**Alice Lloyd College Teacher Education Preparation**



**Education 200**

**Educational Foundations for Prospective Elementary, Middle, and Secondary Teachers**

**Spring, 2024 MWF JBAC 250**

**Professor:** Steve Herr

**Phone or text:** 731-431-1659

**E-mail:** steveherr@alc.edu

**Office hours:** TBA

**Office:** JBAC 280

**Website:** <https://ydpsteveherr.com/>

|  |
| --- |
| **Alice Lloyd College Outcomes for** **Education Students** |
| **Student will plan for effective learning for all students.****KTPS 1, 2, 3, 6, 7, 8, 9, 10** | **Student will understand and apply content knowledge.** **KTPS 4, 5** |
| **Student will use effective instructional practices.****KTPS 1, 2, 3, 6, 7, 8** | **Student will demonstrate professional responsibility.****KTPS 9, 10** |

|  |
| --- |
| **Teacher Education Program Dispositions** |
| **Disposition** | **Description** | **How it is addressed in class** |
| **Character** | Initiative, work ethic, respect for self and others | Each student is responsible for completing several course objectives. |
| **Capability** | Content knowledge, critical thinking skills, creative thinking skills | Each student is responsible for completing several course objectives. |
| **Service** | Serves the college through activities, serves schools through volunteer work, serves the community through volunteer work | Each student will engage in a range of activities serve the community. |

***Standards, Dispositions and Outcomes***

|  |  |
| --- | --- |
| **Kentucky Teacher Performance Standards**  | **Class Experiences that Align to Standards** |
| **1: Learner Development** | Students will develop a record of responses to the literature of the class. The students will respond verbally to questions raised by the professor, their peer and the literature of the class.  |
| **2: Learning Differences** | Students will develop a record of responses to the literature of the class regarding learning differences. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding learning differences. Students will witness and address learning differences amongst the class members.  |
| **3: Learning Environments** | Students will develop a record of responses to the literature of the class regarding learning environments. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding learning environments. Students will be exposed to a variety of learning environments within the class.  |
| **4: Content Knowledge** | Students will develop a record of responses to the literature of the class regarding the class’s content knowledge. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding the class’s content knowledge.  |
| **5: Application of Content** |  |
| **6: Assessment** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding assessment. Students will also be responsible for helping to craft and articulate the formative and summative assessments for the class.  |
| **7: Planning for Instruction** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding instruction. Students will also be responsible for helping to craft and articulate the planning of instruction for the class.  |
| **8: Instructional Strategies** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding instructional strategies. Students will also be responsible for helping to craft and articulate the instructional strategies for the class.  |
| **9: Professional Learning Ethical Practice** | Students will develop a record of responses to the literature of the class regarding ethical practice within the profession. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding ethical practice within the profession.  |
| **10: Leadership and Collaboration** | Students will develop a record of responses to the literature of leadership and collaboration. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding leadership and collaboration.  |
| **EPSB Crosscutting Themes** | **How these will be addressed in class** |
| **Diversity** | Students will develop a record of responses to the literature of diversity. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding diversity.  |
| **Technology** | Students will be responsible for engaging an online syllabus. Students will also be responsible for finding, reviewing, critiquing, updating and adding to the syllabus as needed. The content of the syllabus is designed to engage learners in a collaborative fashion which allows them to solve and resolve learning issues in a meaningful manor.  |

 ***Additional Standards Addressed***

|  |
| --- |
| AMLE Middle Level Teacher Preparation StandardsInternational Literacy Association Standards for the Preparation of Literacy Professionals MS/HSInternational Literacy Association Standards for Middle and High SchoolKentucky Academic Standards for content areas of students |

**Prerequisite:** None

**Co-requisite:** None

**Course Description:** This course provides an overview of education including the historical perspective of American Education. Topics studied include the philosophy of education, the structure of education, the financing of education, socio-economics issues of education, the roles of contemporary teachers and current status of education reform including the implications of KERA upon public education in Kentucky. Field Experience and hours required.

**Text:** None

**Course Objectives:**

1. Complete all reading assignments prior to the class in which the material will be discussed.

2. Write a brief summary of each reading.

3. Complete the mid-term exam.

4. Complete the final exam.

5. Attend all classes.

6. Participate in class frequently.

**Course Requirements:**

1. Complete all reading assignments prior to the class in which the material will be discussed and write a brief summary of the reading.

2. Attend class regularly.

3. Complete the mid-term exam.

4. Participate in class frequently.

5. Complete the final exam.

**Teaching Methods/Technology:**

The class will be discussion based and research intensive. We will use the best technology available to us. The class will also include lectures, focused discussions, specific readings, research assignments, in class reviews, written summaries and cumulative evaluations.

**Class Attendance Policy:**

Students and faculty should realize that one of the most vital aspects of a college experience is attendance and punctuality in the classroom and that the value of this experience cannot be exclusively measured by testing procedures alone. Should the occasion arise in which a faculty member is unavoidably detained for a class, students must wait a minimum of 15 minutes before leaving. If students find it necessary to miss a class, it is their responsibility to arrange with the instructor to make up all work missed. Instructors must devise their own attendance policies, have them approved by the Dean of the College, include them in the course syllabi, and explain them to students. Continuation in class for a student who misses more than 20% of class time during any one semester, whether excused or unexcused, may be possible only after consultation with the faculty member involved and Dean of the College.

