Student as Teacher
EGEN 4100 Section 1, Fall 2010
Monday, 9:00-11:00am
Gentry 319

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Gentry 425A

General Purpose of the Course
The over-arching objective during the second year of the IB/M program is to advance the transition from student to professional. This semester, your role will be the “student as teacher.” We will be introducing the notion of praxis, the idea that theory needs to be grounded in practice, and practice in turn must be steeped in theory in order for critical teaching to take place. Within this context, your clinical placement, your methods classes, and once per week seminar will focus on the observation of, interaction with, and discussion about the pedagogical practices of the classroom teacher. During both the clinical component and in the seminar, relationships to your core coursework will be stressed.

During this first semester, you will begin your path toward becoming a professional educator; as such, the importance of reflection and inquiry and the moral obligations of the profession will be emphasized. Throughout the remainder of your tenure in the IB/M program, you will become more aware of, and skilled in, teaching practice, which is reflective and analytical.

Semester Objectives
1. To observe and interact with educators and students as they teach and learn.
2. To engage in critical thinking about teaching and learning through reflection on the course readings, your experiences, and those of your classmates.
3. To take an active role in your own learning, through preparation, discussion, and critical listening.
4. To begin the conversation relative to the moral obligations of the profession. As such, to begin to shape your own professional philosophies by melding your learning in core coursework and clinical experience through reflection.

Course Materials
Required Texts:


Introduction to Clinic
During the third clinical placement the focus is on various aspects of classroom protocol through a professional lens. In this clinical assignment, you will spend one day per week in a Professional Development School (at least 6 hours). Your role this semester is to be a participant as much as possible in your clinic classroom, while also being an avid observer of both teachers and students. You should watch carefully, listen actively, and interact with the students and teachers in the setting you are placed. How much you learn will be, in part, of your own making—it will depend upon your willingness to be engaged, to ask for more, and to reflect on your learning. **Be on time, be prepared, and act in a professional way.**

Introduction to Seminar
The seminar format is one in which a relatively small group of individuals discuss ideas, knowledge, and perspectives with respect to a specific topic or focus (this semester the focus is the “student as teacher”). The seminar leader is present to provide structure, order, and consistency to the various interactions and to encourage students to probe the intricacies of professional issues together.

A focus of this seminar will be on how educators can make critical reflection a part of their everyday practice as well as the moral obligations of the profession. More specifically, we will be asking you to reflect upon the classroom teacher. In addressing complex teaching issues, the seminar will be divided into topical sessions and sessions focusing directly on the critical incidents you are each facing in your clinical placement.

Course Expectations
*In seminar, students are expected to:*
- Have a positive and proactive outlook.
- Take initiative in discussions.
- Come prepared for all activities.
- Turn in assignments that are of high quality and are completed on time.
- Demonstrate professionalism through punctuality, attendance, respect for diverse viewpoints, and confidentiality regarding students, teachers, peers, and professors.

*In clinic, students are expected to:*
- Attend clinic a minimum of six hours per week and maintain schedules throughout the semester.
- Take initiative in formulating experiences.
- Conduct observations and write detailed field notes containing observations, information, interpretations, and personal reflections.
- Write thoughtful reflections on the objective data soon after it is collected.
- Demonstrate professionalism and common courtesy through communication with clinic teacher, adherence to standards of dress, punctuality, attendance, and behavior.

The structure of this class has been intentionally designed to promote small and whole group discussions of ideas, knowledge, and perspectives with respect to our specific topic. **You need to be present to reap the benefits of class discussions. Missed classes cannot be**
“made up.” Additionally, you are expected to be courteous and respectful of the learning process by being present and ready to begin discussions when class begins.

Assignments are due at the beginning of class. Some assignments will be handed in as a hard copy, while others will be posted on HuskyCT. If you know you will be absent on the day when an assignment is due, please make arrangements with me to turn in your work ahead of time.

