

## TE 804: Reflection and Inquiry in Teaching Practice

*Social Studies, Section 15*

*Spring 2011*

*130 Erickson Hall, Fridays 9:10am-12:00pm*

Instructor: Kristy Brugar  
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Office Hours: by appointment (these can be done in-person, on the phone, via skype, etc.)  
Meeting Time: Fridays\*\*, 9:10am – 12pm  
Meeting Room: 130 Erickson – note this is a special technology classroom and no food and no drink other than water are permitted.

\* email is the most reliable and efficient way to communicate with me

\*\* Meeting Dates:

MSU: January 14, 21, 28; March 18; April 29

Online: February 4, 11; March 25; April 15, 22,

Onsite: TBD; You MUST attend at least one session.

FYI: MSU Job Fair is April 11. For further information:

<http://careernetwork.msu.edu/teacher-fair-candidate-information>

### Course Readings:

You need to purchase *Shifting Sands: Balancing U.S. Interests in the Middle East*. Use the attached link to purchase: <http://www.choices.edu/resources/detail.php?id=24>.

It is your choice as to whether you wish to purchase the electronic or hard copy version. **You will need this for class on January 28, 2011.**

Required readings will be posted on Angel. It is expected that you have completed the assigned readings prior to class and can discuss the content – and your professional reaction to it – in a purposeful manner.

### Enduring Understandings

To ground assignments, conversations, observations, seminars, and visits, we will be exploring the five enduring understandings that the social studies department has identified as core precepts for our curriculum. It is our hope that you will take these five understandings in order to create your own definitions and applications as you develop as a professional educator.

***Teachers (and Students) Create the Curriculum.***

Curriculum is that from which we learn and it is never neutral. It embraces the what, how, and why of learning. Teachers use resources, materials, and student ideas to create learning opportunities that are meaningful, authentic, and socially-relevant.

***Teachers Value the Cultural, Social and Intellectual Funds that Students Bring to School.***

Teachers accept and value what children bring to school. Teachers scaffold learning by using students' prior knowledge, prior life experiences, personal life goals, role models, values, and talents.

***Teaching is a Learning Profession.***

Teachers continue to learn and grow as they provide access to learning for self and others. Teachers learn as they use past life experience to solve professional problems in the present and to imagine a better future. Teachers learn in collaboration with others. Outside of the classroom, teachers are always reading and everything they read is filtered through their teaching.

***Social Studies Teaching is Interdisciplinary and Connect Students to the World Around Them.***

Social studies teachers create connections to the world through active inquiry and the use of dynamic teaching strategies. Social studies teachers pull out the "big ideas" as they investigate essential questions with their students. Social studies teachers connect students to the world around them through the curriculum and assessments they have created. Social studies teachers draw from all areas of knowledge (both academic and artistic fields) in their lessons and units.

***Teachers and Students are Citizens.***

Citizens make informed choices and are aware of the impact of their choices on others (locally and globally). Citizens care both about the common good and the unique needs of individuals. Teachers and students recognize and respect each other as citizens of the classroom, school, community, nation and Earth.

**Course Overview**

Throughout your intern experience and your previous coursework you have been asked constantly to become a thoughtful practitioner about what it means to be social studies teacher. This semester we will continue to try to bridge the perceived gap between theory and practice in your classrooms. By the end of the semester I would hope to see that you have come to

reconcile the ideas of theory and practice to create a teaching style that works for you and one that actively engages your current and future students. This course begins with the belief that in order to help one imagine the possibilities for his/her teaching practice, one must make the practical more theoretical, and the theoretical more practical. I invite you to think of this course-compromised of the class meeting times, activities and coursework- as time you have purchased to do the difficult work of theorizing- and even rethinking your practice.

As was the case in TE 802, the course will be set up in a seminar format. One part of the class will (typically) be centered around the discussions you are having in and about your placements. This portion of the seminar will be heavily dependent on your own experiences and what you are (and are not) thinking about how those experiences affect the teacher you are becoming. The expectation is that you (individually and as a class) will take the primary responsibility in shaping those discussions. We will then report out on the pop culture artifacts, participate in a learning strategy, and then move on to an activity or reading that is intended to broaden your thinking about what is and could be social studies education. The assignments and activities in this class are designed do encourage you to think critically about the assumptions, purposes, standards, and consequences of social studies education. The choices we make as educators will change the way that our students, as well as ourselves, view their/our/the world, the way it worked and works, and the persons and institutions that act upon our society. As such your opinions and worldviews are key to the success of an active dialogue about all of these issues and their impact on the your teaching practices as a whole.

### **Course Requirements**

Your grade for the course is comprised of the following requirements:

<b>Assignment</b>	<b>Due Date</b>	<b>Percentage of Final Grade</b>
<b>Attendance/Participation @MSU</b>	<b>Ongoing</b>	<b>10</b>
<b>Teaching Analysis</b>	<b>March 18</b>	<b>15</b>
<b>Portfolio</b>	<b>April 22</b>	<b>10</b>
<b>Capstone Project</b>	<b>February 4 (Proposal)</b> <b>April 29 (Final Project/Presentation)</b>	<b>25</b>
<b>Online Sessions</b>	<b>Ongoing</b>	<b>40</b>

#### ***Attendance/Participation (10)***

The program’s attendance policy is explained in the Intern Handbook. In brief, you are expected to be professional with respect to attendance and punctuality for this seminar as you would in your professional life as teachers. In general, you are expected to attend and actively participate in all class meetings. If by any chance, you have to miss a seminar you are required to inform me in advance (email is preferred). The new course design was created to keep you in your buildings while providing university support. There is no valid excuse for missing class due to a school event. Those will not be considered an excused absence. Missing more than 1 class is grounds for failing the course. Being chronically late (2-3 times) to class or choosing to leave class early will result in grade reduction.

This class is intended to run in a seminar format. What this means is that a significant amount of time will be devoted to questioning each other and discussing field placements, readings, viewings, or any number of other topics. Your participation in these discussions is an important way to develop yourself as an educator.

***Teaching Time Analysis II (15) - Due March 18***

This revisited assignment is to help you think about the time you are spending on various educational decisions in your classrooms about how you spend your time. In addition, and most importantly, I hope this will help you see how you have changed over the course of the internship. Please see full assignment sheet in Appendix A.

***Portfolio (10) – Due April 22***

Think of a teaching portfolio as an expanded resume. In a portfolio one expects to find things that show a teacher's strengths, goals and achievements. Thus it includes a variety of items such as a resume, references, letters of recommendations, transcripts, education philosophy, classroom management theory, examples of lessons, assessments and photos of your classroom in action. It represents your teaching abilities and ideals.

For the purposes of TE 502 and TE804 your portfolio must include:

1. Pedagogical Creed/Philosophy Statement (limit 1 page)
2. Resume
3. Artifacts: Organized around our Enduring Understandings  
You will create abstracts for 4-6 artifacts for each Enduring Understanding. Each abstract will be approximately 200 words explaining the artifact in the context of the Enduring Understanding.

You will present your portfolio to your field instructor, mentor teacher, and another colleague for your final meeting of the semester.

***Capstone Project (25) – Due February 4 (proposal) & April 29 (final)***

Teacher growth and development is an individual process. This assignment is designed to exemplify individualized instruction and with your growth and interests in mind. You will be able to synthesize information acquired throughout your internship and that you can utilize in the future. You will work with me (the instructor) to design his or her project and assessment rubric. Last, you will share these materials with classmates.

This assignment will include:

1. *Proposal* – an email to me ([brugarkr@msu.edu](mailto:brugarkr@msu.edu)) explaining what you would like to do and why
2. *Overall Product* – based on your proposal and our discussions
3. *Summary document* - Clear & appropriate purpose (reiterating your proposal) *and* evidence of course teaching/learning (references to readings, lectures, discussions, etc.)
4. *Sharing w/ colleagues*

**Online Sessions (40)**

There will be five (5) online sessions this semester. I will post the modules two weeks in advance of the due date in order to give you two weekends to possibly work on them.

***Assessment (5) – Due February 4***

You will identify an assessment (e.g. exam, test, quiz, project) you have used and describe the objectives being measured using this tool. Next, you will design two or three additional assessments (including one performance task) that measure the same objectives.

***Data Analysis (5) – Due February 11***

Based on your classroom experiences you will identify (1) a basic research question, (2) the data which will help you think about/address the question, and (3) describe how you use (d) the data to inform your teaching?

***Portfolio Abstracts (10) – Due March 25***

You will submit five (5) abstracts for feedback – one for each Enduring Understanding. Each abstract will be approximately 200 words explaining the artifact in the context of the Enduring Understanding.

\*\* Remember you will have 4-6 artifacts for each Enduring Understanding in your portfolio. This online session is a starting point and an opportunity for feedback.

***Pop Culture Artifact (10) - Due April 15***

Choose a popular culture artifact or object (but not a film) such as a television program, a poster, a song, a music video, a cartoon strip, an ad, an article of clothing, or any other artifact that students might encounter outside of school (including “virtual artifacts” that might be found online). Develop an activity or question sequence to guide students as they engage that object in your social studies classroom (in other words, develop a lesson around/about the object). In addition, provide a written analysis with respect to the following: Why this object/text? How would you guide students to interact with this object/text and for what purposes? Where would you incorporate it into the curriculum? What are the benefits and consequences of incorporating this artifact into your teaching (for you and your students)? What perspectives does it advance (and ignore) and what and how does it position learners to know (using language, image, etc...)? This assignment should elaborate upon your choices and decisions.

***Reflective Questionnaire (10) – Due April 22***

Below you will find 10 questions. Their purpose is threefold: a) to provide you an opportunity to systematically think about a variety of issues addressed in this course about social studies education as well as go beyond; b) to enable you a variety of focal points from (and with) which to “interrogate” your lead teaching and the environment in which it is conducted; c) to prepare you to thoughtfully and reflectively respond to possible questions school administrators and/or department chairs might ask you as you are being interviewed for a position as a social studies teacher.

**A Note About Assignments:**

All assignments should be emailed to me at [brugarkr@msu.edu](mailto:brugarkr@msu.edu) by the due or handed in a hard copy in class on the due date. **Assignments handed in a week after the due date will not be graded and will be given a zero.** However, I recognize that the rigors of the internship year

sometimes yield time management problems for even the most organized students. Therefore, I will give an extension on a single assignment from each student during the course of the semester under the following conditions:

- The student must request, in writing via email, for an extension on the assignment no fewer than 48 hours before the assignment is due.
- The extension for the late assignment will be no more than 7 days.

I will make every attempt to have assignments graded and returned by the next class meeting. Please use Microsoft Word, 12-point Times New Roman font, one inch margins and double spacing when creating documents for submission in this course. Please use APA format when constructing essays for this course. To avoid any formatting issues, please save your file as in “rich text format” (or .rtf).

### **Grading**

No syllabus is complete without some words about evaluation.<sup>1</sup> I agree with Peter Elbow that teacher evaluation of students’ effort may be characterized as “creative tension.” On one hand, it is my responsibility as your instructor to help you learn. On the other, I also have the responsibility for assessing or passing judgment about what you have learned. Given this dual, and inherently conflicting role, I will try to be more “creative” than “tense”. That is, I will try to err on the side of steady feedback, rather than final judgments alone, on your efforts through comments on your written work and occasional conversations with or notes to each of you during the semester.

That said, while there are times where grading based on potential or effort makes sound pedagogical sense, I view this course as a graduate course and expect that you will prepare and participate as such. Therefore, the assignments in this course will be graded based on the level of analysis and depth of thought. Your final grade will be based on the following distribution:

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<sup>1</sup> Thanks to Susan Melnick for these words taken from her syllabus for TE 921 at Michigan State University.

4.0 93-100	This represents outstanding and exemplary work. The student uses and integrates readings, classroom discussions, and field experiences (where appropriate) to inform his/her writing. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The writing contains no errors in grammar, punctuation, and spelling.
3.5 85-92	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. The writing contains very few errors in grammar, punctuation, and spelling.
3.0 76-84	This represents good quality work, performing at expected level for senior year. The student uses some readings, classroom discussions, and field experiences to inform writing. Meets all requirements of assignment, shows attempt to engage with the purposes of the assignment, provides details and examples to support writing. The writing contains few errors in grammar, spelling, and punctuation.
2.5 68-75	This represents work below expected level of quality for the TE program. The student does not include appropriate references to relevant readings, class discussions, and field experiences to inform writing. The student does not meet all requirements of assignment. The student's writing represents a limited attempt to engage with the purposes of the assignment, few details and examples to support writing. The writing includes many errors in grammar, spelling, and punctuation.
2.0 60-67	This represents work significantly below expected level of quality. The student's writing includes many errors in grammar, spelling and punctuation. The work shows little evidence of having read course readings, of uses of classroom discussions or of field experiences. The writing meets few of the assignment's requirements. The student demonstrated a shallow attempt to engage with the purposes of the assignment, no details or examples to support the writing.
1.5 55-59	This represents work significantly below expected level of quality and incomplete. The student's writing includes many errors in grammar, spelling and punctuation, which interfere with the overall understanding. The work shows little evidence of having read course readings, of uses of classroom discussions or of field experiences. The writing meets few of the assignment's requirements. Lacks a demonstrated attempt to engage with the purposes of the assignment, no details or examples to support the writing.
1.0 50-54	This represents work significantly below expected level of quality. The student's writing is difficult to follow due to disorganization and many errors in grammar, spelling and punctuation. The work lacks evidence of having read course readings, of uses of classroom discussions and/or of field experiences. The writing does not meet assignment's requirements. The student does not demonstrate an attempt to engage with the purposes of the assignment, no details or examples to support the writing.

