

Grambling State University
College of Education
(CRN# 21275 & 21276) **ED 112 First Year Experience for Education Majors II**
Course Syllabus

Protecting the Heritage: Cultivating Knowledgeable, Skilled and Compassionate educators and Community Leaders "Where Everybody is Somebody"

Instructor: Suzan H. Bailey	1 Credit Hour
Office Location: Charles P. Adams Hall #19	Spring Semester 2011
Office Hours: Open	9:00 – 9:50 MW
Phone: 318.274.2300	January 19 – May 13, 2011
E-mail Address: baileys@gram.edu	

COURSE DESCRIPTION: (as stated in the course catalog, including, credit hours)

This course is designed to prepare students for success in college, work, and life in the university through an introduction to its history, mission, and philosophy and to student codes of conduct, developing skills needed for success in the field of education, exploring education as a career, developing skills needed to succeed on the PRAXIS I examination (PPST), and developing study skills necessary for negotiating the required curriculum. Candidates will use PLATO PRAXIS preparation software in the Alice B. Smith PRAXIS Preparation Laboratory. This course is offered to education majors in lieu of the general freshman seminar course. This course is also designed to provide opportunities for freshman level students to adopt techniques and strategies that will enhance their success in college, assist them in attaining their educational goals, improve their study skills and develop leadership skills. Teaching modules may include motivation, goal setting, learning styles, time management, and memory, reading the textbook, taking effective notes, test taking skills, embracing diversity, health issues, critical thinking and library skills. One lecture hours each week. 1 Credit Hour Total

Conceptual Framework Theme and Selected Program Outcomes for the Course

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education program at Grambling State University graduates teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The department recognizes three strands: masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors.

Program Outcomes for Each Strand

1.0 Knowledge: Masters of Subject Matter Content

- 1.1 Demonstrate knowledge of content knowledge that underlies professional competencies. (Cognitive)
- 1.2 Apply knowledge of best pedagogical practices for use in the instructional process.(Cognitive, Psychomotor)
- 1.3 Describe diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)
- 1.4 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)
- 1.5 Plan effective lessons and demonstrate effective delivery strategies. (Cognitive, Psychomotor)
- 1.6 Interpret and implement appropriate and multiple measures of assessment. (Cognitive and Psychomotor)
- 1.7 Articulate the value of reflective practices, knowledge inquiry and critical thinking behaviors. (Cognitive, Affective)
- 1.8 Identify personal, professional, and curricular values.(Cognitive , Affective)

2.0 Skills: Facilitators of Learning

- 2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)
- 2.2 Create and maintain effective management strategies (organization of time, space, resources, and activities, (Cognitive, Psychomotor)
- 2.3 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
- 2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
- 2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)
- 2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor).
- 2.7 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
- 2.8 Commit to the continuing development of life-long learning in a global society. (Affective)
- 2.9 Relate knowledge of educational theories to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)
- 2.10 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)
- 2.11 Utilize technology in planning and presenting lessons, research, professional development (Cognitive, Psychomotor, Affective)

3.0 Enhancers and Nurturers of Affective Behaviors (Dispositions)

- 3.1 Display positive self-concept development and respect for other. (Affective)
- 3.2 Practice a positive attitude and mutual respect for other. (Affective)
- 3.3 Display sensitivity to diverse learning styles and multiple intelligences. (Psychomotor, Affective)
- 3.4 Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
- 3.5 Organize school, family, and community partnerships. (Cognitive, Psychomotor)
- 3.6 Influence the development of healthy mental, physical, and social lifestyles. (Psychomotor, Affective)
- 3.7 Display a commitment to the improvement of student learning school improvement. (Psychomotor, Affective)
- 3.8 Display a classroom climate that is conducive to learning. (Psychomotor, Affective)

RATIONALE: Education majors face the challenges of passing PRAXIS I to be admitted to the teacher education program. They have usually taken all 100 and 200 level courses in education by the end of their third semester in school and may not take 300 and 400 level courses until they have passed PRAXIS I. Many are stalled at this level for at least one semester. Earlier focus on testing needs is expected to alleviate this problem. Assistance with PRAXIS preparation at entry provides optimum time for meeting the PRAXIS I requirement by the end of the third semester in school. Offering First Year Experience for Education Majors is expected to meet this need.

COURSE GOALS: The goals of this course are to assist candidates in meeting PRAXIS I requirements by providing specific preparation in reading, writing, and mathematics, introduce candidates to the advantages and disadvantages of a career in education, use research-based strategies for meeting the demands of university coursework, and develop skills in self-analysis, relationship building, and functioning effectively in the university environment.

COURSE OBJECTIVES:

Teacher candidates will:

1. Demonstrate consistent improvement of PRAXIS I scores on PLATO practice Tests (Reading, Writing, and Mathematics)
2. Demonstrate improvement in reading, writing, and mathematics skills
3. Identify problem areas through reflection and discussion
4. Identify tutoring needs and sources for obtaining tutoring
5. Demonstrate subject-subject test-taking skills
6. Demonstrate mastery of strategies for taking examinations in reading, writing, and mathematics
7. Demonstrate knowledge of current educational issues
8. Articulate advantages and disadvantages of entering the teaching professions
9. Critique educational issues from various viewpoints
10. Demonstrate use of language processes to explore and construct meaning with text
11. Use class notes to analyze, question, synthesize, and apply information learned in class
12. Employ a systematic process for taking notes (Cornell Note-Taking System)
13. Employ reading strategies appropriate to subject/material
14. Employ problem solving strategies
15. Use reference sources effectively
16. Explain personal goals and objectives in relation to the mission and history of Grambling State University
17. Develop and implement a service-learning project.

