

Orientation to Teacher Education EDUC 1010

Syllabus

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Syllabus

Course Number: EDUC 1010

Course Title: Orientation to Teacher Education

Credit Hours: 1 semester hour

Prerequisites: Admitted into the College of Education

Co-requisites: NA

Date Syllabus Prepared: Fall 2011

Dates and Locations

Tuesdays at 4:00 PM in Haley Center 3195

Wednesdays at 8:00 AM Lowder Hall 125A

Texts or Major Resources

Orientation Handbook

Purchase a copy of the handbook from Copy Cat and bring it to every class session.

Course Description

This course is designed to assist new and transfer students in the College of Education to understand the role of teacher education and of teaching as a profession.

Course Objectives

As a student in the class you will:

- Confirm your decision to become a teacher.
- Develop an evolving philosophy of teaching and learning.
- Identify the College of Education's mission and conceptual framework.
- Reflect on dispositions of a successful teacher.
- Use technology to become familiar with teaching philosophy, practices, dispositions, proficiencies, and other ideas related to the teaching profession
- Identify the College of Education key assessments.
- Identify the requirements for admission to teacher education, internship, certification, and graduation.
- Identify where to go and whom to ask for assistance in completing College of Education program requirements.
- Self-assess your teaching dispositions.
- Appreciate the complex nature of teaching.
- Interact with the Alabama Quality Teaching Standards listed below:

(3)(c)3.(i)	Knowledge of the role that mathematics plays in everyday life.
(3)(c)3.(ii)	Knowledge of the concepts and relationships in number systems.
(3)(c)3.(iii)	Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.
(3)(c)3.(iv)	Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.
(5)(c)2.(ii)	Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.
(5)(c)3.(i)	Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement.

Course Policies

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting.

Course Contingency Statement: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Unannounced quizzes: Participation quizzes to document attendance will occur during the semester.

Use of Communications Technology: Cell phones are not allowed for use during class time. All information via computer will be posted electronically for the class to view.

Accommodations: Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact the instructor by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and rules and regulations pertaining to cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Communication

Student Responsibility with Communication

Students are *strongly* encouraged to contact the instructor and graduate assistant regularly during class or via e-mail (orined@auburn.edu) for additional support and assistance as well as clarification, if needed, on assignment requirements.

The University Email Account

Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructors.

Communication Regarding Instructor Absence

If an instructor is absent from a class session for any reason (e.g., illness, family emergency, travel), students will be notified through email of the contingency plan. In most instances, the other instructor or the graduate teaching assistant will assume responsibility for class instruction. If neither is available, a contingency plan will be made available through Blackboard and through the class web site (<https://fp.auburn.edu/education/oriened/index.html>).

Effective Communication Skills

An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructor is aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is not appropriate in a professional setting, such as with instructors and professors. Therefore, the instructor expects students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems.

Course Requirements and Grading

The grading for the course is based on a U (Unsatisfactory) or S (Satisfactory). Criteria for earning a U or S are as follows:

1. **Attendance:** Attendance at every session is mandatory. **More than one unexcused absence will automatically result in a grade of U.** Excused absences include documented illness, family death/emergency, and others as defined in the AU Bulletin. All absences will be considered to be "unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence. Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty subject to sanctions as spelled out in the AU Bulletin by the Academic Dishonesty Committee. Any tardy in excess of ten minutes is considered an absence. Documentation for excused absences must be presented to a course instructor within one week of the absence. In cases of excessive excused absences (more than three), make-up work will be required.
2. **Blackboard Assignments and Assessments:** You must complete all the Blackboard Assignments and Assessments as outlined in the Course Schedule.

Schedule

Updated 8/29/11

The Teacher Education Orientation course is designed as a series of topics and workshops relevant to students entering the Teacher Education Program in the College of Education. The primary text is the *Orientation Handbook*.

Please complete the assigned readings in the *Orientation Handbook* (OH in the schedule) prior to the corresponding date on the following schedule. Bring to each class your Orientation Handbook and any materials listed in the assignment column.

The College of Education adopted the Tk20 Student Data Management System during Spring 2011 semester. Information about student use of the system will be interwoven into sessions of EDUC1010. The schedule for topics covered in the course may be adjusted to facilitate this adoption.

DATE	TOPIC	ASSIGNMENT
August 23/24 Dr. Villaume	Course Introduction: Overview of Course Requirements Welcome to the Teaching Profession	<i>OH: 30-35</i> Writing assignment: <i>Why I want to be a Teacher. Submit a 500-word paper on Blackboard.</i>
August 30/31 Asim Ali Dr. Lock	Submission of Documents through Tk-20 Alabama Prospective Teacher Testing Program: Basic Skills	<i>Review information at http://education.auburn.edu/edustudents/teachered/basic_skills.html</i> <i>Overview of next week's assignment</i>
September 6/7	Admission to Teacher Education: Applications, Deadlines, and Transitions, Requirements	<i>OH: pps. 13-15</i> <i>Bring to class copies of pre-teaching prompts. Documents available at http://education.auburn.edu/edustudents/forms/index</i> Announce Math Assessment <i>Due week of October 4/5.</i>
September 13/14 Dr. Lock	College Mission, Vision, Conceptual Framework	<i>OH: pps 9-12</i>

September 20/21 Academic Advisors	Academic Advising: Understanding PES procedures	<i>OH: pps. 16-22</i> <i>Bring a copy of your program sheet to class. If you do not have a copy, print one from your program's web page.</i>
September 27/28	Program Advising: Advising Session with Faculty Advisor CLASS DOES NOT MEET IN REGULAR CLASSROOM	<i>In preparation for program advising review the program information on your specific COE department's website. Also, take a copy of your program sheet to the advising session.</i> Check Blackboard for location of advising session.
October 4/5 MIDTERM Dr. Jared Russell Dr. Bob Leier	Making Connections: Student Organizations Diversity: Understanding Diversity in the Classroom	<i>Review student organizations at http://education.auburn.edu/edustudents/orgs/index.html</i> Math Assessment Due in BlackBoard
October 11/12 Dr. Lock	Alabama Prospective Teacher Testing Program: Praxis II	<i>OH: pps. 16-22</i> <i>Review information at http://education.auburn.edu/edustudents/teachered/praxis-ii.html and bring a printed hard copy of the appropriate TAAG from www.ets.org;</i>
October 18/19	Professional Behaviors & Ethical Conduct	<i>OH: pps 25-29</i> <i>Overview of November 1/2 assignment</i>
October 25/26 Former Intern: Barbara Jane Hall	Field Experiences Understanding Field Placement Procedure	<i>OH: pps. 23-24</i>
November 1/2 Video	Watching a Model Lesson CLASS DOES NOT MEET IN REGULAR CLASSROOM	<i>Sign in on Blackboard at a computer of choice, watch either the elementary or secondary teacher, and complete the corresponding assignment from Course Content in Blackboard. Bring the completed assignment to next week's class.</i>
November 8/9	Evaluating Good Teaching Practices (EDUCATE Alabama) Teaching Videos	<i>Review Continuum for Teacher Development – See Resources listing in BlackBoard</i>
November 15/16 Guest teachers	The Teaching Profession: Advice from Practitioners	<i>Demonstrate your professionalism by your prompt arrival for our guest speakers.</i>

November 29/30 Dr. Lock	The Road Beyond: Professional Development in Alabama	
December 6/7	Class Does Not Meet	Complete pre-teaching request, sign-up for Basic Skills Assessment, or complete Application for Admission to Teacher Education.

Notes: