

DEPARTMENT OF Arts and Education

COURSE OUTLINE – Fall 2010

ED2510 Introduction to the Profession of Teaching

ED2530 Orientation to Teaching

INSTRUCTOR:	Susan Thomson Loren Schultz	PHONE:	Office (780) 539-2971
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OFFICE HOURS:	by appointment		

PREREQUISITE(S)/ CO-REQUISITE: N/A

REQUIRED TEXT/RESOURCE MATERIALS:

Beauchamp, L., & Parsons, J. (2000). *teaching from the inside out*, 3rd ed.

Parkay, F., Stanford, B., Stephens, H., & Vaillancourt, J. (2009). *Becoming A Teacher*, 3rd ed.

Handouts and Website resources as assigned.

CALENDAR DESCRIPTION:

ED2510 3 (3-0-4) UT 105 Hours, Introduction to the Profession of Teaching

An introductory investigation of the school context from the vantage points of students, teachers and others involved education. The course includes 3 hours of on-campus work each week and 30 - 40 hours of field experience in both elementary and secondary classrooms over the term. Note: Students are advised to free one half day in order to complete the field experience requirement. Restricted to Education students transferring to University of Alberta.

ED2530 3 (3-0-6) UT 135 Hours, Orientation to Teaching

An introductory investigation of the school context from the vantage points of students, teachers, and others involved in education. The course includes 3 hours of on-campus work each and 60 - 80 hours of field experience in both elementary and secondary classrooms over the term. Note: Students are advised to free one full day or two half days in order to complete the field experience requirement. Restricted to Education students transferring to University of Lethbridge.

CREDIT/CONTACT HOURS:

ED2510/2530 consists of three hours of in class instructional time each week and appropriate completion of field experience.

DELIVERY MODE(S): The course work includes lectures, class discussions, group work, in-class exercises, take-home exercises and individual student presentations, both written and oral.

OBJECTIVES:

The primary objective of the **Classroom Experience** for Ed2510/2530 is to assist pre-service teachers to:

1. Assess their motivation for entering the teaching profession;
2. Think about how students learn and what the teacher's role is in assisting with learning;
3. Think about classrooms as places of learning, not places of teaching;
4. Creating conditions whereby students are able to interpret instances of learning and teaching in ways that assist with the beginning phases of learning to teach;
5. Develop a critical awareness of issues that pertain to teaching, including those of equity, cultural awareness and student ability;
6. Create a beginning understanding of theory and research related to learning and teaching;
7. Become initiated into the duties and responsibilities and work of teachers; and;
8. Create a beginning understanding of the interdependency of schools and community.

Field Experience

The field experience consists of two five-week rounds of school visits, one in an elementary school setting and one in a secondary school setting. During each round ED2510 students will spend the equivalent five (5) half days at an assigned school; ED2530 students will spend the equivalent of ten (10) half days at each assigned school.

TRANSFERABILITY:

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

This course may be included as part of a block transfer to institutions which have Education degree programs. GPRC has transfer agreements with University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University. Students should check with the receiving institution concerning transferability as all arrangements are subject to change.

Note: This is a Pass/Fail course and in order to pass Ed2510/2530:

1. ALL assignments and non-graded, assigned work must be completed; and
2. Successful completion of the field experience is essential.

Credit for a non-graded course: A number of learning activities will be assigned on a credit basis. These must be completed and submitted to receive a grade in the course.

All assignments must be word-processed (Times New Roman, double spacing, size 12). It is particularly important to save a copy of any written work handed in for credit or grading.

Assignments are due during classtime on the dates set by the instructor. If there is a valid reason for an extension, it must be requested prior to the due date.

Professional Portfolio Assignment:

The purpose of this assignment is for you to be able to show your own professional growth as a teacher as you begin your journey to becoming a teacher. Pages 57 to 58 in *Becoming A Teacher* may be a useful place to begin. Each item in your portfolio will need to be dated.

Grades will be assigned on the Letter Grading System.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATION:

GRADING (Evaluation) CRITERIA: Classroom

Attendance & participation	10%
Professional Portfolio	10%
Class Presentations	N/A
Major Class Presentation	15%
Final Written Report	15%
Total	50%

GRADING (Evaluation) CRITERIA: Field Experience

Round One Journal	N/A
Round One Report	25%
Round Two Journal	N/A
Round Two Report	25%
Total	50%

STUDENT RESPONSIBILITIES:

All assignments must be word-processed (Times New Roman, double spacing, size 12). It is particularly important to save a copy of any written work handed in for credit or grading.

Assignments are due on the dates set by the instructor. If there is a valid reason for an extension, it must be requested prior to the due date.

Note: This is a Pass/Fail course and in order to pass Ed2510/2530:

1. ALL assignments and non-graded, assigned work must be completed; and
2. Successful completion of the field experience.

It is expected that assignments will be handed in during classtime. If a student does not hand in an assignment when it is due, the procedure is as follows:

1. Advise the instructor that the assignment has not been submitted and confirm the date it will be submitted.
2. When the assignment is completed, keep a digital or hard copy of it.
3. Deliver the assignment to the instructor.

Note: Assignments and projects not picked up by students will be held until the end of the first week of the following semester.

STATEMENT ON CONDUCT, PLAGIARISM AND CHEATING:

Please refer to pages **47-50 of the College calendar** regarding student conduct, plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely. The instructor reserves the right to use electronic plagiarism detection services.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Outline of Classroom Discussion Topics: Sept 2nd to Dec 15th, 2010

Note: This timeline is a tentative outline; topics may be modified or added:

Week of:	Topic & Readings:
Thurs., Sept. 2 (S.Thomson)	Introductions & Course introduction
Tues., Sept. 7 (S.Thomson)	Topic: What is a teacher? & Legislation
Tues., Sept 14 (S.Thomson)	Topic: Classroom Observation, Professional Portfolios & Learning to Teach
Tues., Sept. 21 (L. Schultz)	Topic: Teaching and earning a living
Tues., Sept 28 (L. Schultz)	Topic: Multiple Intelligences
Tues., Oct. 5 (L. Schultz)	Topic: Inquiry Based Learning and Classroom Questioning
Tues., Oct. 12 (L. Schultz)	Topic: 21 st Century Learners, Technology in the Classroom
Tues., Oct. 19 (R. Young)	Topic: Creating a Positive Classroom Culture
Tues., Oct. 26 (R. Young)	Topic: Classroom Management
Tues., Nov. 2 (S.Thomson)	Topic: Planning- Long Range Plans, Unit Plans & Daily Plans and Assessment
Tues., Nov. 9 (S.Thomson)	Topic: Code of Ethics, Legal Rights and Responsibilities
Thurs., Nov. 11	Remembrance Day Holiday (no class)

Tues., Nov. 16
(S.Thomson)

Topic: Professionalism

Tues., Nov. 23
(S.Thomson)

Topic: Alberta Learning- *A Framework For Teaching
Quality In Alberta & KSA's*

Tues., Nov. 30
(S.Thomson)

Topic: Classroom Complexities & Routines

Tues., Dec. 7
(S.Thomson)

Topic: Your first classroom
This is our last class.

Dec. 9, 14 and 16
(S.Thomson)

I am available by appointment.