Assignments
The Reflective Journal
A journal of critical reflections and analyses will be completed online through regular postings on HuskyCT. Journals will also serve as a springboard for seminar discussions. When you are at your placement, take written field notes based on topics we come up with in class or topics you have developed on your own. When you get home, or as soon as possible, write a reflection on what you observed. You can focus on some of these types of questions (but you are certainly not limited to these topics alone):

- How did a particular incident in the classroom make you feel?
- What were some of the repercussions for teacher decisions on students?
- How did your own experiences in school influence your reaction?
- What teaching techniques, lesson formats, and/or elements of the classroom environment seem to enhance student learning? Why do you think they do so?
- Were there any teaching decisions that you struggled with or questioned? Based on your own teaching philosophy, how might you have done things differently?
- How do the teacher and students work together to develop a classroom community?
- What classroom procedures/management techniques did you observe? Did you find them to be effective or ineffective? Why do you think this was?
- How were the needs and interests of diverse learners met inside/outside the classroom?
- Do you see any elements of culturally responsive teaching in the classroom, or could you see ways of incorporating culturally responsive teaching?

Your reflections should allow you to build a more solid understanding of what you observed during your placement, and help you make connections between these observations, our course readings, and the work that you are doing in your core coursework.

Critical Incidents
Many “problem-solving opportunities” will present themselves to you and your cooperating teacher throughout the course of this semester. Oftentimes, situations arise quickly and decisions must be made instantly. As a participant observer, you will be given the rare opportunity to work alongside master teachers as they navigate through these situations. The purpose of the Critical Incidents is to allow us to step back and carefully analyze situations that occur in the classroom.
For this assignment, please write an open-ended summary (1-2 paragraphs) of a problem, issue, lesson, event, etc.- with no solution or analysis. Be prepared to share your Critical Incidents with classmates as a springboard to discussion.

**Teachers on the Big Screen—A Critical Discussion/Analysis**
Educators are frequently portrayed on the big screen and they are often played by some of Hollywood’s biggest stars. This small-group project is intended to help us examine classic and/or lesser-known “teacher movies” through a critical educational lens. Each group (3-4 students will select a movie portraying a teacher in action and choose a brief clip (less than 10 minutes) to show to the class. Each group will be responsible for generating several discussion questions regarding the movie clip, and leading the class in a whole-group discussion of the movie clip. The class discussion should focus on analyzing a classroom environment, or the actions/decisions/instructional choices of the teacher. We will also discuss whether each movie clip portrays teachers accurately, or merely reinforces stereotypes about educators and the profession of education.

**Connections Across the Curriculum Project**
This culminating project will involve the development of lessons that integrate learning across several content areas. These lessons should prove extremely useful (a.k.a. they should be designed to use during your student teaching in the spring). More details will follow throughout the semester regarding the requirements of this project.

**Grading**
Each participant will be evaluated by the extent to which they meet the following requirements:

- **Clinic Grade** (30%) (Based on your cooperating teachers’ midterm and final evaluations, also taking into account your own self-evaluations)
- **Weekly Reflective Journals** (25%) (Based on the level of and nature of reflection and analysis integrating both course readings and your clinic experiences)
- **Class Participation** (25%) (Based on active listening and contributions during class discussions and activities, as well as coming prepared to class with readings completed, critical incidents on assigned days, etc.)
- **Connections Across the Curriculum Project** (20%) (More on expectations for this project throughout the semester)

Grades will be assigned according to the following scale:

- 100-94 A
- 90-93 A-
- 87-89 B+
- 84-86 B
- 80-83 B-
- 77-79 C+
- 74-76 C (and so on…)

**Academic Integrity**
Student behavior shall be consistent with the conduct delineated in the University of Connecticut Responsibilities for Community Life: The Student Code. Students are
responsible for understanding: (a) forms of academic and scholarly misconduct described in the statement, and (b) procedures to be followed by an instructor, the university, and a student in the event of alleged misconduct.

Observance of Religious Holidays
After reviewing the syllabus carefully, please contact me if you foresee a conflict between the due date for a major assignment and your religious observations.

