

EDUC 2460L
Educational Experiences in Classroom and Community
3 Credits—Fall 2008

Instructors—

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Seminar: Tuesday, 3:00 – 5:00
1st class in Aderhold room #618
Remaining classes at Gaines Elementary School, Gaines School Road

Service: 4 hours per week for 12 weeks,
based on students' schedules.
Minimum of 48 hours.

Catalogue Description

Supervised exposure to and experiences in P-12 school and community-based educational settings. Includes observation, discussion, reading and tutoring/teaching, with an emphasis on cultural and linguistic diversity. Especially designed for students considering majors in education. This course has a required field experience component.

Course Description

EDUC 2460L is a supervised introduction to P-12 education with a service learning emphasis. In addition to a weekly seminar, students will actively participate in service projects within Athens-Clarke County schools, working with teachers and P-12 students through tutoring, classroom assistance, family engagement and other school-based service.

Weekly in-school seminars will revolve around school experiences and relevant readings. In addition, seminars will involve discussions with district teachers, administrators, and other personnel, as well as UGA faculty and staff on topics including cultural and linguistic diversity, literacy, tutoring, and life in schools.

Depending on intended program of study, the service hours completed in this course MAY be applied toward students' required pre-professional experience.

Objectives

Through direct lab experiences in P-12 educational settings, students will:

1. Develop awareness and understanding of:
 - a. the needs and abilities of today's diverse student population
 - b. the roles and responsibilities of teachers and other school-based personnel
 - c. classroom organization and structure
 - d. the organization and structure of educational programs (including, but not limited to, schools)
 - e. the community context in which educational programs function and the relationship between communities and educational programs
 - f. state and federal policies and their impact on educational practice
2. Reflect on these experiences and relate them to:
 - a. current issues in the education of culturally and linguistically diverse learners in Georgia
 - b. current attempts to reform public education with particular reference to the organization of schools, curriculum, assessment and instructional practices
3. Increase their ability to engage in moral reasoning. Specifically students will:
 - a. Recognize the community and the greater common good in addition to individual needs and goals
 - b. Contribute to the eradication of stereotypes and prejudices that exist in society
 - c. Judge and understand ethical behavior in social applications

Topical Outline

1. Today's diverse student body: differences among students in terms of ability and racial, ethnic, cultural, and linguistic background.
2. The impact of this diversity on educational outcomes.
3. Careers in schools and other types of educational programs: e.g. classroom teachers, resource teachers, media specialists, school counselors, school psychologists, administrators, teachers in community based programs.
4. Characteristics of effective teachers and others who work in educational programs: beliefs, skills, educational preparation, etc.
5. The organization and structure of effective classrooms.
6. Characteristics of effective schools
7. Characteristics of effective community-based educational programs.
8. The context of educational programs (both schools and community-based programs) and the relationship between communities and educational programs.
9. Educational overview of Georgia: demographics, policies and trends.
10. Federal policies and their impact on educational practice.

Required Texts and Readings

Glickman, C. (Ed.) & Cosby, W. (foreword). (2007). *Letters to the next president: What we can do about the real, 2008 election*. New York: Teachers College Press. This book is available from on-line bookstores for around \$12.00.

Additional readings will be posted on WebCT.

Course Expectations and Requirements

1. **Attendance:** You are expected to attend all weekly seminars and spend a minimum of 48 hours doing service work in a school. If you are unable to attend a seminar you should contact your instructor prior to the beginning of class. You should then make arrangements to make up any work you have missed. If you are unable to go to the school at your scheduled time, you must contact the classroom teacher (or other school personnel) AND your instructor. Also, you will need to make up missed service hours so that your total number of hours is at least 48.
2. **Professionalism:** You are expected to behave professionally and ethically in all situations and contexts.
3. **Assignments:**
 - a. **Ten weekly response and reflection papers (30 points).** You will be asked to write papers responding to the assigned readings for the week and/or reflecting on your experiences at the school during the previous week. Each paper should be typed and be between 350 and 500 words in length. Papers are due at each class. There will be assigned readings for 11 classes and you should write a paper for 10 of these 11 classes. Each paper will be worth 3 points for a total of 30 points.
 - b. **Book report (30 points).** You will choose a book to read from a list of about 5 books. Students reading the same book will meet to discuss the book in "literature circles" during seminar time. For your report on the book you will have the option of working individually, with a partner, or in a small group. Options for the reports will include a power point presentation, a group activity based on the book, a role-play or skit, or a written report (for individual reports only). Other ideas for types of presentations are encouraged. All book reports should include questions to be used in a class discussion
 - c. **Service-Learning Project and Presentation (40 points).** Service-learning projects and presentations may be done individually, with partners, or in small groups. The service learning projects will be explained in detail the 2nd night of class.

Evaluation and Grading

The following scale will be used for grading:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
F	59 or lower

Electronic Devices

Please turn off all cell phones and all other communication devices prior to the start of seminar and when in schools, except in the case of emergency. In such a case, please inform us (or the classroom teacher) prior to the beginning of class. Because the seminar will generally use a discussion format, the use of laptops is not encouraged.

Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the Vice President for Instruction and familiarize yourself with these policies (<http://www.uga.edu/honesty/>).

Equity and Accessibility

It is our goal to help everyone in the class be successful. If you have any special circumstances that you believe may affect your performance in class, in the school, or on course requirements, please meet with your instructor to make the necessary accommodations. Your instructor will maintain complete confidentiality of any information that you choose to share.

Tentative Course Outline (subject to change)

Week	Topic	Readings	Featured Speaker(s)
1 Aug. 19	Introductions		
2* Aug. 26	Service Learning	Chapters from LTTNP: Glenn & Hergert Wood	
3* Sept. 2	Professional Behavior, Ethics, School Organization and Structure	Georgia Code of Ethics for Educators Chapters from LTTNP: Cosby Fernandez	Phyllis Stewart, principal of Gaines Elementary School 1-2 other principals
4* Sept. 9	Variety of Careers in Education	Chapters from LTTNP: Rawls Meier	TBA
5 Sept. 16	Roles and Responsibilities of Classroom Teachers	Chapters from LTTNP: Hankins Ross	Panel of teachers who are hosting student
6 Sept. 23	Standards and Assessment	Chapters from LTTNP: Bruni Popham	
7 Sept. 30	Racial diversity and social justice	Chapters from LTTNP: Delpit Fine, Burns & Torre	
8* Oct. 7	Culture and language	Chapters from LTTNP: Attakai et al Hilliard	Paul Matthews
9* Oct. 14	Economic diversity, demographics, and school funding	Abbreviated text from law suit Chapters from LTTNP: Tompkins Mathis	Carl Glickman
10* Oct. 21	Applying to COE programs	Chapters from LTTNP: Sizer Sobol	Jamie Lewis
11* Oct. 28	After school, tutoring, mentoring, and early childhood	Chapters from LTTNP: Casagrande Katz	TBA
12 Nov. 4	Book reports and discussions		
13 Nov. 11	Service Learning Presentations		
14 Nov. 18	Service Learning Presentations		
Nov. 25	NO CLASS		
15 Dec. 2	Wrap Up—The Place of Public Education in Society	Chapter from LTTNP: Rolling & Halladey	

* all sections meet together
LTTNP Letters to the Next President