**Writing Across the Curriculum:**

This course provides a means of addressing student writing proficiency. Students will keep a journal reviewing the major class readings, class reflections and the final exam.

**Cultural Diversity and Global Perspectives:**

The wonder of a liberal arts education is a search for the truth. In this class we will follow that wonder in all its richness and possibility, regardless of where those paths may lead us.

**Spring 2024 Schedule**

**Wednesday January 10**

Log on

and

“the great chain of being”

**Friday January 12**

"What Is the Hawthorne Effect"

<https://www.verywellmind.com/what-is-the-hawthorne-effect-2795234>

and

"The Milgram Experiment":

<http://en.wikipedia.org/wiki/Milgram_experiment>

**Monday January 15**

No Class – Martian Luther King Day

**Wednesday January 17**

Dr. Sloan Introduction to Education

**Friday January 19**

Plato, "The Apology"

<http://classics.mit.edu/Plato/apology.html>

or

Plato, "The Apology" (audio)

<https://www.youtube.com/watch?v=pK70IMpjfBg>

**Monday January 22**

Parker J. Palmer, "The Heart of a Teacher"

<https://www.psycholosphere.com/Palmer%20-%20The%20Heart%20of%20a%20Teacher.pdf>

**Wednesday January 24**

Dr. Sloan Introduction to Practicum

**Friday January 26**

Marcus Buckingham, “What Great Managers Do”

<https://hbr.org/2005/03/what-great-managers-do>

and

Geoffrey Colvin, "What it takes to be great"

<http://dept.swccd.edu/photography/assets/what-it-takes-to-be-great.pdf>

**Monday January 29**

Michael Linsin, “How To Be A Role Model For Your Students”

<https://smartclassroommanagement.com/2021/05/15/role-model-for-students/>

and

Pete Carroll, “Three Rules”

<http://acoachsdiary.blogspot.com/2014/08/three-rules-pete-carroll-win-forever.html>

**Wednesday January 31**

Jane L. David, “Research Says . . . / High – Stakes Testing Narrows the Curriculum”

<http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/High-Stakes_Testing_Narrows_the_Curriculum.aspx>

and

“17 Types of Teachers Everyone Knows”

<https://unicheck.com/blog/types-of-teachers>

**Friday February 2**

Dr. Sloan Follow-up to Practicum

**Monday February 5**

Alison Durkee, “Supreme Court Gets Rid of Affirmative Action in College Admissions”

<https://www.forbes.com/sites/alisondurkee/2023/06/29/supreme-court-gets-rid-of-affirmative-action-in-college-admissions/?sh=346af46b2857>

Mid-term Handed Out.

**Wednesday February 7**

Dr. Sloan Classroom Management

**Friday February 9**

“Students say teacher falsely accused of sexual relationship with minor”

<https://www.koaa.com/news/2018/03/06/students-say-teacher-falsely-accused-of-sexual-relationship-with-minor/>

and

Amy Argetsinger, “For One Falsely Accused Teacher, ‘Sorry’ Isn’t Enough”

<https://www.latimes.com/archives/la-xpm-2000-apr-02-mn-15083-story.html>

**Monday February 12**

Richard Selzer, “Mortal Lessons”

(this will be handed out in class)

Religious Emphasis Week

**Wednesday February 14**

Harold G. Koenig, “Religion, Spirituality, and Health: The Research and Clinical Implications”

(Only read thru 6.5)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3671693/>

Mid-term Due.

**Friday February 16**

Richard Curwin, “What to Do When Students Lie”

<https://www.edutopia.org/blog/when-students-lie-richard-curwin>

**Monday February 19**

Dr. Sloan Classroom Management Part 2

**Wednesday February 21**

Jonathan Blair will meet with the class.

**Friday February 23**

Henry Adams, *The Education of Henry Adams*, Chapter 20 "Failure" <https://jerz.setonhill.edu/resources/texts/adams_h_eha/eha_ch20.html>

**Monday February 26**

Dr. Sloan and Dr. Cornett Assessment

**Wednesday February 28**

Dr. Sloan and Dr. Cornett Assessment Part 2

**Mid-term Grades Due**

**Friday March 1**

“Maslow’s Hierarchy of Needs”

<http://www.cengage.com/resource_uploads/downloads/0495570540_162121.pdf>

and

“Asian-American Parenting and Academic Success”

<https://psmag.com/education/asian-american-parenting-and-academic-success-26053>

**Monday March 4**

Dr. Sloan and Dr. Cornett Assessment Part 3

**Wednesday March 6**

Leo Tolstoy, “Three Questions”

<https://www.plough.com/en/topics/culture/short-stories/the-three-questions>

**Friday March 8**

Brenda Alvarez, “Why Pronouns Matter”

