it is best to call/email me and set up an appointment.

[rwcline@uncg.edu](mailto:rwcline@uncg.edu)

7. **Course Purpose/Catalog Description:** This course is designed to assist first-year Teaching Fellows into the academic and social systems of higher education and provide an introduction to the field of public school education.

8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

9. **Course Goals and/or Objectives/Student Learning Outcomes:**

Students taking full advantage of this learning opportunity will:

1. Expand their knowledge and understanding of the educational system & current issues in public education.
2. Gain classroom experience at the K-5 level.
3. Through cultural events, discover the UNCG campus and community of Greensboro.
4. Examine and reflect on:
  - a) the spring semester's experiences at Peck Elementary School and
  - b) insights gained through class discussions.
5. Read an educational themed book and through groups presentations to their peers gather first hand teaching experience with measurable learning objectives in mind.

Overall, this course should enable students to meet the following principles of the Interstate New Teacher Assessment and Support Consortium (INTASC):

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2. Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
  3. Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
  4. Multiples Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.
  5. Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.
  6. Communication and Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
  9. Reflective Practice: Professional Growth: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. Teaching Strategies:** The teaching strategies employed will include lecture, guest speakers, field trips, films, reading of educational themed books, student led group presentations, personal & group reflections, small group discussions, and web-enhanced communication via Blackboard. Additional learning opportunities will be available through a Pre-Student Teaching at Peck Elementary School.
- 11. Evaluation Methods and Guidelines for Assignments:** Students must:
1. Attend all sessions
  2. Participate fully in class presentations, activities and discussions. *To have the full participation of everyone, there should be no side discussions when some one else has the floor.*
  3. Complete two Cultural Events reports.
  4. Complete 12 hours of Pre-Student Teaching at Peck Elementary School (documented in log book) and be prepared to reflect on questions such as:
    - a) How did your experience at Peck Elementary School compare with your thoughts and ideas on what teaching in a K-6 setting would be like?
    - b) What insight did you gain from this experience about the K-6 school setting? (In other words, "What did you learn?")
    - c) What grade(s) were you interested in teaching before your experience at Peck Elementary? Has your internship solidified, changed, or made uncertain your decision to teach this grade(s)?
  5. Participate in the preparation and presentation of your assigned group presentation on a particular educational theme book, submit 4 multiple choice questions for student testing.

**Cultural Events Reports (10 points total, 5 points for each report):** Each student is required to attend two cultural events (a play, dance or music recital, lecture or concert series, or a community event in Greensboro) during the semester. *Note: Sporting events are NOT considered a cultural event for this assignment!* A Cultural Event Form will be provided for your summary and reflection of the event. Students must review events in which they are not directly involved. This report must be **typed and be in complete sentences!**

**Pre-Student Teaching (24 points total, 2.0 points per 1 hour weekly visit for 12 weeks)** To gain classroom experience, freshmen teaching fellows are linked to one of the local public elementary schools. Students will be

assigned to Peck Elementary School (1601 W Florida St, Greensboro, NC 27403, Phone: (336 370-8235) based upon their availability and the needs of the teachers at Peck. This is a 12 hour requirement and attendance each week must be documented in your log book. It is your responsibility to be sure your log book is signed by your supervising teacher at Peck. Your logbook must be turned into me by April 28<sup>th</sup>.

**Group Presentations (30 points total, 10 points each for Creativity/Presentation, Test Results, and Peer Evaluation):** There will be 8 groups of 4 students in each team. Each group will have 10 minutes to present on their book (see #13 below for the presentation dates). Every one in the group must participate in the presentation. One week before your group presents, your elected group leader will need to submit 4 multiple choice questions (typed) on your book electronically to me. I will use those questions and create a test that the rest of class will take at the end of that day's presentations. Each group will also do peer evaluations in that you will give each person in the group a grade for their group work/participation. You want to be sure to cover the following in your group presentations:

- What is the basic plot of your book? What was it about?
- What educational issue did your book address?
- How could the lessons from this book help you later in the classroom?

**Peck Elementary Reflections Report (6 points):** A Reflections Report Form will be provided and must be **typed and in complete sentences.** "Yes" or "No" answers will be considered incomplete and will be graded down.

#### **Summary of Points Assignment**

- 30 points Class Participation and Attendance
- 30 points Group Presentations on Education Themed book
- 24 points Pre-Student Teaching Experience (Peck Elementary) including class discussions
- 10 points Cultural Event Report (5 points each)
- 6 points Peck Elementary Reflections Report

#### **Grading Scale:**

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F <60 points

#### **12. Required Text(s)/Readings/References or Supplies:**

***Please be sure to bring paper, & pen/pencil to each class!***

There may be articles and/or chapters posted on blackboard to be read before certain classes. There may also be homework that needs to be completed before certain classes that will be announced on blackboard. **Be sure to check both blackboard and your class schedule before coming to each class!!!!**

North Carolina Department of Public Instruction. Retrieved October 13, 2004 from <http://www.ncpublicschools.org>.

North Carolina Department of Public Instruction. Retrieved October 13, 2004 from <http://www.ncpublicschools.org>.

UNCG's Teacher's Academy. Retrieved October 13, 2004 from

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[http://www.uncg.edu/soe/affiliates/teachers\\_academy/](http://www.uncg.edu/soe/affiliates/teachers_academy/)

A list of the educationally themed books used for group presentation will follow.

### 13. Topical Outline:

January 11*	Course Overview
January 18	Spring Orientation and Lecture
January 25	Visit to Peck Elementary School
February 1*	Teaching? Why or Why not?
February 8*	Education Hot Topic – What do you think?
February 15	Faculty Mentoring Event – Chancellor’s Reception
February 22*	A Look at Education Up Close & Personal – A Peck Elementary Discussion
March 1	ABC’s of Public Education
March 15*	Hollywood and Education
March 22*	Educational Terminology
March 29*	Group Presentations –Groups 1, 2, 3
April 5*	Group Presentations –Groups 4, 5, 6
April 12*	Group Presentations –Groups 7, 8
April 19	Conversations with Community Partners Teachers and Administrators at Peck Elementary School <i>or</i> Education Hot Topic II
April 26*	Evaluation

*Note for those class dates that have an \* after them, we will meet in our teams!*

### 14. Other Information:

**Attendance (30 points total, 2 points per class):** Due to the participatory nature of this class and as noted in the Teaching Fellows Handbook, “Teaching Fellows are expected to attend 100% of seminar sessions. Again, attendance is mandatory and this includes preparation for and participation in each class. No deviation from this policy is allowed except in the case of severe illness or family emergencies. The instructor should be notified immediately by either email or phone in the event of extenuating circumstances. Also written documentation of an absence (medical doctor for illness or family member for emergency) is expected within one week of the absence. Tardies of more than 10 minutes will count as an absence.

### 15. Academic Integrity

*As with every other class at UNCG, the University Academic Integrity Policy applies. This policy was discussed last semester and can be found at <http://studentconduct.uncg.edu/policy/academicintegrity>.*