

Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 104

CREDIT HOURS: 3

I. TITLE: Exploration of Teaching

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An elective course for high school students interested in pursuing a career in teaching, this course is designed to provide an overview of the field of education. Presents an introduction to teaching, including teaching as a profession, historical, socio-cultural, psychological and philosophical foundations of education. Course will provide an understanding of the role of the teacher in the classroom, school and community. Field experiences required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the Kentucky Interdisciplinary Early Childhood Educator Teacher Standards for Preparation and Certification (IECE KTS), and Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching (KTS #1; IECE KTS #1; InTASC #4);
- B. explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment (KTS #9; IECE KTS #1, 2, 3; InTASC #2, 3);
- C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential (KTS #9; IECE KTS #1, 5, 7; InTASC #9);
- D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools (KTS #7; IECE KTS #5; InTASC #1);
- E. become familiar with professional literature within education and reflect on the intersections between theory and practice (KTS #1, 9; IECE KTS #1, 2, 3, 5; InTASC #5);
- F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy (KTS #1, 9; IECE KTS #1, 2, 3, 5; InTASC #5);
- G. gain insights concerning SB 1 Initiatives, Performance Standards, ESSA and/or apply theory obtained in class about facets of Educational Reform (KTS #1, 9; IECE KTS #1, 5);
- H. examine classroom management strategies (KTS #3, 4); and
- I. write professionally for the field of education (KTS#1).

The College of Education and Human Services Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on field based observations. Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: Students with Learning Disabilities, Students at Risk, Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. The Teaching Profession and You
- B. Different Ways of Learning
- C. Teaching Your Diverse Students
- D. Student Life in School and at Home
- E. The Multicultural History of American Education
- F. Philosophy of Education
- G. Financing and Governing America's Schools
- H. School Law and Ethics
- I. Schools: Choices and Challenges
- J. Curriculum, Standards, and Testing
- K. Becoming an Effective Teacher
- L. Classroom Management

V. INSTRUCTIONAL ACTIVITIES:

- A. Students will complete daily assignments and participate in large and small group discussions and activities. Participation includes active listening, contributing to group discussions, and working on in-class activities.
- B. Student-initiated activities include preparation for and participation in class lectures, discussions, and cooperative activities related to course goals and objectives, including:
 1. Reading assigned materials and identifying pertinent questions and concerns.
 2. Completing chapter assignments and reflective writing activities.
 3. Participating in large and small group discussions, cooperative activities, and presentations.
 4. Performing successfully on exams and written assignments.
 5. Contributing to cooperative team activities.
 6. Conducting research to learn more about the education profession.
 7. Attending in-class and extra-class events and activities on a punctual and regular basis.
 8. Participating in field experiences actively and with a positive attitude.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students are required to participate in field experiences. They will conduct classroom observations at each level of schooling: early childhood, elementary, middle, secondary, and vocational education. Students will also attend a school board meeting and school based decision making (SBDM) council meeting. **To earn a grade in this course, students must successfully complete the required field experiences. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Sadker, D., & Zittleman, K. (2012). *Teachers, schools, and society: A brief introduction to education*. 10th ed. New York, NY: McGraw Hill.

- A. The Internet
- B. Self-selected books, articles, and activities
- C. Public library
- D. Kentucky Department of Education

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, and group presentations. The educational philosophy serves as the designated artifact for this course.

X. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

XI. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity. **Violations of Academic Honesty include:**

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XIII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

