A course to provide prospective teachers with learning experiences that will reflectively analyze the teaching profession as it exists in our American educational system. Students will be expected to "reflectively analyze" the course content and the field experiences. In addition, students will use the content and ideas presented in class, from the readings and from the field experiences, to analyze and explain educational decisions. Class will consist of 16 one hour seminars and 2 hours per week for 10 weeks for each hour of credit.

Entry Level Standards:

Students must able to read and write at the college level.

Corequisite:

ENGL 1010

Textbook(s) and Other Reference Materials Basic to the Course:

American Education by Joel Springer
EDU 1000 Student Handbook

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to class; syllabus requirements</td>
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<tr>
<td>2</td>
<td>Process of reflective analysis</td>
</tr>
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<td>3</td>
<td>Purpose of public schools</td>
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<td>4</td>
<td>Process of teaching</td>
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<td>5</td>
<td>Teachers' unions and teacher politics</td>
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<td>6</td>
<td>Social structure and American education</td>
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<td>7</td>
<td>Equality of educational opportunity</td>
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<td>8</td>
<td>Multicultural education</td>
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<tr>
<td>9</td>
<td>Mid-term Exam</td>
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</tbody>
</table>
II. Course Objectives*:

A. Develop an appreciation for the "process" of teaching II.1
B. Develop an awareness of the daily routine in teaching II.2
C. Discover some of the realities of a teaching career and evaluate the teaching profession as a possible career choice. VII.4, II.1
D. Develop an understanding of how education currently functions in our society IV.3
E. Develop a sense of how education may function in the future IV.3
F. Develop and employ "reflective inquiry" thinking strategies III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Listen to guest speakers from various educational settings to discover demands of teaching profession. Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy
2. Observe classroom dynamics in various educational settings. Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy
3. Utilize reflective inquiry thinking processes to integrate text and classroom observation. Communication Outcome, Problem Solving and Decision Making Outcome
4. Use journaling as a technique to facilitate classroom observations and discussions. Communication Outcome, Information Literacy Outcome, Transitional Strategy
5. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. Personal Development Outcome
6. Use Internet for communication with instructor and other class members. Communication Outcome, Technological Literacy Outcome

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.
IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Use observation as a learning tool. F
2. Internalize teaching terminology. A, B
3. Function as an aide for the co-operating teacher. A, B, C, D, F
4. Identify a variety of variables that affect how students learn. A, C, F
5. Understand the current role of public education. C, D
6. Integrate text and personal observation into reflective analysis. F
7. View their choice of teaching as a career objectively. A, B, C, D, E, F
8. Identify internal and external forces affecting education today. C, D
9. Conceptualize how education may function in the future. C, E
10. Examine the concepts of equal educational opportunity and multicultural education. C, D, E, F
11. Develop an awareness of how local, state and federal controls affect schools, teachers and students. C, D, F
12. Analyze current curricular decisions and how they affect what is being taught and not being taught in the schools. C, D, F
13. Examine how the court system has affected schooling. C, D, F

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 60% of grade

There will be a midterm and final exam covering material presented in the text and seminar sessions. There will also be 4 reflective analysis papers due at various times of the semester.

B. Field Work: 40 % of grade

Students must observe in the K-12 setting for two hours per week for 10 weeks per hour of credit for the course. Placement in the schools will be discussed with students at the first seminar. (See student handbook for more information on the field experience.) Students will also be required to complete one journal entry after each observation. Students who fail the field experience will also fail the class.

C. Grading Scale:

\[
\begin{align*}
90-100 &= A \\
80-89 &= B \\
70-79 &= C \\
60-69 &= D \\
Below 59 &= F
\end{align*}
\]
VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Late Assignments:

Late assignments will be graded only if they are turned in within one week of the due date. Late work will receive half credit.