State University of New York College at Cortland
School of Arts and Sciences
AED 391 - Introduction to Adolescent Education (WI)
SPRING 2011

Course Information:
3 Credit Hours

Instructor's Information:
Bill Lee, Instructor
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Required Text: Kellough, R. D. & N. G. Kellough. (2011) *Secondary School Teaching: A Guide to Methods and Resources, 4th edition.* Upper Saddle River, NJ: Pearson Education. (ISBN 0-13-170930-5)

Course Description:
Students will develop and refine a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation / teaching experience.

Course Attendance Policy:
BE HERE!!! BE SURE TO SIGN ATTENDANCE SHEET!!! You will lose 1/3 of a letter grade for each unexcused absence. Tardiness is frowned upon. Please act professionally and arrive on time.

Please Refrain from Using Mobile Electronic Devices During The Class Session

Despite Technology's Ascendancy And Sway, Education Remains People Working With People Toward Fulfillment
These Gadget Can Be An Unnecessary Interloper That Keeps Folks From Building A Learning Community!
If You Feel An Overwhelming Need To Communicate With Another Human Being During Class Time,
Turn To The Girl Or Guy Next To You And Discuss What We Are Discussing About Teaching And Education.

Objectives of the Course and How They Reflect Specific Components of Cortland's Conceptual Framework:

Student Will Develop The Ability To:

* Identify and analyze the role of education and teachers in society by examining current educational issues through the reading of texts and articles

* Recognize and synthesize the key elements of "invitational education" by developing and refining a coherent and comprehensive personal educational philosophy

* Assess his or her readiness for teaching by preparing a portfolio displaying teacher competencies and completing a field placement assignment

* Evaluate teaching and cooperative skills by researching, developing, and executing a lesson within a group context

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, request for accommodations should be made as early as possible.

Evaluation of Student Performance:

Assessment Categories:

- Field Placement Experience	P/F	- Article Reviews & Papers	150 Pts.
- Attendance & Participation	160 Pts.	- Student Lessons	440 Pts.
- Portfolio	1000 Pts.	- Final Examination	50 Pts.
- Mid-Term Examination	200 Pts.	**TOTAL**	**2000 Pts.**

Student Expectations:

Field Placement Experience **(P/F)**

Each student must complete Twenty-Five (25) Hours of secondary school observations and submit the required New York State field placement attendance form and companion journal.

* Complete 25 Hours at secondary school placement
* Maintain a journal of your experiences
* Share your experiences in class discussions
* Complete required NYS attendance form

No matter how wonderfully informative and entertaining the instructor would like to be perceived, the most important and meaningful slice of this course is the field placement component. During the required twenty-five hour assignment, you will work with a cooperating teacher to get a 'feel' for teaching. While, due to compulsory education, most of the populace considers themselves to be 'experts' on education, you will discover that the transition from in front of the desk to behind the desk takes a great leap in understanding and attitude. Your field experience will make the leap easier.

Attendance & Participation **(160 Points)**

* BE HERE!!! BE SURE TO SIGN ATTENDANCE SHEET!!!
* Unexcused absences will be frowned upon. You will lose 1/3 of a letter grade for each unexcused absence.
* Tardiness will also be frowned upon. Please act professionally and arrive on time.
* Complete required reading, participate in class and group activities, & lead the class in reading discussions

This course is designed to be interactive. What you bring to class is equally as important as what the instructor brings to class. Yes, the burden of designing, implementing, and guiding instruction is mine, but what you discover about teaching and yourself is surely an 'inside job'. It has been said that, "Ninety percent of life is suiting-up and showing-up." The same holds true for this course. "If you ain't here . . . you ain't getting it." And as long as you are going to be here, you might as well be prepared to participate. You will discover quickly that I do not see my role as some type of inoculator here to vaccinate you with my philosophies and beliefs about teaching, but more as a guide, assisting you in the discovery of your own philosophies and beliefs about teaching. I do not have all of the answers. In fact, I do not even have all of the questions. Together, maybe we will find them both. There are fourteen sessions. You will be graded for each, first, for being here and secondly, for your involvement.

Portfolio **(1000 Points)**

* Title Page
* Table of Contents
* Cover Letter
* Resume
* Interview "Cheat Sheet"
* Classroom Expectation Sheet
* Article or Chapter Review
* Mini-Unit
  - Overview
  - Daily Lesson Plans (3)
  - Assessment Instrument (i.e.: quiz)
  - Bulletin Board Design
* Student-Selected Items #1 & #2
* Presentation & Packaging

The largest part of your final average will be determined from a completed portfolio of your experiences. The items collected in your portfolio are designed to correspond with the activities presented in class, the readings, and personal development. Your completed portfolio, from my perspective, is not to be viewed as some type of concluding course activity, but more as a 'living' document which at first may be utilized to shape your teaching philosophy and style, and later, as an effective interview instrument for your first teaching job.

Mid-Term Assessment **(200 Points)**

* Content based upon reading assignments and in class notes and activities

Article Reviews & Papers **(150 Points)**

* Personal Comparison / Contrast Essay
* Complete Article or Chapter Reviews

AED 391 is listed as a writing intensive course. This means, either you will be required to complete intensive writing assignments or to write, intensively. The difference being, the first one requires you to write long, complicated papers on one topic, and the second, asks you to write many short, concise papers. I prefer the second option. You will complete a series of short papers and article and chapter reviews which will force you to analyze and synthesis educational readings. The purpose being to enlighten you and to enhance the concept of 'teaching'.

