

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

Orientation to Teacher Education EDUC 1010

Syllabus

Course Instructor/Facilitator:

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3464 Haley Center

Office Hours: By appointment

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Office Hours: By appointment

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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: Spring 2012

Dates and Locations

Tuesdays at 4:00 PM in Haley Center 3195

Wednesdays at 8:00 AM Haley Center 2370

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 the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by email. If you have not established accommodations through the Office of Accessibility (formerly the Program for Students with Disabilities, make an appointment with that office, 1228 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and rules and regulations pertaining to cheating will apply to this class. General Counsel now maintains a single website that serves as the collection of all University Policies: <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. The site has a search engine for locating the Honesty Code, the attendance policy, and other AU policies.

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

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

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.

DATE	TOPIC	ASSIGNMENT
January 10/11 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>
January 17/18 Asim Ali	Submission of Documents through Tk-20	<i>Overview of next week's assignment</i>
January 24/25	Admission to Teacher Education: Applications, Deadlines, and Transitions, Requirements	<i>OH: pps. 13-15</i> <i>Bring to class copies of pre-teaching prompts.</i> <i>Documents are available at</i> <i>http://education.auburn.edu/edustudents/forms/index.htm</i> Announce Math Assessment
January 31/ Feb. 1 Dr. Lock	College Mission, Vision, Conceptual Framework Alabama Prospective Teacher Testing Program: Basic Skills	<i>OH: pps 9-12</i>
Feb. 7/8 Academic Advisors	Academic Advising: Understanding PES procedures	<i>OH: pps. 16-22</i> <i>Bring a copy of your program sheet to class.</i>
Feb. 14/15	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.

Feb. 21/22	Professional Behaviors & Ethical Conduct	OH: pps 25-29 <i>Overview of Math assignment</i>
Feb. 28/29 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
March 6/7 Dr. Lock	Alabama Prospective Teacher Testing Program: Praxis II	OH: pps. 16-22 <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>
March 20/21 Former Intern: Barbara Jane Hall	Field Experiences Understanding Field Placement Procedure	OH: pps. 23-24
March 27/28 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>
April 3/4	Evaluating Good Teaching Practices (EDUCATE Alabama) Teaching Videos	<i>Review Continuum for Teacher Development – See Resources listing in BlackBoard</i>
April 10/11 Dr. Lock	The Road Beyond: Professional Development	
April 17/18 Guest teachers	The Teaching Profession: Advice from Practitioners	<i>Demonstrate your professionalism by your prompt arrival for our guest speakers.</i>
April 24/25	Class Does Not Meet	Complete pre-teaching request, sign-up for Basic Skills Assessment, or complete Application for Admission to Teacher Education.

Notes: