

New Course Request

Indiana University

OK ~~(initials)~~ ^{OK}
~~South Bend~~ Notchburg campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Education 2. Academic Subject Code EDUC

3. Course Number F100 (must be cleared with University Enrollment Services) 4. Instructor Melinda Butler

5. Course Title Introduction to Teaching

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall, 2002

7. Credit Hours: Fixed at 3 GM 1 or Variable from -- 1 to -- 3

8. Is this course to be graded S-F (only)? Yes X No _____

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: This introductory course for prospective teachers provides an orientation to the teaching profession. Covers program and state requirements, diversity as it relates to schools, teaching, and learning; and presents skills necessary for becoming a successful student/teacher. Includes a service learning component.

11. Lecture Contact Hours: Fixed at 35 or Variable from -- 1 to -- 35

12. Non-Lecture Contact Hours: Fixed at -- or Variable from -- to --

13. Estimated enrollment: 150 per semester of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Fall/Spring Will this course be required for majors? Yes

15. Justification for new course: Overview for prospective teachers of careers in education.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

G. M. [Signature] Date 5-1-02
Department Chairman/Division Director

Approved by:

G. M. [Signature] Date 5-1-02
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

OK Educ. Council 8/14/02
[Signature]

After School Division approval, send the original copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White

Approved: [Signature]
Chair, Academic Senate Curriculum Committee.

Introduction to Teaching F100

Instructor: Melinda Butler

Office: NS 361

Telephone: 574- 237-4546

Office Hours

Email: mebutler@iusb.edu

Course Description: 1 Credit Hour Course.

A freshman level course that provides a general introduction to the teaching profession and to various styles of learning.

Students will explore educational careers, teacher preparation and professional expectations as well as requirements for teacher certification, in order to be able to make informed decisions regarding their college program as well as their future professional needs.

Issues of diversity in schools, teaching and learning will be examined. A service learning component will enhance the objectives of this course.

Text: Ryan, K. and Cooper, J.M. (2002). *Kaleidoscope: Readings in Education* 9 edition. . Boston: Houghton Mifflin Company

IUSB Teacher Education Handbook

After successfully completing this course, you will be able to:

Identify motives for wanting to become a teacher.

Demonstrate understanding of the requirements for admission into the Teacher Education Program (TEP).

Complete an individual plan of study toward graduation and licensure.

State current issues in education

Identify various styles of learning

Practice characteristics of a reflective practitioner

Purpose and Goals:

1. Students will become familiar with teacher licensure laws and options in the state of Indiana in order to make informed career choices.

IPSB/ INTASC Standards # 7, 9, 10 NCATE Standard #1

2. Students will understand the requirements and process of preparation for admission into the Teacher Education Program at IUSB and be able to chart their own educational program through graduation. Portfolio will be introduced.

IPSB/ INTASC Standards # 7, 9, 10 NCATE Standard #2, 3

3. Students will become aware of current trends and opportunities in the field of education and examine issues of diversity as it relates to the student, their learning, and their future profession.

IPSB/ INTASC Standards # 2, 3, 5, 6 NCATE Standard #1, 3

4. Students will become aware of current trends and issues as it relates to schools, classrooms, and education.

IPSB/ INTASC Standards # 3, 5, 6, NCATE Standard # 1, 3, 4

5. Students will practice the characteristics of a reflective practitioner and become familiar with the terminology of the education profession.

IPSB/ INTASC Standards # 9, 10 NCATE Standard #1, 3

6. Students will examine how individual differences and learning styles effect learning.

IPSB/ INTASC Standards # 2, 3, 5, 6 NCATE Standard #1, 3

7. Students will complete a brief service learning opportunity and reflect on their experience

IPSB/ INTASC Standards # 7, 9, 10 NCATE Standard #3, 4

Course Requirements

Students will be evaluated on the following:

1. Active participation in class. This assumes consistency in attendance and includes preparation of assigned readings, critical reflection on course content as evidenced in asking and responding to questions, participation in class discussion and interaction with others in small group settings.
2. Portfolio entries
3. Development of a course of study and the completion of a Progress Projection Sheet.
4. Five hours of documented service learning.
5. Written Reflection Papers

Meeting the Standards in F100

NCATE Standards

Standard 1 - Knowledge, Skills, and Dispositions

Explore components of successful teaching

Identify personal strengths/ weaknesses in light of "effective teaching"

Explores issues related to education

Standard 2 - Assessment System and Unit Evaluation

Portfolio Development will begin.

Standard 3 - Field Experiences and Clinical Practice

Service Component provides a beginning experience in working with children

Begin portfolio development

Standard 4 - Diversity

Introduction to diversity issues through classroom activities, service component and on campus presentations

Identify... own issues concerning teaching of diverse students

Explore learning styles

IPSB Standards

Principle 2 - Understands how children learn

Dispositions - Appreciates individual variation and respects diversity.

Uses students' strengths as basis for growth

Principle 3 - Understands how students differ in their approach to learning

Dispositions - Appreciates and values human diversity, respects students as individuals, sensitive to cultural norms

Principle 6 - Fosters interaction in the classroom

Dispositions- Appreciates cultural dimensions of communication and seeks to foster culturally sensitive communication.

Principle 7 - Plans instruction

Dispositions - Values long and short term planning, open to adjustments

Principle 9 - Reflective Practitioner

Dispositions - Refines teaching abilities; recognizes responsibility for supporting professional practices; consults with other adults

INTASC Principles

Principle #3- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

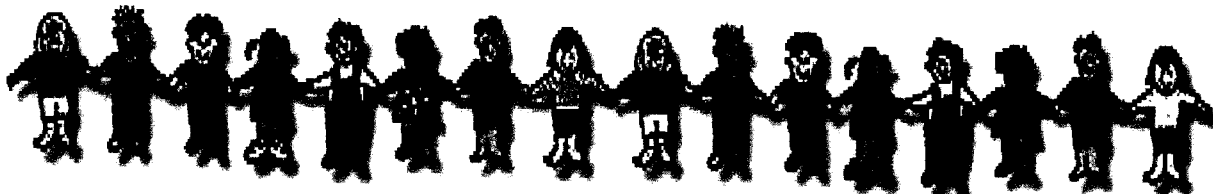
Principle #6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9 - The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10 - The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well being.

Course Content

- I. Introduction to the the World of Teaching
 - Class Overview
 - Professional Portfolio introduction
- II. Identify Motives for Teaching
 - The Mountains and the Mole Hills
 - Examine what is required to be a successful teacher.
 - Service Component - working in a diverse setting
- III. Resources
 - Teaching Organizations; Literature
 - Writing Center; Computer Lab; Library
- IV. Diversity in the Teaching Profession
 - Supply and Demand - salary in Indiana
 - Fields in Teaching - Early Chld.; Elem.; Middle; Sec. Sped,Substituting? Para?
 - Diversity in Schools - Bias and Discrimination Issues
- V. Toward Becoming a Teacher
 - Teacher Preparation - What it takes
 - State Requirements/ Licensing/ Certification
 - Teacher Education at IUSB
 - Overview of STEPS and course work needed to complete program
- VI. Today's Classrooms -
 - Teaching in today's classrooms, issues and expectations
 - Current teaching trends and issues
 - video
 - Portfolio Development
- VII. Diversity of "Self"
 - Identifying strengths/ weaknesses
 - How understanding one's own diversity can make a better teacher
- VIII. Diverse Learners
 - Multiple Intelligences; Learning Styles
 - Study Strategies; Time Management; Goal Setting



References

Armstrong, Thomas. (1994). *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Armstrong, Thomas. (1993). *7 Kinds of Smart: Identifying and Developing Your Many Intelligences*, New York: Plume.

Ashton-Warner, Sylvia (1963). *Teacher*. Simon & Schuster, Inc. , New York.

Codell, Esme R. (2001). *Educating Esme: Diary of a Teacher's First Year*/ Algonquin

Coretes, Carlos E. (2000). *The Children Are Watching: How the Media Teach About Diversity*. Vermont. Teachers College Press

Delpit, Lisa D. (1996). *Other People's Children : Cultural Conflict in the Classroom*. New Press

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic.

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Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic,

Grant, Gerald. (1988.) *The World We Created at Hamilton High*. Cambridge, Mass.: Harvard University Press,

Haskins, James. (1969). *Diary of a Harlem Schoolteacher*. New York: Grove Press.

Herndon, James. (1985). *Notes from a Schoolteacher*. New York: Simon & Schuster,

Paley, Vivian Gussin. (1998). *White Teacher* . Harvard University Press.

Paley, Vivian Gussin. (1998). *The Girl With the Brown Crayon*. Cambridge, Ma. Harvard University Press.

Task Force on Teaching as a Profession. *A Nation Prepared: Teachers for the 21st Century*. New York: Carnegie Corporation of New York, 1986.

Online http://www.nbpts.org/standards/know_do/intro.html

Teaching Tolerance

<http://www.tolerance.org/index.jsp>