

The University of North Carolina, Greensboro

CUI 250 - INTRODUCTION TO EDUCATION

The University of North Carolina Greensboro

School of Education- Department of Curriculum and Instruction
Teaching as a Profession-(CUI 250) - 3 Credit Hours - Fall, 2006.

Instructor: Dr. Jean Rohr
336B Curry Building- Email: j_rohr@uncg.edu –
Office Hours: Tuesdays & Thursdays: 11:00 – Noon – (Phone 334-3746)

Guest lecturers: Dr. Samuel Miller, Chair – CUI
Dr. Gerry Duffy – UNCG
Dr. Kathryn Prater – UNCG
Dr. Jewell Cooper - UNCG
Mrs. Salem Rainey- Metzger - Hunter Elementary School
Mrs. Alison Ormond - Middle School

Text: Ryan K., & Cooper, J.M. (2007) *Those Who Can, Teach*, NY: Houghton Mifflin Company – Eleventh Edition

Electronic Readings:

- Davis-Wiley, P. (2002). A demographic profile of diversity in the United States: Who are the Newcomers of the 21st Century? *International Education*, 32, 1, 49-57.
- Duffy, G. (2000). Teaching and the balancing of round stones. *Phi Delta Kappan*
- Miller, S. D. (2002). How high and low-challenge tasks affect motivation and learning, implications for struggling learners. *Reading and Writing Quarterly*, 19, 39-57.
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass Publishers
- Ominnata, N. (2004) The impact of shadowing culturally different students on preservice teachers' disposition toward diversity, *Multicultural Education* 12 no2 19-28 Wint 2004
- Sarason, S. (1993). *You are thinking of teaching*, San Francisco: Jossey-Bass Publishers.
- Stainback, W., & Stainback, S. (1992) *Controversial issues confronting special education: Divergent perspectives*. Boston: Allyn & Bacon

To be admitted to the Teacher Education Program in the School of Education, students must pass this course (CUI 250) with a grade of C or better, receive a passing score on the writing, reading and math Praxis I and demonstrate a cumulative GPA of 2.75 or greater.

Course Goal:

The major goal for the course is to give you an opportunity to determine whether teaching is the right career for you. To help you make that decision, the course has three major strands: **(1) an introduction to the major conceptual and intellectual ideas under-girding the profession of teaching; (2) “hands-on” classroom experience; and (3) a self-examination culminating in identification of your personal driving moral purpose or vision for being a teacher.**

Course Expectations:

Successful classroom teaching requires an ability to think adaptively and flexibly with a variety of ideas, to transform professional ideas to fit a variety of situations, and to feel comfortable dealing with the ambiguity that is typical of day-to-day classroom teaching. To successfully complete the course and qualify for admission to the teacher education program, you must demonstrate such characteristics as you complete the following:

1. a clear vision for what you want to accomplish as a classroom teacher;
2. thoughtful application of the conceptual and intellectual ideas embodied in weekly readings and discussions;
3. an ability to write clearly, concisely and in a literate manner;
4. an affinity for children and teaching as demonstrated in your field experience; and
5. an ability to self-assess in terms of both the rewards and the demands of classroom teaching.

Course Structure:

CUI 250 is a 3-credit course with an attached field experience. Students generally engage in three activities:: lecture activities, fieldwork activities and/or homework discussions activities. The large lectures are designed to introduce you to each of the major conceptual and intellectual ideas and the appropriate readings that under-gird the teaching profession; the homework assignments are for the purpose of discussing the weekly readings, lectures, and the associated written assignments; and the field experience is an opportunity to assess your dispositions for classroom teaching.

Course Assignments:

In addition to readings from the text, auxiliary readings and your reports on educational issues, you will complete a statement that includes your driving moral purpose in teaching and a self-assessment of your aptitude for the life of a classroom teacher. This “vision” statement is written at the beginning of the class in August and again at the conclusion of the class in December.

