

**Concepts, Issues, and Field Experience in Education**  
**EDUC 208**  
**Fall 2018**

**Instructor:** Mrs. Ruth Stenz, [rstenz@sasd.net](mailto:rstenz@sasd.net), 803-7672

Office Room 136, M-F 1:35-3:15

**Grades: 11 & 12**

**Prerequisites:** Standard GPA 3.0/4.0 scale or teacher recommendation, an interest in the Education Career Pathways positions and enrollment in YTY within the 2018-19 school year.

**Semester course:** ½ credit (Honors) with option of earning 3 college credits through UWGB at a discounted tuition fee

**Course Description:**

This course, along with one semester of Youth Tutoring Youth (within the 2018-19 school year), provides an introduction to and a broad perspective of a future career in the field of education. Through class participation and hands-on experiences, students will explore contemporary issues and examine the challenges and rewards of working in education. The YTY field experience offers students the opportunity to shadow and assist a supervising teacher in a classroom at the elementary, middle, or high school levels. Concepts explored in both classes will include the historical perspective of education in America, gender differences, multicultural education and diversity, including learners with exceptionalities, legislation, planning for instruction, and classroom management. Successful completion of this course and YTY offers the option of earning 3 college credits at UWGB at a discounted tuition fee.

**Course Objectives:**

1. To explore the historical and contemporary issues affecting the field of education.
2. To examine varied perspectives and personal beliefs about the purpose of schools, how students learn, and the role of educators, pedagogy, and legal issues in education.
3. To develop an understanding of and appreciation for student diversity, culture, language, gender, and exceptionalities within the educational setting.
4. To participate with individual or small groups of students under the supervision of a classroom teacher through YTY.
5. To examine the appropriateness of education as a personal career choice.
6. To formulate a personal philosophy of education.
7. To reflect on personal beliefs and professional development options that can contribute to a successful teaching career.

**Required Readings:**

Kauchak, Donald P., Eggen, Paul D. (2017). *Introduction to Teaching: Becoming a Professional* (6th ed.) Upper Saddle River, NJ: Pearson.

In addition, a variety of supplemental reading materials will be utilized to expand the scope of course topics.

**Course Policies:**

Assignments/ Assessments - This course requires participation in seminar sessions formatted as lectures, class discussions, collaborations, or guest speakers presentations, the completion of weekly assignments, and 35 field experience hours in area schools. Assessments will be in the form of written unit tests and projects designed to demonstrate learning.

Responsibilities - As a representative of the teaching profession and the University of Wisconsin Green Bay dual credit program, students are expected to maintain all work on the level of college freshmen and demonstrate open-mindedness and engagement in the classroom. During field experiences students should dress and behave professionally.

Academic Honesty - Academic honesty is expected; academic theft receives serious consequences in school, colleges, and professional settings. It is essential for students to complete their own work at all times. Plagiarism is the deliberate or unintentional use of another person's words or ideas without giving proper credit. Please review the SASD Rights and Responsibilities Booklet for the district policy on plagiarism and academic dishonesty.

Late Work - Assignments are accepted for full credit on the due date. Work turned in late is subject to grade deductions with the exception of verified excused absences. If an absence is excused, it is expected that the work be turned in within two days of return to school. If an absence is pre-arranged, it is expected the student will obtain homework, submit assignments and projects, and take tests **prior** to the pre-arranged absence.

Missing work is entered as "O" in Skyward until completed. The zero will be replaced with the late-deduction score upon completion.

**Assessment Categories and Weights:**

25% Unit Tests and Projects

30% YTY Credit

25% Assignments

20% Participation Grade

**Grading Scale:**

92-100 A (UWGB A)

88-91 A- (UWGB AB)

82-87 B (UWGB B)

78-81 B- (UWGB BC)

74-77 C (UWGB C)

68-73 D (UWGB D)

Below F (UWGB F)

**Materials:**

Textbook (provided), notebook/ binder for this course, pencils/ pens, Chromebook or personal computer, **reliable transportation** for YTY.