Student Lessons **(440 Points)**

* Research, prepare, write, and execute a lesson for the class

I have taught two sections of this course for years. A comparison of all of the course outlines, from the first to this one, would show an evolution of my own philosophy, plus the ever-changing landscape of education. The one constant, though, would be the need for AED 391 students to display her or his ability to design, prepare, and implement a lesson. Students will research, plan, and teach a 'lesson' to the class. This assignment combines research, lesson planning, and classroom instructional methods, all critical elements in any teacher's repertoire.

Final Examination **(50 points)**

The final examination will be cumulative, but more of a reflection and affirmation, than a 'nit-picking' exercise. It is a "Take-Home" assignment.

Academic Integrity: Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook

NOTES

* Be Willing To Explore And Expand The Edges Of Your Environment And Experiences!
  As Herbert Spencer warns, "There is a principle which is a bar against all information, which is proof against all argument and which cannot fail to keep a man in everlasting ignorance -- that principle is contempt prior to investigation." Do not be afraid to take a risk.

* This Course Is Designed To Be Interactive, Thus The Quality Of Your Experience Will Be Based As Much Upon Your Performance As My Performance . . . Probably More So!

* This Schedule - Like Most Things In Life - Is Subject To Change!

AED 391: INTRODUCTION TO ADOLESCENT EDUCATION
SEMESTER SCHEDULE – SPRING 2011

#	DATES	ACTIVITIES	READINGS DUE
1	1/24	What Am I Doing Here? Why Do I Want To Be A Teacher? **PC/C ESSAY ASSIGNMENT**	
2	1/31	What Is My Emerging Teaching Style? What Are My Teaching Responsibilities?	Kellough - Chapter 1 **DUE: PC/C ESSAY**
3	2/7	**FIELD TRIP: CAREER SERVICES** What Is the Professional Pathway to Teaching? Why Create a Teaching Portfolio? **PORTFOLIO ASSIGNMENT**	Kellough - Chapters 2 & 11
4	2/14	**GUEST: Missy Stockholm, Field Placement** What Role Does the Field Placement Assignment Play in My Teaching Career? Who Are My Students? What Questions Foster Better Instruction & Learning? **ARTICLE REVIEW I ASSIGNMENT**	Kellough - Chapter 3 & 4
5	2/21	What Is Knowledge and Who Decides? What Are the Keys Questions For Good Planning? How Will the Student Lesson Project Improve My Teacher Preparation? **STUDENT LESSON ASSIGNMENT**	Kellough - Chapter 6 **DUE: ARTICLE REVIEW I**
6	2/28	What Is the Status of the Student Lesson Assignment?	Kellough - Chapter 5 & 7

		How Do I Measure Student Mastery? What Will the Mid-Term Examination Measure? **GROUP TIME**	
	3/7	**NO CLASS - SPRING BREAK**	
7	3/14	**MID-TERM EXAMINATION** **CHAPTER REVIEW ASSIGNMENT** **GROUP TIME**	
8	3/21	How Do I Create a Condusive Learning Environment? What Are the Keys to Classroom Management? What Are Some Effective Instructional Tools? What Is the Status of the Student Lesson Assignment? **GROUP TIME**	Kellough - Chapter 8
9	3/28	GROUP I - Student Lessons	**DUE: CHAPTER REVIEW**
10	4/4	GROUP II - Student Lessons	
11	4/11	GROUP III - Student Lessons	
12	4/18	How Might I Individualize Instruction to Meet the Needs of All Students? What Is the Status of the Student Lesson Assignment? **GUEST SPEAKER: Special Education Specialist**	Kellough - Chapter 9 / 10
13	4/25	What Have I Learned from My Student Lesson?	**DUE: PORTFOLIO**
14	5/2	What's Measured by the Final Examination?	**DUE: FP JOURNALS**
	5/9	Final Examination Submission (Office Hours)	

Alignment with Conceptual Framework and Organizational Standards

* Attendance: Unexcused absences will be frowned upon. You will lose 1/3 of a letter grade for each unexcused absence. Tardiness is also frowned upon. (ISLO 9, CF-Professional Standards)

* Complete required reading, lead class in reading discussions, and complete reading quizzes (ISLO 3, CF-Knowledge Base)

* Participate in class and group activities (ISLO 9; CF-Professional Standards)

* Field Placement: Complete 25 Hours at secondary school placement; receive a positive evaluation from your cooperating teacher; maintain a journal of your experiences; complete a New York State required field placement attendance form; and share your experiences in class discussions ((ISLO 6,7; CF-Professional Commitments)

* Course portfolio: Complete title page; table of contents; introductory letter; resume; educational philosophy statement; classroom expectation sheet; educational article review; mini-unit containing: three daily lesson plans, an assessment instrument (i.e.: quiz), and a bulletin board design; include two student-selected items; and professionally package the document. (ISLO 7, CF- Professional Commitment)

* Research, prepare, write, and execute a lesson for the class within a cooperative learning group structure. (ISLO 3, 10, CF- Knowledge Base & Diversity)

* Reflect and write a personal comparison / contrast essay on teaching styles ((ISLO 7, CF-Prof. Commitment)

* Interpret, summarize and evaluate a variety of educational article (ISLO 7, CF- Professional Commitment)