Course Outline

UNIVERSITY STUDIES

EDFX200/EDPRAC 250
Introduction to the Profession of Teaching

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Joel Canete, M. Ed.
Winter, 2013
Course Outline

Instructor: Joel Canete, M. Ed.

Phone Number: (780) 791-4825

E-Mail: Joel.Canete@fmcsd.ab.ca

Office Number: S213C

Office Hours:

Wednesday 6:00 – 7:00 PM

All other times – by appointment.

Hours of Instruction:

Wednesday 3:00 PM - 5:50 PM Room S218

Pre-Requisite(s):

None.

EDFX 200: This course transfers to the University of Alberta and requires 35 hours of practicum per semester.

EDPRAC 250: This course transfers to the University of Lethbridge and requires 60 hours of practicum per semester.

Course Description:

The general aims of EDFX/EDPRAC are to provide students with an understanding of the scope of teaching and the expectations placed on teachers. The course is designed to introduce students to the professional life of the teacher. Attention will be given to the various roles that a teacher is expected to perform within the school workplace and to historical and contemporary issues that influence the teacher’s role.

Course Objectives:

This is a 3-credit course which consists of 3 hours of lecture a week and a practicum. Students will be required to work with a mentor teacher (co-operating teacher) in a local school. This course is intended to help student teachers to:

- Think about how children learn and how teachers assist in that learning.
- Interpret specific instances of teaching and learning from their on-campus and field experiences, so that clear lessons are drawn that will inform their own teaching.
• Strengthen observation skills.
• Build oral / written communication and teamwork skills.
• Enhance reflection and self-critiquing skills.
• Become sensitive to the key issues in education today, such as equity, cultural awareness, inclusion, class management, and student ability to learn.
• Begin to build a foundation of skills in research and with those skills explore the literature to learn basic educational theory.
• Become familiar with the role (duties, responsibilities & rights) and environment of a professional educator in an Alberta school, including school district policies and ATA guidelines.
• Take an active role in the classes to which they are assigned for their practicum and assist their field teacher perform his or her duties.

Guiding Assumptions:

This course is guided by the following seven assumptions:

1. Expertise in teaching is learned and earned in the trenches. Gaining expertise or wisdom is an active process requiring personal participation and commitment.
2. Effective teaching requires the use of pre-planned interventions, strategies and techniques based on physiological, psychological, organizational, and sociological theory.
3. Teachers can maximize the potential for student learning by creating a positive learning environment.
4. Learning environments will vary in order to better meet the diverse and changing needs and abilities of students.
5. The learning environment is strongly influenced by the teacher's beliefs about student ability, teacher role and class management, as well as his or her communication style and strategies, instructional and evaluation skills, and human relation skills.
6. Effective teaching is grounded in self-reflection.
7. The student teacher must take responsibility for his or her learning. He or she must model professional behaviour and attitudes - on and off campus.

Text(s)/Materials Required:

Custom Edition for University of Alberta “Thinking About Teaching”

The EDFX/EDPRAC WebCT website contains lecture notes, assignments, files required for labs, and links to learning resources on the Internet. You are expected to review this site regularly as changes to the course schedule will be posted online.

Evaluation of Student Performance

This course is graded as credit or no credit. To earn credit students must:
- Successfully complete each and every component of the course (with a min of 50%) including the midterm, student presentation, teaching portfolio, and final exam
- Complete all field placement hours and related work (introductory letter, thank you letters, logbook, journal entries, field assignments, self assessment)
- Earn a satisfactory final assessment (in all areas being evaluated) from your co-operating teacher. This document must include signatures from your co-operating teacher and school coordinator.
- Participate actively and positively in all class activities

Attendance

Missing a scheduled class visit without first notifying the cooperating teacher and EDFX/EDPRAC instructor is grounds for failure of this course. This falls under the “professionalism” portion of the EDFX/EDPRAC student teacher assessment. Student teachers in the field will be required to uphold the same standard of professionalism as a certified teacher.

If a student teacher anticipates not being able to attend a scheduled class visit, the student must contact his/her cooperating teacher prior to the lesson and reschedule the class visit at the convenience of your cooperating teacher. In the event that an observation period or meeting is missed due to unforeseen circumstances, the student will be required to provide documentation explaining the predicament (i.e. doctor’s note, police report, etc.) and must make arrangements to make up any lost time.

Students are responsible for their own transportation to their practicum placement. Unreliable transportation is not a valid excuse for missing a scheduled meeting or observation period with a co-operating teacher.

IMPORTANT: The EDFX/EDPRAC instructor must be notified of all changes to any scheduled class visits in writing.