## Course Outline

### Unit 1 Teachers and Students

- Week 1: Do I want to be a teacher?, Chapter 1  
Assignments: Read Chapter 1.  
Respond to Check Your Understanding 1.2 ,1.3, 2.4, 3.2, 4.1, 4.4.  
Complete the Portfolio Activity, p. 34, Teacher Licensing & Testing  
In Your State
- Week 2: Changes in American Society: Their Influences on Today's Students, Chapter 2  
Assignments: Read the scenario on pages 37-38. Complete "This I believe"  
found on page 38 in your notebook.  
Read Chapter 2. Revisit your beliefs. Did any of these change?  
Select one of the societal changes / implications discussed in the chapter.  
Locate a news article that covers this issue. Relate your text readings  
to the news article. Discuss findings with the class.  
Written response: How can teachers promote student resilience?
- Week 3: Student Diversity: Culture, Language, Gender, and Exceptionalities, Chapter 3  
Assignments: List as many examples of student diversity as you can.  
Read Chapter 3. Be prepared to discuss pages 71-89.  
Guest speakers, tentative. Respond to presentations.
- Week 4: Student Diversity: Culture, Language, Gender, and Exceptionalities, Chapter 3  
(continued)  
Assignments: Read Chapter 3, focus on pages 89-102.  
What is your learning style? In class assignment.  
Discuss: What are the legal foundations of special education?  
How is mainstreaming different from inclusion? What is an IEP?  
Examine Teaching and You, page 98.  
Guest speakers, tentative. Respond to presentations.

### ***Unit 1 Test.***

### Unit 2 Foundations

- Week 5: Education in the United States: Its Historical Roots, Chapter 4  
Assignments: Read Chapter 4. Given a Chapter Outline, add descriptive notes  
to identify each heading and bullet point. Who were the people  
and policies that shaped these education systems?  
Synthesize and Evaluate: What would you call the period of  
education we are experiencing currently? Why?  
Interview an older adult. What years were they in school? What  
educational time period was this? What can they tell you about  
an issue of that time period? How have schools/ teaching  
changed since that time?

- Week 6: Education in the United States: Its Historical Roots, Chapter 4 (continued)  
Assignments: Education in the News  
Investigate: Research educational practices in another country.  
Present your findings by comparing educational practices of the country you researched to those of the U.S.
- Week 7: Educational Philosophy and Your Teaching, Chapter 5  
Assignments: Read Chapter 5. Respond to "This I believe" page 148.  
Class Readings and Discussion: Educational Philosophies.
- Week 8: Educational Philosophy and Your Teaching, Chapter 5 (continued)  
Assignments: Chapter 5, pages 168-172.  
Examining Your Beliefs, page 169-170.  
Portfolio Activity, page 174.
- Week 9: Choosing a School, Chapter 6  
Assignments: Read Chapter 6. Class Discussion.  
How do Schools Function? Illustrative project.  
Characteristics of Effective Schools. Trends and Research.  
Grade Retention, page 206. Issue Discussion.  
Portfolio Activity, page 210, Choosing a School.
- Week 10: Governance and Finance: Regulating and Funding Schools, Chapter 7  
Assignments: Read Chapter 7.  
Guest Speakers, respond to presentations.  
Savage Inequalities, investigate and respond.  
Privatization and Commercialization, class discussion.  
Pay-to-Play or Pay to Learn?  
Portfolio Activity, School Finance, page 240.
- Week 11: School Law: Ethical and Legal Influences on Teaching, Chapter 8  
Assignments: Read Chapter 8,  
Class lecture  
Jigsaw Activity  
Portfolio Activity, Deepening Your Knowledge of Legal Issues,  
Page 375, Google Slide Presentation

***Unit 2 Test/ Assessment***

### **Unit 3 Teaching**

- Week 12: The School Curriculum in an Era of Standards, Chapter 9  
Assignments: Read Chapter 9 and accompanying literature  
Components of Curriculum comparison  
Technology and Teaching  
Forces that Influence Curriculum- observation  
Education in the News: The Federal Government Influence on Curriculum, investigate and discuss  
Controversial Issues  
Portfolio Activity, Making Curriculum Decisions, page 304
- Week 13: Classroom Management: Creating Productive Learning Environments, Chapter 10  
Assignments: Read Chapter 10, Classroom Discussions.  
Portfolio Activity, Classroom Rules and Procedures, page 336.
- Week 14: Becoming an Effective Teacher, Chapter 11  
Assignments: Student Motivation and Effective Teaching  
Planning for Effective Teaching - what is involved?  
Implementing Instruction
- Week 15: Becoming an Effective Teacher, Chapter 11 (continued)  
Assignments: Instructional Strategies: Develop a lesson or activity where you can implement one or more of these strategies.  
Portfolio Activity, Developing Teaching Expertise, page 378, for  
YTY

### ***Unit 3 Test/ Assessment***

### **Unit 4 Entering the Profession**

- Week 16: Educational Reform and You, Chapter 12  
Assignments: Read Chapter 12. Related readings in class.
- Week 17: Developing as a Professional, Chapter 13  
Assignments: Read Chapter 13.  
How do you prepare for a future in the field of education?
- Week 18: Developing as a Professional, Chapter 13  
Assignments: Professional Organizations.  
Digital Portfolio.  
Role Play: Interviews

### ***Unit Four Assessment.***

- Week 19: Finals week: **Class Final.**