Field Assignments: (25 points)

It is our belief that before one makes a decision to become a teacher, one should spend some time in the classroom environment. As such, this introductory class, CUI 250, requires your participation in a field assignment. The field assignments are designed to place you in schools as you observe the inter-action between and among teachers and

students. Your field assignment will begin on Tuesday, September 12th, and conclude on Tuesday November 28th. Field assignments are conducted at 7 elementary schools and two middle schools. Since you are not yet admitted to The School of Education, your field experience is more observational than instructional. That is, you are expected to observe the many academic and social activities, changes, on the spot decision making, management issues, and complexities that contribute to the realities of the day-to-day classroom experience. Additionally, you are to assist the classroom teacher as he/she requests. (Time on site: 8:00AM – 10:50AM).

For this class, in the event of inclement weather, please follow the Guilford County School (GCS) schedule on the days that you attend the PDS site. If GCS posts a two hour delay on the days you are scheduled to be on site, please do not report to the PDS on that day.

Because of the nature of the classroom community in which we will work this semester (i.e., a professional learning community in which we will learn from and with one another), attendance is critical. The attendance policy of this class is: If a student misses 4 classes for whatever reason, then he or she does not pass the course. If there are two absences, then the student's grade is lowered one letter grade. Next, three tardies (either coming late or leaving early) is equal to one absence.

Grade allotments:

Test I	25
Test II	25
Test III	25
Onsite evaluation	25
HOB (extra credit – 5 points)	

Grading Criteria

- A+ 97-100
- A 90-96
- B 79-89
- C 68-78
- D 57-67
- F <56

The schedule of classes is presented in three parts. **Part I** is designed to provide you with an understanding of the history of education in America, the purpose of school in America, and the psychological foundations of American education. A comprehensive test (multiple choice questions, short answers, and essays).will follow this first section; it will assess your ability to synthesize and analyze the information you have read.

Part II examines the issue of diversity in today's American schools, and will highlight racial, cultural, gender, socio-economic, and linguistic diversity. Additionally, we will examine diversity of ability and examine the laws governing special education. As with

part I, a comprehensive test will also follow this section (multiple choice questions, short answers, and essays)

Part III examines the role of the teacher as we look at what is taught in schools and how students are assessed, the makings of an effective teacher, the legal and ethical dilemmas in teaching and what motivates teachers to teach. This session will also be followed by a comprehensive test. (Multiple choice questions, short answers, and essay)

This test will count as your final exam, please be reminded that your final vision statement is due on the day of your third test (November 30th).

Please note: *It is highly improbable to pass this class without reading the text and the assigned articles. Note also that in consultation with discussion group leaders, the instructor reserves the right to raise or lower the final grade based on overall citizenship and professionalism.*

Homework:

Homework will be posted in the assignment folder in Blackboard. Homework in this class is meant to provide you with extra opportunity to further analyze the texts, articles and lecture presented in the class. Homework assignment will be discussed during the first or last hour of the following week's class. All students are expected to complete the homework assignment. Students will be called randomly to discuss their responses to the homework questions.

Extra credit – Hooked on Books volunteer book-buddy activity sponsored by the Teague and Pratt Foundations, Borders Bookstore and MacDonald's. (Detailed information will be provided in class).

(Students needing special accommodations and /or modifications please see the instructor)

Course Schedule

<u>Week</u>	<u>Topic/Assignments</u>	<u>Readings</u>	<u>Instructor</u>
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Part I

Week 1 (August 15)

- | | | | |
|---|--|--|-------------|
| • Introduction to the course | | | Rohr/Miller |
| • The conceptual framework of the school of education | | | |
| • The process | | | |
| • Praxis I information | | | Rouse |
| • Students' 1 st Vision Statements | | | |

Thursday, August 17

- Sharing and collecting vision statements # 1
- Is teaching an art? Or is it science?

Rohr/Miller

Week 2 (August 22)

Praxis Review – Reading (Optional)

Thursday, August 24

- What is the history of American Education?

Chapter 10

Rohr

Week 3 (August 29)

Praxis Review – writing (Optional)

Thursday, August 31

- What is school, and what is it for?

