

I. COURSE DESCRIPTION:

Students are introduced to the societal contexts, histories and philosophies of schooling (especially in North America). Social structures, power in deciding curriculum and the influences on learners make up the primary focus of the course. Issues related to school reform, ethics and professionalism in teaching as well as the future of education will also be key elements of the course. Schools visits will focus primarily on tutoring individual students and gaining insight into their learning patterns and societal relations. Studies in curriculum and lesson planning will culminate in the delivery of a lesson with appropriate questioning techniques.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, students will demonstrate the ability to:

1. Describe ways in which schools respond to diversity

Elements of the performance

- explain the meaning of “diversity in the classroom”
- relate social problems to the mission of schools and teachers
- explain how issues such as equality of educational opportunity, desegregation, gender, multi-ethnic classrooms and learning disabilities etc. are points of tension in the north American classroom

2. Explain and analyze the various philosophical bases upon which education in North America stands

Elements of the performance

- recognize, and distinguish between, the major philosophies such as idealism, realism, pragmatism, reconstructivism, existentialism etc.
- identify the influence of these philosophies in the current educational systems
- evaluate the pros and cons of each philosophy
- review the elements of the philosophies as they are apparent in classroom visits and in individual lesson presentation
- write their own philosophy of education

3. Identify and explain the reasons for, and composition of, curriculum in schools in North America

Elements of the performance

- interview teachers as to content of curriculum that is being taught
- reflect in journals as to how curriculum objectives are being met
- research current educational curriculum documents in terms of goals and outcomes
- relate current curriculum to philosophies in 2

4. Recognize the political and professional structures of education in North America (and in Ontario in particular)

Elements of the performance

- identify the roles of government (federal, provincial / state and municipal) in financing education
- explain the roles of the various parties in terms of deciding curriculum
- identify the hierarchies within, and the roles of the professionals in, Boards of Education

5. Demonstrate co-operative learning and questioning techniques

Elements of the performance

- work effectively in study groups and create “model guidelines for effectiveness”
- explain the different questioning techniques and demonstrate the Socratic method
- demonstrate group process in dealing with current educational issues
- use appropriate questioning in both individual 15 minute lesson and in-school visit tutoring

6. Teach a lesson

Elements of the performance

- provide an accurate rationale and description of lesson
- outline a lesson plan showing outcomes (relating to Bloom’s Taxonomy), methods, tools of delivery, evaluation techniques etc.
- analyze own performance and provide evaluation of others’ lessons

7. Analyze current and controversial educational issues in terms of professional ethics, the teacher and the law, teacher lifestyle and disciplining of students

Elements of the performance

- discuss professionalism and ethics as they relate to teacher conduct
- interview teachers and reflect in journals on ethical issues in current classrooms
- group discussion and class feedback on areas of concern

8. Analyze and discuss trends and future of education

Elements of the performance

- identify roles that technology plays in education and its future in such as web-based instruction, on-line courses etc.
- discuss the dynamics of class size and teacher/student interaction as they relate to effectiveness of instruction and learning outcomes
- evaluate the pros and cons of the privatization of education and issues such as charter schools and year round schooling

III. TOPICS*:

- Review of TE 150 content and outcomes
- Focus on diversity in classrooms from all perspectives
- Good Teaching
- Questioning techniques to assist in tutoring
- History of Educational Philosophy
- Curriculum Issues
- Organization and governance of schools
- Social issues in North American education
- Ethical and legal issues facing teachers
- Professionalism
- Group Processes
- Lesson planning
- Lesson delivery methods and “teaching presence”

* These may not be covered in the order of listing

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

***Those who can, teach* (11th ed.), Kevin Ryan and James M. Cooper, Houghton Mifflin**

V. EVALUATION PROCESS / GRADING SYSTEM:

MAJOR ASSIGNMENTS AND TESTING

2 Content tests on texts, notes and videos	20%
Personal Educational Philosophy	15%
Group Project related to a current educational issue	15%
Journals on school visits and tutoring experience	15%
Final Teaching Presentation	15%
Evaluation of Teaching Presentation	5%
Attendance and Participation	15%*
Total	100%

*Journals and hours of volunteer experience must be completed and validated before TE 250 is considered successfully completed and a final grade is submitted

* After 3 missed hours of class, 2 marks will be deducted for each missed class hour.

VI. METHOD OF ASSESSMENT (GRADING METHOD)

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

IMPORTANT: Admission to the LSSU Teacher Education Program requires a minimum of a B grade as a mark in both TE 150 and TE 250.

It is also important to note that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0

VII. SPECIAL NOTES:

Disability Services:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Plagiarism

To plagiarize is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the Student Code of Conduct (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar’s office.

Communication:

Sault College has implemented WebCt/LMS as a tool of communication. The professor will inform students as to how this tool will be used in this course, and students are responsible for using this tool as directed.

VIII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.