Summary of Course Work To Be Completed

Field Placement Assignments
- Letter of Introduction (1 page max)
- Resume
- Log book
- Reflective Journals
- Field placement assignments (3)
- Midpoint Student Self Assessment
- Final Student Self Assessment
- Thank you Letter

Portfolio Assignment
- Table of contents
- Letter of Introduction
• Resume
• Philosophy of Education (2 pages Max)
• Teaching Reflections (min 2)
• Teaching Evaluations- cooperating teacher assessment
• Student Self Evaluation
• Teaching Artifacts (Sample Lesson Plan, photos -optional, bulletin board, student drawings or thank you notes- follow FOIP guidelines)
• Accomplishments (certificates, first Aid, Professional Organizations- student ATA, Awards scholarships, volunteer work, coaching, interest)

Other Course Related Assignments
• Midterm
• Final Exam
• Student presentations
  • No learner can obtain information from another student during an exam.
  • No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
  • No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
  • No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission. This includes visual and auditory clips.

Practicum = 50%
Midterm Exam, Field Assignments, Portfolio Assignment and Final Exam = 50%
You must pass all aspects of this course to receive a passing grade.

Grading System:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
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<tr>
<td>D</td>
<td>Minimal Pass</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
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</tbody>
</table>
Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the Alberta Council on Admission and Transfers.

Students who do not complete all the required work should not expect to pass the course.

_Students should consult:_

http://www.keyano.ca/current_students/examinations/index.htm

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18, 2013</td>
<td>Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)</td>
</tr>
<tr>
<td>March 6, 2013</td>
<td>Mid-term examination (tentative)</td>
</tr>
<tr>
<td>March 8, 2013</td>
<td>Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)</td>
</tr>
<tr>
<td>April 19, 2013</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 22-30, 2013</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

**MOODLE 7**

Go to [http://ilearn.keyano.ca](http://ilearn.keyano.ca)

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Go to Log In Type in your student ID number with the dashes in the user name box (000-0000). Repeat the same ID number in the password box. For further instructions please see the Moodle handout.

Lecture topics, readings, etc. will be posted in the calendar (click on calendar in the Moodle control panel to your left). Please check your Moodle frequently. Links will also be posted in the calendar to readings and relevant websites on the internet. Assignments may be handed in using Moodle.

**Equality, Equity and Respect**

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.
Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
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- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 9</td>
<td>Introduction to course; The profession of teaching</td>
<td>Selected handouts and course information.</td>
<td>Welcome!</td>
</tr>
<tr>
<td>2</td>
<td>January 16</td>
<td>Being a Teacher</td>
<td>The Heart of a Teacher: Identity and Integrity in Teaching (p. 4). Palmer; Putting What You Already Know About Teaching Into Perspective (p. 19. Pugach.)</td>
<td>Draft letter of introduction and resume due</td>
</tr>
<tr>
<td>5</td>
<td>February 6</td>
<td>Accountability, Student Assessment and the Need for a Comprehensive Approach</td>
<td>Accountability, Student Assessment and the Need for a Comprehensive Approach (p. 124). Volante.</td>
<td>Philosophy of Education due; Mentor Teacher meeting</td>
</tr>
<tr>
<td>6</td>
<td>February 13</td>
<td>Approaches to Learning</td>
<td>Learning Style Inventory</td>
<td>Work on field assignments and reflective journal</td>
</tr>
<tr>
<td>7</td>
<td>February 20</td>
<td>Classroom Management</td>
<td>&quot;They Think That Swearing is Okay&quot;: First Lessons Behaviour Management (p. 105). McNally, I'anson, Whewell &amp; Wilson.</td>
<td>Field assignment #1 due</td>
</tr>
<tr>
<td>9</td>
<td>March 6</td>
<td>Midterm Exam</td>
<td>Student Mid-Self Assessment due; Log Book check</td>
<td>Reflective journal check (4)</td>
</tr>
<tr>
<td>Date</td>
<td>March 13</td>
<td>March 20</td>
<td>March 27</td>
<td>April 3</td>
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<td>10</td>
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<td>11</td>
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<tr>
<td></td>
<td>Teaching and Learning</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>Inclusion</td>
</tr>
<tr>
<td></td>
<td>entries minimum; Lesson plan due; Student presentations</td>
<td>Student presentations</td>
<td>Student presentations; Field assignment #2 due; Start thank you letters; Log Book check</td>
<td>Field assignment #3 due</td>
</tr>
</tbody>
</table>

**Final Exam between April 22 – 30, 2013**

*This course calendar is a tentative schedule and is subject to change. It is your responsibility to check the Moodle site regularly for schedule changes!*
Course Outline

UNIVERSITY STUDIES

EDFX 200/EDPRAC 250

Introduction to the Teaching Profession

Winter, 2013

3 CREDITS
3 HOURS PER WEEK

_____________________________   _______________________________
Joel Canete, Instructor   Date

Reviewed and approved by:

_____________________________   _______________________________
Vincella Thompson, Chairperson   Date

_____________________________   _______________________________
Guy Harmer, Dean   Date