Reasonable Accommodation
The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact either the Center for Students with Disabilities or myself if you feel you may be qualified.

Notice of Revisions to Course Syllabus
This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.

Course Calendar

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<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Assignments and readings due on this date…</th>
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<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Introductions!</td>
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<td>• Content Area Professors Introduce Senior Year</td>
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<td>• Communicating with Clinic Teacher</td>
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<td>2</td>
<td>9/6</td>
<td>Labor Day—No class</td>
<td>✓ Contact Clinic Teacher and begin placement hours ASAP</td>
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<td>3</td>
<td>9/13</td>
<td>Wrap-Up Discussion with Content Area Professors</td>
<td>✓ Complete Assigned Reading from Content Area Professors</td>
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<td>• Course Overview, Syllabus Review</td>
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<td><strong>Note</strong> Between 8/30 and 9/20 please complete the Student Information Sheet with specific information on your clinic placement. I need to know your clinic schedule, including the day and time, as well as the best way to contact your cooperating teacher.</td>
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<td>4</td>
<td>9/20</td>
<td>Getting Started/Classroom Community</td>
<td>✓ Prologue, Chapters 1 &amp; 2</td>
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<td>• The First Days of School</td>
<td>✓ Promoting Reflective Thinking in Teachers</td>
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<td>• Reflective Thinking Activity</td>
<td>✓ Prime Factors</td>
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<td>5</td>
<td>9/27</td>
<td>Classroom Organization</td>
<td>✓ Chapters 3 &amp; 4</td>
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<td>• Structures, Procedures</td>
<td>✓ Reflection #1 Due</td>
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<td>6</td>
<td>10/4</td>
<td>Unit and Lesson Planning</td>
<td>✓ Understanding by Design</td>
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<td>• Understanding by Design</td>
<td>✓ Design: Chapters 1 &amp; 3</td>
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<td>✓ Reflection #2 Due</td>
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<td>Week</td>
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<td>Topic</td>
<td>Chapters/Assignments</td>
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| 7    | 10/11 | Critical Teaching and Controversial Issues                           | ✓ Chapters 5 & 6  
|      |       | ▪ Critical Incidents                                                | ✓ Critical Incident #1 Due                                                                                     |
|      |       | ▪ Discussion, Analysis                                              |                                                                                                                 |
| 8    | 10/18 | Connections Across the Curriculum                                    | ✓ Chapters 7 & 8                                                                                               |
| 9    | 10/25 | **No seminar meeting**                                              | **Bring to Midterm Meeting:**  
|      |       | ▪ Individual appointments for midterm evaluation (~15 minutes each)  | ✓ Midterm evaluation from clinic teacher  
|      |       |                                                                       | ✓ Midterm self-evaluation                                                                                     |
| 10   | 11/1  | Connections Across the Curriculum                                    | ✓ Chapter 9  
|      |       |                                                                       | ✓ Revisiting Curriculum Integration Article                                                                   |
|      |       |                                                                       | ✓ Reflection #3 Due                                                                                           |
| 11   | 11/8  | Addressing Diverse Learners                                         | ✓ Readings (TBA)  
|      |       |                                                                       | ✓ Reflection #4 Due                                                                                           |
| 12   | 11/15 | Critical Incidents                                                  | ✓ Chapter 10  
|      |       | ▪ Discussion, Analysis                                              | ✓ Critical Incident #2 Due                                                                                     |
| 13   | 11/22 | Thanksgiving Break—No Class                                         |                                                                                                                 |
| 14   | 11/29 | Building Home-School Connections                                    | ✓ Chapters 11 & 12  
|      |       | ▪ Seminar: Open to Topic Based on Student Interest                   | ✓ Reflection #5 Due                                                                                           |
| 15   | 12/6  | Seminar Wrap-Up                                                     | **Final evaluations from clinic teachers due**  
|      |       | ▪ What Have We Learned?                                             | ✓ “Connections Across the Curriculum” Assignment Due                                                            |
|      |       | ▪ Student Teaching Preview                                          |                                                                                                                 |