COURSE CONTENT:

- I. Preparation for Praxis I Examination
 - Pre-test in each of the three sections
 - Review concepts, methods, and pedagogy in reading, writing, and mathematics
 - Use PLATO software for needed review
 - Help candidates identify problem areas through reflection and discussion
 - Identify remediation needs
 - Identify sources for obtaining tutoring and other remediation services
 - Participate in subject specific test taking skills workshops to prepare for taking PRAXIS reading, writing, and mathematics examinations
- II. Introduction to Teaching Profession
 - Explore current educational issues
 - Explore pros and cons of teaching profession
 - Critique educational issues from various viewpoints
- III. Study and Time Management Skills
 - Note taking methods
 - Strategies for reading in the content areas
 - Problem solving strategies
 - Using references sources

COURSE REQUIREMENTS:

1. Regular class attendance
2. Use PLATO PRAXIS Preparation Software two hours per week for fifteen weeks or until Meeting PRAXIS I requirements
3. Complete eight field experience hours
4. Maintain a notebook containing complete notes for all classes on schedule
5. Present critiques as assigned
6. Compose written reports and essays as assigned
7. Complete cooperative and collaborative assignments
8. Complete service-learning project

INTENDED AUDIENCE:

Freshman Education majors who have less than 30 semester hours. Transfer students with 30 or more semester hours will not be required to take First Year Experience for Education Majors.

INTENDED STUDENT OUTCOMES:

Core Competencies – (Basic Intellectual Competencies)

- **Reading:** Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.
- **Writing:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each an outcome or result in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
- **Speaking:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.
- **Listening:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **Critical Thinking:** Grambling State University defines critical thinking as the dynamic process of questioning preconceptions and biases through the gathering and evaluation of data to reach new conclusions that consider realistic implications and consequences.
- **Computer Literacy:** Computer literacy at the college level means the ability to use computer-based technology in communication, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available. Use of PRAXIS Lab, Brown Hall Lab and other on-campus technologies.
- **Test-taking:** Competency in test-taking is the ability to master concepts and effectively produce or reproduce information for examination purposes. Developing this competency includes mastery of Praxis I examination (PPST), exhibiting the ability to define and master content areas to be covered on the PRAXIS examinations, identifying and determining strengths and

weaknesses in content areas in order to effectively prepare for PRAXIS examinations, identifying books, courses, and other resources useful in preparation for PRAXIS examinations.

ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

Assessments for the Core Intellectual Competencies –

- Reading – Reading will be measured by the student's demonstration of understanding and interpreting assigned reading material and written instructions from the text *Becoming A Master Student*, and assigned readings by the instructor.
- Writing – Writing will be measured by the student's completion of journal entries, discovery statements, and completion of quizzes.
- Speaking – Speaking will be measured by small group discussions, individual, dyad and group exercises, group sharing and group presentations.
- Listening – Listening will be measured by the student's appropriate interpretation of spoken communication and exhibiting appropriate responses to spoken communication. In addition, students will be able to retain and apply course lecture content.
- Critical Thinking – Critical Thinking will be measured by the student demonstrating an ability to apply the standards and elements of thinking to student success techniques and strategies.
- Computer Literacy – Computer literacy will be measured by the student's successful completion of the library assignments using the computerized resources of Grambling State University's library and Internet Search Engines, use of PRAXIS Lab and Brown Hall lab and other technologies.
- Test-taking – Test-taking will be measured by the student's successful completion of test, quizzes and other forms of assessments that determine PRAXIS exam readiness and mastery of course content. Test-taking will also be measured by the successful completion of PRAXIS examinations.

INSTRUCTIONAL PROCEDURES:

Approximately 20% of the course will consist of lectures.

Approximately 40% of the course will consist of student presentations, PLATO/PRAXIS Lab participation, field experience participation and class/exercise participation.

Approximately 30% of the course will consist of tests and examinations.

Approximately 10% of the course will consist of career action planning.

COURSE REQUIREMENTS AND POLICIES:

Required Textbooks, Materials and Equipment –

Required textbooks and material:

1. CLASS College Learning and Study Skills, 7th Edition Debbie Longman and Rhonda Atkinson.
2. Student planner (month at a glance version)
3. One 1 ½ -inch Three Ring Notebook
4. Highlight markers
5. Dictionary

6. 3x5 note cards.

Assignments – (Appropriate due dates, schedules, deadlines)

See Instructor's attached weekly schedule for course assignments and dates.

Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should contact Student Counseling Services. At a post-secondary institution, you must self-identify as a person with a disability; the staff in Student Counseling Services will assist you with the necessary information to do so.

Attendance – Enrollment in the First Year Experience for Education Majors is an institutional requirement for freshman students declaring education as a major. Students who transfer to Grambling State University with 30 or more semester hours will not be required to take Freshman Seminar for Education Majors. Attendance is mandatory in order to achieve academic success.

EVALUATION AND GRADING:

Grading Criteria

20% Quizzes
30% Service-learning
30% Reflective Essay - Praxis I Preparation Activities
20% Final Exam
100% Total

Determination of Grade

90 – 100% A
80 – 89% B
70 – 79% C
60 – 69% D
59% & below F

SYLLABUS MODIFICATION:

The instructor reserves the right to modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

PLAGIARISM AND ACADEMIC INTEGRITY:

Grambling State University considers cheating of any form on a quiz, examination, or assignment to be a very serious offense. Any student not adhering to the code of honor policy will be subject to likely consequences of censure, disciplinary probation, suspension, and/or dismissal from the university.