In order to pass this section of TE 804, you must attain a 2.0 grade or better. MSU Teacher Education Department criteria for progression in the internship requires that students pass each Teacher Education course with a 2.0 or better. If you receive less than a 2.0 in the course, the entire course will need to be repeated in order to continue in the Teacher Education Preparation Program.

**Other Important Information: College of Education Policies**

Attendance: Regular on-time attendance and full participation in class is critical to learning. Of course illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must call or email the instructor in advance. Similarly, you must call your mentor teacher in advance if you are unable to meet a field visit commitment. You must make up all field absences. If you are unable to attend school, you need to call your mentor teacher in

advance. Do not rely on your peers to relay messages—make sure you communicate directly with your mentor.

This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness.

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy which is in your Team Handbook and on the web at: <http://ed-web3.educ.msu.edu/infostu/infostu/conductpolicy.htm>.

In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course.

Academic Honesty and Integrity: We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code.

Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim or use someone else's ideas on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations. For University regulations on academic dishonesty and plagiarism, refer to <http://www.vps.msu.edu/SpLife/rule32.htm>  
<http://www.msu.edu/unit/ombud/plagiarism.html>

Problem solving: If you have problems with the course or the instructor, you must first speak with the instructor about the situation. If the problem cannot not resolved at that level of interaction, then you may contact the faculty course or subject area leader, and after that, the team coordinator or team leader. Names and contact information for the relevant individuals can be found in the Secondary Team Handbook, or by request from the instructor.

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

*Instructor Note:* Students who need accommodations may first contact the instructor to discuss possible arrangements, if they so wish.

### **Proposed Course Schedule**

<b>Date</b>	<b>Location</b>	<b>Proposed Topic/Preparation</b>
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<b>1/14</b>	MSU	<i>Experience</i> Read: Field & Latta (ANGEL)
<b>1/21</b>	MSU	<i>Reading Strategies</i> Read: TBA Bring your focus class textbook
<b>1/28</b>	MSU	<i>Simulations &amp; Current Issues</i> Read & Bring: <i>Shifting Sands: Balancing U.S. Interests in the Middle East</i> (book) Optional Reading: Chapin & Messick (ANGEL)
<b>2/4</b>	Online	<i>Assessment</i>
<b>2/11</b>	Online	<i>Data Analysis</i>
<b>3/18</b>	MSU	<i>Job Search &amp; Portfolio</i> Read: “Creating Your Own Portfolio” Salend (ANGEL)
<b>3/25</b>	Online	<i>Portfolio Abstracts</i>
<b>4/15</b>	Online	<i>Pop Culture</i>
<b>4/22</b>	Online	<i>Reflection/Reflective Questionnaire</i>
<b>4/29</b>	MSU	<i>Capstone</i> Capstone Presentations
<b>ONGOING</b>	ONSITE	<b><i>VARIOUS</i></b> Preparation: Read Data Analysis assignments of others participating in your onsite session.

**Appendix A**  
**Teaching Time Analysis Assignment**

Teaching Time Analysis II

For this assignment, you will revisit an assignment from 802. You will be asked to identify and begin to evaluate your teaching practices. You will gather information on how you spend one hour of that day

during your lead teaching. For this assignment you will document data your teaching for one period in order to write a critical analysis. Using the chart provided, document what teaching strategies you employ, for how long and to what level of student engagement. This assignment must include (all parts in one document for submission to ANGEL dropbox:)

- A. Provide a description of the teaching context.
- B. Lesson Plan – in whatever format you are using.
- C. For the class session you are analyzing have your mentor teacher, field instructor, or another intern in your building complete the following chart.

Observer:

ACTION	TIME ENGAGED IN ACTIVITY	LEVEL OF STUDENT ENGAGEMENT	GENERAL NOTES/COMMENTS
<i>Logistics</i>			
Administration			
“Down Time”			
Management			
(Identify) Other:			
<i>Aspects of the Lesson</i>			
Introduction/Hook			
Directions			
Use of Resources			
Closing			
<i>Teaching Strategies</i>			
Cooperative Learning			
Direct Instruction			
Discussion			
Student-Centered			
(Identify) Other:			

- D. Compare this time analysis to your time analysis assignment in the fall. (Approximately 500 words)
  - How are students positioned as a result of your teaching?
  - How, by virtue of what you actually do in your classroom, is social studies education presented to your students? What does this suggest about what you value – and how those values are evident with your students?
  - To what degree does what we do every day empower, silence, disregard, and/or challenge students? What about the texts that you utilize in your room (how are they empowered, silenced, disregarded and/or challenged)? To what degree do you and/or your students resist and are resistant to what is experienced in the classroom?
  - End your paper with a short (one or two page) discussion about how (if) this study has informed your practice to the extent that you hope to change particular practices, imagine your practice differently or engage students using different modes of pedagogy.