

TE 803 SS 11
Section 11- Michael Broda
111 Erickson Hall

Syllabus

Introduction

The spring semester of this course continues to be oriented around the goals set forth in the Fall 10 syllabus that includes learning to reason with cases; managing your own learning and professional development; motivating students to learn; and consolidating effective classroom management. But there is a particular emphasis in this semester as well and that is responding to student diversity.

We will pursue this theme in a variety of ways: in the case we ask you to work on; in the continuation of your professional development project; in class discussions and readings, blogs, and responses to each other's work. We also will pursue some special topics related to this general issue and these include (1) an orientation to student diversity in the classroom; (2) issues of special education; (3) English language learners; and (4) working with parents and other adults. For each of these special topics we will combine classes for introductory sessions in the Kiva (during our on-campus days) with follow-up work in your individual classes.

And, as we progress through the semester we will also be scheduling work related to your job search, including for example preparing resumes and cover letters, addressing common interview questions, and using artifacts from your teaching (eg lesson and unit plans) in the job search process.

Accompanying this syllabus are the projects you will work on over the semester with dates due for your work. These include the common case and the continuation of your self-directed professional development plan, each with rubrics for use in assessing your work. These are your primary projects for the semester, along with readings and blogging you will do, as directed by your course instructor.

This semester is intense and we strongly encourage that you manage your work efficiently, for which we have two strong recommendations. First, take time at the beginning of the semester in planning how to focus and integrate all of your work—across the internship, TE 803 and 803, job search—around a small set of themes, ideas, practices you want to improve. Think about how to make the various projects and assignments relate to one another so that you are working not on a scattering of individual things but one or two main objectives for your learning. And the second recommendation is to stick tightly to due dates. If you begin to slip work, then it will bunch up and overwhelm you. Instead, plan ahead and make time to turn in work on schedule. This will reduce overall stress and keep you on track.

Schedule of Classes, Topics, and Projects- a detailed schedule of all in-person and online course sessions is available on our ANGEL site. Click on the tab labeled “Overview, Calendar, and Assignments.”

Course Policies

Please review all policies and class norms/procedures as set forth in the syllabus for TE 801 FS 10.

Grading

Student Diversity Case Assignment: 25%

SDPD Project: 25%

Portfolio Items (Resume and Cover Letter): 25%

Class Participation: 25%