

**I. Course Number and Title:** EDUC 101 Teaching as a Profession

**II. Academic Credit:** 1 hour

**III. Course description**

Ed 101 introduces a broad picture of K-12 teaching as a career in Lutheran schools, other private schools and public schools. Students will be introduced to the teacher education program and guided in the process of application to the program, portfolio development, and accomplishing technological baseline competence necessary to function well as a K-12 educator. Participation in at least 10 hours of focused K-12 classroom observations required.

**IV. Place of the Course in the Curriculum**

The first course in the professional education series, Educ 101 is open to all students, generally taken by all freshmen and transfer students considering education as a career field. It is required for all who intend to obtain a degree in education. It is a prerequisite for Educ 201.

**V. Course Goals**

- A: Provide a full understanding of the scope & sequence of Concordia's Teacher Education program.
- B: Give students tools to determine best fit grade level and subject area for teaching.
- C: Prepare students for the technologies expected for teacher education candidates.
- D: Enable students to consider deeply the appropriateness of teaching as a career field for them when considering their God-given skills, attitudes and interests.

**VI. Course Objectives**

Students who successfully complete this course will:

- A. Understand that teaching, whether in the public or private schools, is a God-given ministry in the mission field. (T-S4, T-D1, T-D2, LD-D1)
- B. Conduct focused observations of teachers & students for a minimum of ten hours. These observations will be accompanied by written reflections. (LR-S1, LR-D1)
- C. Delineate the differences and similarities of teaching in the public and private sector, and teaching at the various grade levels. (T-K1, LD-S2, LD-D1, LR-K1)
- D. Consider a personal and professional growth plan as a pre-service teacher while here at Concordia University, Nebraska. (T-D1, T-D2, LR-S1, LR-D1)
- E. Consider an academic plan for coursework if a teaching area is selected. (T-D1, T-D2, LR-S1, LR-D1)
- G. Read and discuss literature describing teaching in a variety of settings. T-D1, T-D2, LD-S2, LR-S1)
- H. Be exposed to opportunities for teaching & student teaching beyond the United States. (T-D1, T-D2, LR-S1)
- I. Meet program director(s) and begin a working relationship with them. (LR-S1)
- J. Investigate several contemporary issues in education today. (T-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-S1)

**VII. Methodology**

1. Class discussions & direct instruction.
2. Online monitored small group discussion.
3. Required Readings.
4. Participation in classroom field experiences & with written reflections.
5. Use of the Blackboard and other online resources.

### VIII. Student Roles

Experience: This is a class in which the student's personal experience is very important, both past and present. One's experience as a student is valuable as a place to start, but experiences in this class are intended to begin the process of "moving students from one side of the teacher's desk to the other". In this class you will be required to be active in discussion and activities, to experience them and then to ponder and reflect on how the experience affects your thinking.

Reflection: As students progress in this class they will be asked to do a significant amount of "reflective" writing.

Discussion: Activities in this class include both online and in-class discussion. Students will be presented with topics for reflective discussion amongst a small group of peers in the same class.

Attendance: Students are expected to attend all classes unless illness or an emergency situation makes your presence impossible or ill-advised.

Work completion: Students are expected to complete all assignments on time.

Technology use: Students are expected to make extensive use of Blackboard 9 as part of this class. They are required to participate in discussions of readings posted on Blackboard and to take quizzes on material from assignments regarding the class syllabus and *Those Who Can, Teach*. In addition, copies of the syllabus, classes schedule and assignments and other important information will be posted on Blackboard 9.

Field Experience: Students are required to participate in field experiences at the three grade level groupings common in schools: Elementary/ECE (PS to Grade 4), Middle Level (Grades 5-8) and Secondary (Grades 9-12). Two of the experiences are 1-hour observations, the other is an all-day "shadowing" experience. Students decide at which level they do their shadowing experience. Observations are arranged through the Field Experiences office.

### IX. Evaluation

Your grade will be determined by your performance on the assignments in this class and your attendance, weighted as listed below:

Full-day Shadowing Participation	20%
Two Observations- One hour each w/ Report	10%
Mentor Teacher Interview Paper	10%
Class Presentation on Shadow Experience	20%
Participation in Online discussion	15%
Online Quizzes: Syllabus & Those Who Can, Teach	15%
Class participation & attendance	10%
Total	100%

### X. Bibliography

#### Required Texts

1. Ryan, K. & Cooper, J. (2013) *Those Who Can, Teach (13th edition)*, Houghton Mifflin Company. ISBN: 978-0-495-83015-3

Others

Fay, J., & Funk, D. (1995). *Teaching with Love and Logic: Taking Control of the Classroom*, Love and Logic Press, Golden, CO.

Gallagher, K.C.& Mayer, K. (2006). *Teacher-Child Relationships at the Forefront of Effective Practice*. YC Young Children, (61) 6, p. 44.

Gardner, S. (2006). *Producing Well-Prepared Teachers*. The Education Digest (71) 6, p. 42.

Iverson, A.M., (2003). *Building Competence in Classroom Management and Discipline*, Merrill Education, Columbus, OH.

Kane, P.( Ed.), (1996). *My First Year As A Teacher*, New American Library.

Marshall, M. & Weisner, K. (2004) *Using a Discipline System to Promote Learning*. Phi Delta Kappan, (85) 4, P. 498.

Marzano, R.J. (2009). *Classroom Management that Works: Research-based Strategies for Every Teacher*, Merrill Education, Columbus, OH.

Noll, J. (2010) *Taking Sides on Educational Issues*. (16<sup>th</sup> edition) McGraw Hill/Dushkin, Guilford, CN.

Ormrod, J.E., Jackson, D.J., (2007) *Case Studies: Applying Educational Psychology*.  
Piveral, J.,Piercy, N., & Nothstine, S., (2009). *Teacher's Tacklebox*, TackleBox Press, Barnard. MO.

Ryan, K. & Cooper, J. (2007) *Those Who Can, Teach (12th edition)*, Houghton Mifflin Company.

Zittleman, K. & Sadker, D. (2006) *Why We Teach*. Kappa Delta Phi Record, (43) 1, p. 47.

**XI. Revisions:**

December, 2010

July, 2012