

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
FALL 2003
COURSE SYLLABUS

Instructor: Amy Coleman
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Office Hours: MW – 9:00 – 11:00; 1:00 – 2:00
T/TH – 9:00 – 10:00; 1:00 – 2:00

I. COURSE NUMBER AND TITLE

Teacher Education 301 – Foundations of Education

II. SEMESTER CREDIT HOURS

Two (2) Semester Credit Hours
No prerequisites

III. CATALOG DESCRIPTION/PURPOSE

An introductory course designed to provide prospective teacher education majors with an overview of the history and philosophy of education. This course addresses professionalism, history, philosophy and sociology of education; global understanding; diversity and governance in education. The course includes the initial development of a professional portfolio for each student as part of the requirements for completion of a degree within the College of Education and Behavioral Sciences.

IV. RATIONALE

This course is needed by the undergraduate as an exploration to determine why one should become a teacher. Prospective teacher education majors will be encouraged to examine their motivation for choosing the education profession and explore the personal and professional skills needed to become effective facilitators of learning. The course content will assist students in gaining an understanding of the historical development of education, foundations of education, professional requirements, opportunities in the teaching profession, the certification process, and professional organizations. A major emphasis of this course will involve students developing a professional portfolio utilizing a technology component.

V. TEACHER EDUCATION MODEL

The UT-Martin Teacher Education Program is designed to develop teachers who facilitate learning by engaging in methods and strategies, which can transform students from passive recipients of information into active participants in their own intellectual growth. As a result teachers need to be reflective practitioners, capable of reviewing, instructing, reenacting, and critically analyzing their own and their students' performance. Thus the UT-Martin Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice.

The following components represent the knowledge and skills a facilitator of learning are expected to develop.

- A. **Knowledge, Skills, and Application**
- B. **Reflective Practice**
- C. **Professional and Ethical Behavior**

VI. OBJECTIVES/GOALS

Cognitive Objectives:

(Letters A-C refer to the Conceptual Framework listed above.)

The learner will:

Cognitive:

1. Be able to identify the requirements for admission to Teacher Education, types of degrees offered, and catalog requirements for programs in education (Conceptual Framework: B).
2. Describe student teaching and state certification procedures (Conceptual Framework: B).
3. Become aware of the legal ramifications of teaching (Conceptual Framework: B)
4. Become acquainted with teaching/administrative personnel in the School of Education (Conceptual Framework: C)
5. Become aware of recent changes in the teaching profession (Conceptual Framework: B)

6. Describe the current status of the teaching profession. (Conceptual Framework: C)
7. Refine their problem-solving skills in preparation for educational leadership roles (Conceptual Framework: A)
8. Gain knowledge of current educational issues related to the philosophy, history, and politics of education (Conceptual Framework: A)
9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities (Conceptual Framework: B)

Affective:

1. Reflect on one's self as a prospective teacher (Conceptual Framework: A, B)
2. Reflect on what teaching is like through the perspective of practicing teacher/administrators (Conceptual Framework A,C)
3. Understand one's motivation and needs in relation to career choice (Conceptual Framework: A, B).
4. Consider student organizations in education as a vehicle of involvement (Conceptual Framework: A, B).
5. Examine their commitment to the teaching profession through reflection of their classroom experiences (Conceptual Framework: B).

VII. COURSE CONTENT/ACTIVITIES

1. The textbook, *Foundations of American Education, Purpose and Promise, 2nd Edition* is required. A supplemental textbook, *Developing a Professional Teaching Portfolio – A Guide For Success* is optional. Considerable in-class time, as well as outside assignments will be reserved for analysis and discussion and completion of assignments.
2. The major emphasis of this course is on developing a professional portfolio, which reflects progress throughout the Teacher Education program. In addition, this course will focus on the history of education.

VIII. EVALUATION PROCEDURES:

1. **Examinations:** There will be three scheduled examinations plus the mid-term and final. Exams may include objective sections and/or discussion. Each exam will be worth 100 points. Quizzes will be given at instructor's discretion. Quizzes will be worth 15 points. It is the students' responsibility to schedule an appointment with instructor to make up an exam. **Note: The mid-term exam will be the completion of the first part of the portfolio.**

2. **Class Assignments:** Assignments are the major part of this class. They will be based on their assigned number of points. Late assignments will be accepted up to two days past the original date, but there will be 5 points deducted each day past the due date. After that time, assignments will **not be accepted**. If an extreme emergency precludes you from turning an assignment in on time, please contact instructor. Many of the assignments will be completed in class. If not, then it is your responsibility to complete them out of class as scheduled.

3. **Attendance, Participation, Promptness, Attitude, etc.:** Students must attend class, as a number of assignments and class participation will be completed at this time. Three absences are allowed. **A letter grade deduction will be given after the fourth unexcused absence. BE IN CLASS ON TIME.** Being on time for class allows the student to be ready to maximize this time to the fullest. **Three tardies equal one absence.** 20 points of extra credit will be given to those students with **NO** unexcused absences.

4. **Grading:** Final grade will be determined by the total # of points you earn from all sources. Grades will be determined as follows:

A = 725 – 800 total points
B = 645 – 724 total points
C = 560 – 644 total points
D = 490 – 559 total points
F = 489 and below total points

5. **Honesty and Cheating:**
 - a. Any student caught cheating is subject to immediate failure and other disciplinary action.
 - b. Any student that chooses to plagiarize is subject to immediate failure and other disciplinary action.
 - c. The policies explained within the student handbook regarding this section will be enforced.

IX. TEXTBOOKS

Hlebowitsh, Peter S. *Foundations of American Education – Purpose and Promise, 2nd Edition*. Thomson Learning, Inc. (2001).

Costantino, Patricia M. and De Lorenzo, Marie. *Developing a Professional Teaching Portfolio – A Guide For Success*. Allyn and Bacon (2002).

IX. REFERENCES FOR OBJECTIVES/GOALS

1. Hlebowitsh, Peter S. *Foundations of American Education – Purpose and Promise, 2nd Edition*. Thomson Learning, Inc. (2001).
2. Costantino, Patricia M. and De Lorenzo, Marie. *Developing a Professional Teaching Portfolio – A Guide For Success*. Allyn and Bacon (2002).
3. The University of Tennessee at Martin Undergraduate and Graduate Catalog

X. PREREQUISITES

None

XI. FACULTY FREQUENTLY TEACHING COURSE

Amy Coleman, Dr. Patricia Hewitt, and Dr. Jim Petty

XII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

All Teacher Education Programs

***Note**

"Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester."