

Course Syllabus
CUI 299, Sophomore Teaching Fellows Seminar II

Instructor Information:

Carl Lashley, Ed.D.
Associate Professor, Educational Leadership and Cultural Foundations
Curry 245
334-3745
Carl.Lashley@uncg.edu

Course Purpose/Catalog Description: This course is designed to assist sophomore Teaching Fellows in exploring their beliefs about teaching with emphasis on cultural, legal and ethical dimensions of teaching in schools.

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.*

Course Goals and/or Objectives/Student Learning Outcomes:

In this seminar and its field-based experiences, students will:

1. understand aspects of school culture and their influence on teacher work;
2. describe, discuss, and reflect on legal and ethical issues in schools, particularly as they relate to teachers' employment; and
3. develop their understandings of teaching and learning as they relate to school improvement, social justice, and democratic community;
4. use examples from school and community agencies experiences to explain their legal, ethical, cultural, and political responsibilities as teachers.

Overall through the seminar and its field-based experiences, this course should enable students to meet the following principles of the Interstate New Teacher Assessment and Support Consortium (INTASC):

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. Multiple 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.

7. **Planning:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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. **School and Community Involvement:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Teaching Strategies: This course will provide learning opportunities through readings and discussions, practical experience in schools and child-serving agencies in the community, shared reflection, group processing, and web-enhanced communication via Blackboard.

Evaluation Methods and Guidelines for Assignments: Students are expected to complete all requirements that are stated in the Teaching Fellows handbook. In addition other readings and activities will be assigned for the semester. Completion of the following is required:

1. Attendance at seminar sessions. If you must be absent, you must email the instructor prior to your absence;
2. Participation in a minimum of 15 to 20 hours of service learning at an approved site that serves children and families.
3. Attendance at four cultural events
4. Active participation in class activities and with other Teaching Fellows in online and face-to-face discussions
5. Reflective Journaling—submit a three to five page essay that summarizes the content of this semester's seminar, its relationship to your volunteering and cultural activities, and your understanding of the legal and ethical dimensions of teaching and school culture.

Participation: Students are expected to attend every scheduled class and Teaching Fellows activity. Active participation and involvement in class activities is essential. All readings should be completed prior to the class for which they are assigned.

Papers and projects: Students will be asked to prepare a three to five page individual reflective paper. These assignments will invite students to reflect on their emerging views of teaching and public education and the course content and experience from this semester. The reflective paper will be due on Treading Day.

Students will also be asked to prepare a three to five page summary and review of *The Middle of Everywhere* by Mary Pipher. This review will be due on April 5.

Cultural Events Activities

During each semester, sophomore Teaching Fellows will attend four cultural events. Students must choose one from each of the following:

1. play
2. recital or concert
3. lecture
4. community event in Greensboro

Grading Information:

<u>Assignment/Activity</u>	<u>Points</u>
Seminar Attendance and Participation:	20
The Middle of Everywhere Summary:	10
Cultural Points Activities:	10
Volunteering:	30
Reflective Paper:	30
Total:	100

Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-73
D+	67-69
D	63-66
D-	60-61
F	<60

Required Text(s)/Readings/References:

Pipher, M. (2002). *The middle of everywhere: helping refugees enter the American community*. Orlando, FL: Harvest Books.

Topical Outline:

January 11	First Class
January 18	Spring Orientation—All Teaching Fellows
January 25	Code of Ethics for North Carolina Educators
February 1	Code of Ethics for North Carolina Educator
February 8	Working with Second Language Learners
February 15	Working with Second Language Learners
February 22	Working with Second Language Learners
March 1	<i>The Middle of Everywhere</i>
March 8	Spring Break
March 15	<i>The Middle of Everywhere</i>
March 22	<i>The Middle of Everywhere</i>
March 29	Classroom Management
April 5	Classroom Management, Reviews of <i>The Middle of Everywhere</i> due.
April 12	Classroom Management
April 19	Conversations with Community Partners
April 26	Conversations with Community Partners
May 3	Reading Day—All Assignments Due

Other Information:

Attendance: Given the participatory nature of this seminar and the importance of each member ensuring group success, regular, punctual attendance at all class meetings and related functions is mandatory. Preparation for and participating in all seminar discussions, activities, and meetings is expected. As noted in the Teaching

Fellows Handbook, "Teaching Fellows are expected to attend 100% of seminar sessions." With the possible exception of severe illness or family emergency, no deviation from this policy will be allowed. The instructor should be notified immediately in the event of extenuating circumstances; written documentation of absence from an appropriate official (medical doctor for illness or family member for emergency) is expected one within one week of the absence. Tardies of more than 10 minutes will count as an absence.

Academic Integrity Policy:

Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the UNCG community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the university.

Recommended Text(s) and/or Readings:

Council of Chief State School Officers. (1992). *Model standards for beginning teacher licensure, assessment and development. Interstate New Teacher Assessment and Support Consortium.* Washington, DC: Author.

Intrator, S.M. (2002). *Stories of the courage to teach: honoring the teacher's heart.* San Francisco: Jossey-Bass.

McCarthy, M. M., Cambron-McCabe, N H., & Thomas, S. B. (2004). *Legal rights of teachers and students.* Boston, MA: Pearson Education.

North Carolina State Board of Education. (1998). North Carolina State Board of Education Policy Manual. QP-F-012, 16 NCAC 6C.0601. Policy regarding the Code of Ethics for North Carolina Educators. Authority: North Carolina General Statutes 115C-295.3.

Palmer, P.J. (1998). *The courage to teach: exploring the inner landscape of a teacher's life.* San Francisco: Jossey-Bass.

Shapiro, J. P. (2001). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas.* Mahwah, NJ: Lawrence Erlbaum.