Chapter 2

Rohr

Week 4 (September 5)

Praxis Review - math (Optional)

Thursday, September 7th

- HOB Information
- Philosophical Foundations
Of American Education

Chapter 9

Teague

Rohr

Week 5 (September 12)

1st Day at the PDS site

Thursday, September 14 - TEST I - (PLEASE BRING SCANTRON AND SEVERAL SHEETS OF PAPER TO CLASS FOR TEST I)

Rohr

Week 6 (September 19)

2nd day at the PDS site

Part II

Thursday, September 21

- Cultural Diversity in Schools

Chapter 3

Cooper

Auxiliary reading Ominnata, N. (2004) The Impact of shadowing culturally different students on preservice teachers' disposition toward diversity, *Multicultural Education* 12 no2 19-28 Wint 2004

Week 7 (September 26)

3rd day at the PDS site

Thursday September 28

- Understanding Linguistic diversity in today's schools Prater
Auxiliary reading Davis-Wiley, P. (2002). A demographic profile of diversity in the
United States: Who are the Newcomers of the 21st Century? *International Education*,
32, 1, 49-57.

Week 8 (October 3rd)

4th day at the PDS site

Thursday, October 5th

- A discussion on career opportunities (a service provided by UNCG's career
services' department) Simpson
- The laws governing special education Rohr
- A look at learning disabilities

Auxiliary Reading: Stainback, W., & Stainback, S. (1992) *Controversial issues
confronting special education: Divergent perspectives*. Boston: Allyn & Bacon

Week 9 – NO PDS October 10 FALL BREAK

Thursday, October 12th - TEST II - (PLEASE BRING SCANTRON AND SEVERAL
SHEETS OF PAPER TO CLASS FOR TEST II) Rohr

Part III

Week 11 (October 17)

5th day at the PDS site

Thursday October 19

- What is taught (curriculum & assessments) Chapter 5
- Motivation Miller

Auxiliary reading – Miller, S. D. (2002). How high and low-challenge tasks affect
motivation and learning, implications for struggling learners. *Reading and
Writing Quarterly*, 19, 39-57

Week 12 (October 24)

6th day at the PDS site

Thursday October 26

- What makes an effective teacher Chapter 6 Duffy

Auxiliary reading – Duffy, G. (2000). Teaching and the balancing of round
stones. *Phi Delta Kappan*

Week 13 (October 31)

7th day at the PDS site

Thursday November 2

Why teach?

Chapter 1

(Guest speaker from Hunter elementary school)

Rainey-Meltzer

Week 14 (November 7

8th day at the PDS site

November 9

- What motivates teachers to teach?

Auxiliary reading: Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass Publishers

Auxiliary reading – Sarason, S. (1993). *You are thinking of teaching*, San Francisco: Jossey-Bass Publishers.

(Middle school)

Allison Ormand

Week 15 (November 14)

9th day at the PDS site

November 16

- Legal and ethical issues facing teachers

Chapter 8

Rohr

Week 16 (November 21)

10th at the PDS site

Thursday November 23 – No school – Thanksgiving Day

(November 28th) –

Last day at PDS

Thursday, November 30th

TEST III - (PLEASE BRING SCANTRON AND SEVERAL SHEETS OF PAPER TO CLASS FOR TEST III)

Final vision statement due

Rohr

Summative Evaluation Form - CUI 250 Fall 2006

Student's Name: _____ Points: Max (20) _____

Items	Yes	No	
Intern attended every session			
Intern was punctual			
Intern was dressed appropriately			
Items	Very descriptive	Some what descriptive	Not descriptive
Intern was respectful to teacher, staff and students			
Intern displayed positive dispositions toward teaching			
Intern was helpful to students			

Time 8:00AM- 10:50AM	Sep 12	Sep 19	Sep 26	Oct 3	Oct 17	Oct 24	Oct 31	Nov 7	Nov 14	Nov 21	Nov 28

Comments: (Optional)

Signature: _____

Onsite-Teacher Evaluator