** All students must dress appropriately as per Teacher Education Services guidelines during field experiences!*

Murray State University - College of Education and Human Services

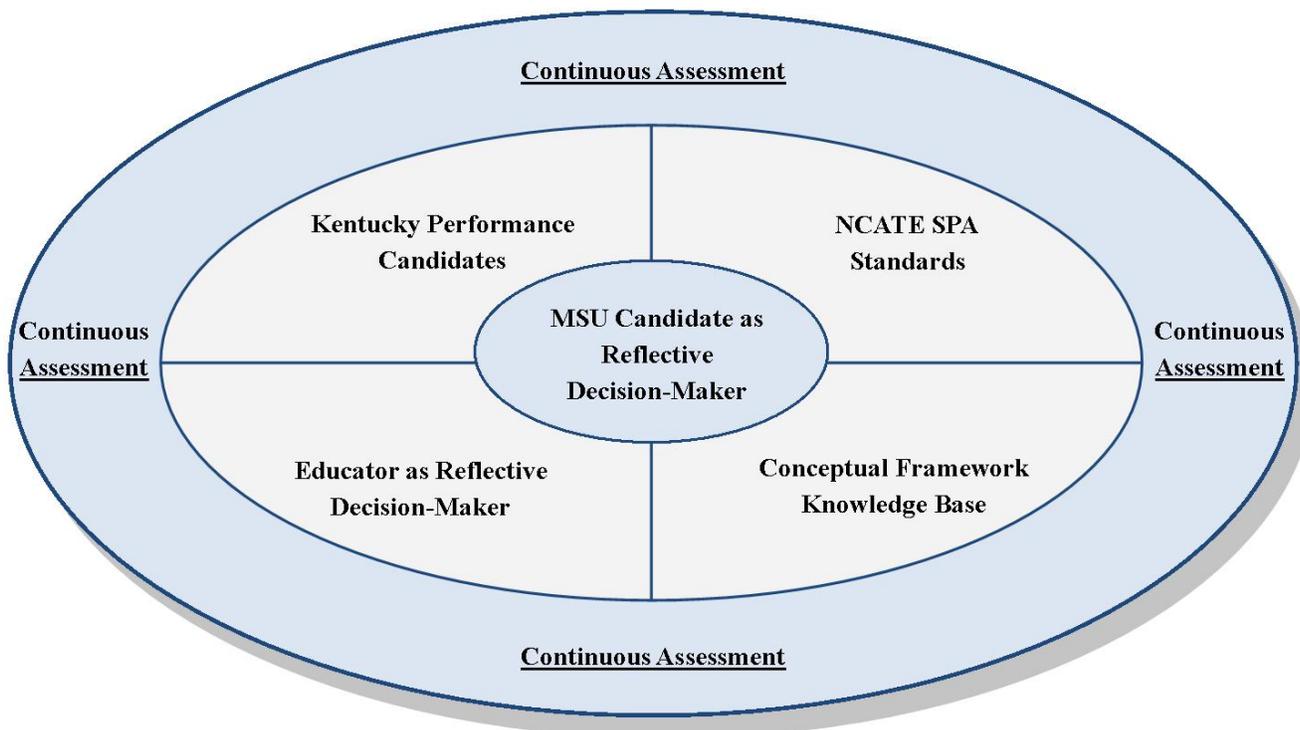
Conceptual Framework

The goal of Murray State University's preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by **Kentucky Standards** and the by the knowledge required by learned societies; thereby practicing as **Reflective Decision-Makers**, the theme of our College. The following student **Dispositions** arise from the theme and are the values, commitments, and professional ethics that MSU engenders in its candidates. The Murray State University undergraduate candidate will become an educator who is:

1. **Inclusive** – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
4. **Caring** – Demonstrates regard for the learning and wellbeing of every student.
5. **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The Murray State University **graduate candidate** sustains the undergraduate dispositions, but with a maturing expertise also embraces the disposition of **leadership** defined as ethical change agent who acts to inspire classrooms, schools, districts, and communities.

The **Knowledge Base** including research, theory, philosophy, and practice is the foundation that informs faculty and guides program goals. The success of the program is determined by program outcomes, **Kentucky Teacher Standards, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, Interstate School Leaders Licensure Consortium Standards, National Association of School Psychologists Standards, Council for Accreditation of Counseling and Related Educational Programs** and NCATE SPA standards for all certified programs so that the contributions of learned societies inform College program goals. **Continuous Assessment** connects all elements of the conceptual framework where each program is responsible for utilizing student assessment data as a basis for program improvement. The focus of the conceptual framework is to prepare candidates to become reflective decision-makers and to achieve Kentucky and national standards:



Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and other interested individuals at: http://coekate.murraystate.edu/ncate/documents/coe_conceptual_framework_f11.doc, or may be obtained through any College of Education department.