<https://www.nea.org/advocating-for-change/new-from-nea/why-pronouns-matter>

and

“Manipulation of language as a weapon of mind control and abuse of power in 1984

<https://rorueso.blogs.uv.es/2010/10/28/manipulation-of-language-as-a-weapon-of-mind-control-and-abuse-of-power-in-1984/>

**Monday March 11 - Friday March 15**

No Class – Spring Break

**Monday March 18**

Daniel Goleman, "What Makes a Leader"?  *Harvard Business Review*, Nov/Dec98, Vol. 76, Issue 6

<http://fs.ncaa.org/Docs/DIII/What%20Makes%20a%20Leader.pdf>

**Wednesday March 20**

Dr. Sloan and Dr. Ringl Technology

**Friday March 22**

Liz Riggs, “Why Do Teachers Quit”

<https://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

 and

Viktor James, “Why I Quit Teaching”

<https://medium.com/age-of-awareness/why-i-quit-teaching-91bdcae63273>

**Monday March 25**

Dr. Sloan and Dr. Ringl Technology Part 2

**Wednesday March 27**

Jon Marcus and Matt Krupnick, “Who’s Missing from America’s Colleges? Rural High School Graduates”

<https://www.npr.org/sections/ed/2018/02/15/581895659/whos-missing-from-america-s-colleges-rural-high-school-graduates>

**Friday March 29**

No Class – Good Friday

**Monday April 1**

“Reasons not to Cheat in School/College”

<https://gradecrest.com/why-cheating-in-college-is-wrong/>

and

Cevin Soling, “Why I Think Students Should Cheat”

<https://www.wired.com/2015/01/think-students-allowed-cheat/>

**Wednesday April 3**

Dr. Sloan and Dr. Ringl Technology Part 3

**Friday April 5**

"Cardinal Principles of Secondary Education”

<http://schugurensky.faculty.asu.edu/moments/1918cardinal.html>

**Monday April 8**

Julia Moeller, “What If the Bully Is a Teacher”?

<https://www.psychologytoday.com/us/blog/passion-101/201807/what-if-the-bully-is-teacher>

and

“The Mythic Dog and the Mahabharata”

<https://mythcrafts.com/2016/11/29/the-mythic-dog-cerberus-the-mahabharata-and-mr-rolo/>

**Wednesday April 10**

Dr. Sloan Differentiation

**Friday April 12**

Dr. Sloan Differentiation Part 2

**Monday April 15**

Booker T. Washington, “Democracy and Education”

<https://www.blackpast.org/african-american-history/speeches-african-american-history/1896-booker-t-washington-democracy-and-education/>

and

(We’ll watch this is class)

“The Life of Booker T. Washington”

<https://www.youtube.com/watch?v=a7jAJ9WSSsw&t=117s>

**Wednesday April 17**

“Pros and Cons of US education system”

<https://www.wemakescholars.com/blog/us-education-system>

**Friday April 19**

“Alice Lloyd College”

<https://www.workcolleges.org/colleges/alice-lloyd-college>

**Monday April 22**

Dr. Sloan Differentiation Part 3

**Wednesday April 24**

Dr. Sloan A Great Teacher

**Friday April 26**

Last Day of Class

**Monday April 29 - Friday May 3**

Final Exams

**Monday May 4**

Commencement

**Critical Thinking:**

Alice Lloyd College has a goal to improve the critical thinking abilities of its students. The College has adopted Paul and Elder’s (2007) definition of critical thinking, which defines critical thinking as, “the art of analyzing and evaluating thinking with a view to improving it” (p. 4).

Source: Paul, R., & Elder, L. (2007). *The Miniature Guide to Critical Thinking Concepts and Tools* (4th ed.). Tomales, CA: Foundation for Critical Thinking Press.

**Dress Code:**

Alice Lloyd College has a long-standing tradition of emphasizing development of the total person and a commitment to personal and community enhancement. As members of the campus community, students are expected to dress modestly and appropriately for various occasions.

The College recognizes that “modest” or “appropriate” is often loosely defined in society at large. Therefore, the following guidelines are offered to assist students in choosing suitable dress:

Professional Day (Tuesday) Dress: Professional dress will be required of all students on central campus until 2:00 p.m. and for all convocation programs. Central campus includes all of the campus buildings with the exception of the gym, maintenance building, fitness center, and the residence halls.

**Plagiarism Statement:**

Plagiarism is the act of using another person’s ideas or expression in your writing without acknowledging the source… In short, to plagiarize is to give the impression that you have written or thought something you have in fact borrowed from someone else. Plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school.

The most blatant form of plagiarism is to repeat as your own someone else’s sentences, more or less verbatim… Other form of plagiarism include repeating someone else’s particularly apt phrase without appropriate acknowledgement, paraphrasing another person’s argument as your own, and presenting another’s line of thing as though it were your own…

**The Parameters:**

*MLA Handbook for Writers of Research Papers*, New York Modern Language Association of America, 1988, the Alice Lloyd College Handbook, the Alice Lloyd College website, letters from Dean Laffie Crum and the syllabi of previous professors.

Syllabus Updated: January 1, 2024