



I. COURSE DESCRIPTION:

With assistance from a learning specialist, CICE students will examine their experiences and assumptions about schooling in order to understand the multiple roles of teachers` characteristics of effective reading, practice and the roles of schools in society. Human development (physical, emotional and cognitive) is studied in terms of teaching and learning. Field experience is required.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Relate the purpose of schools as transmitters and re-creators of culture  
Potential Elements of the Performance:
  - distinguish between the different educational philosophies that have guided the systems of education in various different cultures;
  - evaluate the strengths and weaknesses of these different views
  
2. Describe the characteristics of an “effective” school  
Potential Elements of the Performance:
  - explore the different definitions of the word “effective” as it relates to the needs of different communities
  - discuss, in class, the different perceptions that different generations may have of effective schools
  - describe the ethics values and dispositions of effective professional educators
  
3. Describe positive learning environments and how they might be accomplished  
Potential Elements of the Performance:
  - draw on personal experiences and discuss, in class, the positive learning environments and see what they have in common
  - observe different classrooms and test theories against the ‘lab’ setting
  
4. Explain implications of learning styles and modalities for planning instruction  
Potential Elements of the Performance:
  - complete the Learning Styles Inventory
  - discuss the different quadrants and how they impact on learning and teaching
  - complete test on auditory, visual and kinesthetic preferences in learning
  - discuss right and left brain preferences as they relate to learning

5. Describe different social issues and how they impact on students' learning and schooling

Potential Elements of the Performance:

- list the current political and social issues that we are confronting
- draw on current news media to discover the issues regarding education that are drawing most attention
- relate the impact of technology in society to issues of classroom instruction and student learning
- describe the reasons for emphasis on life-long learning
- discuss how issues such as students with learning disabilities and other special needs are addressed in classrooms, today

6. Demonstrate the ability to be reflective about the individual learning process

Potential Elements of the Performance:

- keep journals
- discuss and share experiences and feelings with class members

7. Evaluate Bloom's Taxonomy as a tool in analyzing learning

Potential Elements of the Performance

- differentiate between cognitive, affective and psychomotor domains
- recognize different levels of learning (in each domain) through observing different learning situations

8. Read, speak, write and listen effectively

Potential Elements of the Performance

- demonstrate comprehension of texts and notes through tests and essays
- demonstrate clear and grammatically correct speaking in classroom discussion and presentations
- demonstrate the correct use of English in terms of vocabulary, grammar and usage in reports and essays

### III. TOPICS:

1. Reasons for teaching
2. What to expect as a new teacher
3. Qualities of good schools
4. Learning Styles, Personality Styles and Brain Hemisphere preferences

- 5. Bloom's Taxonomy of Learning
- 6.
- 7.
- 8. The diversity of students and their needs

Social issues surrounding education

Technology and its impact on the school

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Those Who Can, Teach (14th Ed.) Ryan and Cooper, Houghton-Mifflin (used also in TE 250)

V. EVALUATION PROCESS/GRADING SYSTEM:

Educational Article Review	10%
Test One on readings/ handouts/ videos etc. to date	20%
Interview Report on educational issues	15%
Assignment on Learning Styles	15%
Presentation	15%
Test 2 on readings/ handouts/ videos etc	25%
Total 100%	

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

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

- 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. For this course to meet part of the entrance requirement to the Teacher Education program at Lake Superior State University, a minimum B grade must be achieved.

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

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### VI. SPECIAL NOTES:

##### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.