

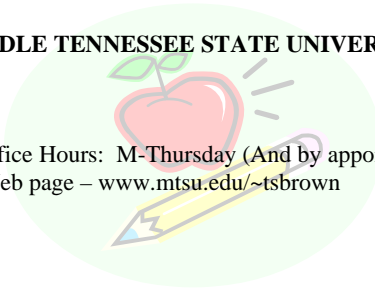
MIDDLE TENNESSEE STATE UNIVERSITY

COURSE: FOED 1110

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**Text: Please meet class before purchasing a textbook
Please purchase and activate the TK20 packet at the bookstore.
You should have logged into your TK20 website by the fourth day of class and have your username and password.**

The course introduces students to the “**Teacher as a Reflective Decision-Maker**” model outlined and described by Ernest Boyer. This experience will assist the prospective teacher in evaluating personal qualifications in relation to professional demands.

Tennessee Teacher Licensure Standards:

Standard 2 – Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Standard 3 – Diverse Learners Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Standard 4 – Teaching Strategies Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Standard 5 – Learning Environment Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard 7- Planning Candidates plan instruction based upon knowledge of subject matter, students the community, and curriculum goals.

Standard 9 – Reflective Practitioner Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (student, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

The student will be able to:

1. Describe general programs in the student’s area of emphasis and express educated opinions regarding educational issues through written and oral communication, which is supported by technology.
2. Demonstrate an awareness of the characteristics generally associated with successful teaching and make a personal assessment of their own qualifications as a prospective teacher.
3. Demonstrate an awareness of the scope of the teacher’s responsibilities in the public school setting and/or the relationship of the teachers’ work to the community at large.
4. Demonstrate knowledge concerning operation of the American public school system, particularly in regard to its involvement in American society, the goals it seeks to attain, and the methods by which it is organized, governed, and financed.
5. Demonstrate an awareness of the organization and operations of schools in Tennessee, teacher preparation programs, certification requirements, and career opportunities in the teaching profession.
6. Demonstrate awareness of the multicultural and diverse nature of American society and implications for teaching, to include concern for differences in students owing to socioeconomic, ethnic, and cultural background.
7. Construct an initial and basic philosophy toward the various aspects of teaching, including discipline, classroom management, and methods of instruction.
8. Demonstrate an awareness of federal/state/local involvements in governance of education and of financial support at these levels.
9. Demonstrate an awareness of professional organizations for school personnel.
10. Understand the educational heritage, which America gained from other national and cultural settings.
11. Understand broader cultural and societal influences on education.
12. Understand current educational issues by placing them in proper historical perspective.
13. Understand the problems of education and educational issues at the regional, state, and national level.
14. Understand the role, which schools of social, religious, philosophical, and scientific thought have had on education.
15. Understand the contributions made to education by individuals of significant historical importance.

The course is designed to provide an “overview” of the education profession, which means that many issues and topics are presented and covered by skimming the surface. Depth to each topic is provided in subsequent courses throughout the certification and degree process.

Major Topics

1. Teaching as a Profession
2. Structure of Schools, Public School System, and Issues/Trends
3. Overview of School Law, Governance, and Finance
4. Foundations of Education-Historical and Philosophical

Themes

1. Education is basically a state responsibility.
2. The quality of education varies greatly from state to state and community to community.
3. The federal courts greatly influence the operation of public schools.
4. Schools reflect the problems of society.

If you have a disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Office of Disabled Students Services (898-2783) with questions about such services.

Activities Required of Students

1. Philosophy of Teaching Paper (15 points)
2. Lesson Plan/Lesson Presentation [in assigned school] (20 Points)
3. Attendance and Active Participation in Class Discussions, Group articles, and special assignments. (15 points)
4. Participation, completion Web-enhanced course assignments and assessments (20 points)
5. Reflection on Lesson Plans taught, Field Assignments, and Service Learning project (30 points)

ATTENDANCE POLICY – Your grade depends on your professionalism and dependability. Remember that you are preparing for the education profession. In a school situation, student will be present regardless of whether you show up to teach class or not. Since you cannot get a substitute to attend your university classes, **ATTEND!** Also, your professionalism depends on forming opinions and becoming aware of pertinent issues in education. Come to class prepared to voice those opinions through discussion.

ABSENCES will be handled as follows – Absences will be unexcused. Due to the type of time frame the course is taught. Absences will result in the reduction of the final grade. Consistent Tardiness will be considered as an absence.

IMPORTANT NOTE: Attendance is taken at the beginning of each class. If you arrive late, it is your responsibility to make sure the instructor has counted you present. **ALSO,** a) if you show up within the last 15 minutes of the scheduled class, you will not be counted as present and b) if you leave after 15 minutes you will not be counted as present for that day.

Evaluation and Assessment Procedures

1. Exams (Assessments)
2. Lesson Plan and presentation of Lesson Plan
3. Active Participation (class discussions and presentations)
4. Philosophy of Teaching paper
5. Web-enhanced assignments
6. Reflection on Lesson Plan taught
7. Complete Field Assignments and Service Learning Project

Course Requirements

1. Lesson Plan and presentation of Lesson Plan
2. Philosophy of Teaching paper
3. Web-enhanced assignments
4. Reflection on Lesson Plan taught
5. Field Assignments and Service Learning Project

Important information regarding a WEB-ENHANCED course

The course requires students to develop an awareness and understanding of what it takes to be a professional educator and to form opinions regarding educational topics and issues. This is a web-enhanced course assignments will be posted on instructor’s webpage for web assignments www.mtsu.edu/~tsbrown/wwa1110.htm, which must be completed by the designated time and date and submitted via e-mail (tsbrown@mtsu.edu) to the instructor and/or in

class as designated on the calendar. The assignments must be posted on the designated date and cannot be made up at a later date--no assignments--web-based or class-based-- will be accepted late. In addition, students must actively participate in in-class discussions and seminars- a good portion of the final grade will be based on in-class participation and attendance. Due to the fact that the course is web-enhanced- - this makes attendance on scheduled days Essential to successfully completing the course.

(All students must pass a 25 question multiple-choice test on the teacher education program. Failure to do so will result in an incomplete in the course. You may take the test as often as necessary to pass.)

GRADING SCALE: Due to the nature of the web-based course, points will be accumulated throughout the semester.

Total number of possible points= 100

A = 100 – 92

B = 91 – 84

C = 83 – 76

D = 75 – 60

F = Below 60

SUGGESTIONS:

1. Please remember if web-assignments are not completed as scheduled, a student will be unable to earn an “A” for the course. **REMEMBER:** Keep up with web assignments and adhere to the submission dates of assignments.
2. Adhering to the **ATTENDANCE POLICY** is necessary for successfully completing the course. Because of the abbreviated meetings, it is also easy to “Forget” to come to class on the days we do meet. I strictly adhere to the attendance policy because the course is a professional education core course required for state licensure.
3. Keep up with your total points throughout the semester.
4. If you have a question regarding a grade, speak with or email the instructor as soon as possible
5. Adhere to assignment deadlines
6. If you have a question regarding an assignment or need clarification, please speak with the instructor as soon as possible – not the day the assignment is due.