

**Department of Workforce Education, Leadership,
And Social Foundations
The University of Georgia**

Course: EOCS 3010 Introduction to Occupational Studies. 3 hours.

Spring 2006

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Description: Teaching in an occupational studies discipline with emphasis on programs that prepare individuals for the workforce. Emphasis on historical and philosophical foundations of career and technical education programs and beginning teaching activities.

Text:

Scott, J. L. & Sarkees-Wircenski, M. (2004). *Overview of career and technical education*. 3rd Ed. Homewood, IL: American Technical Publishers, Inc.

Suggested Resources (first four used in Curriculum & Methods):

Bott, P. A. (1998). *Teaching your occupations to others*. Allyn and Bacon: Boston, MS.

Department of Occupational Studies (2002). *Practicum and student teaching handbook*.

Retrieve from <http://www.coe.uga.edu/occstudies/handbook/>

Edmunds, N. A., & Smith, C. L. (2001). *Learning to teach*. Association for Career and Technical Education: Alexandria, VA.

Smith, C. L., & Edmunds, N. A. (1999). *Career and technical educator's survival guide*. Association for Career and Technical Education: Alexandria, VA.

Standards for technological literacy: Content for the study of technology. (2000). International Technology Education Association. ISBN 1-887101-02-0. Order from www.ietawww.org or Amazon.com.

Stitt-Gohdes, W. L. (2002). *The business education profession: principles and practices*. Delta Pi Epsilon.

Wong, H., & Wong, R. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Georgia Department of Education: www.doe.k.12.ga.us

Georgia Systemic Teacher Education Program (GSTEP): www.coe.uga.edu/gstep/

Objectives:

At the completion of this course you will be exposed to the following beginning career and technical education teacher education topics and be able to perform the following:

- I. Content & Curriculum -- Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

- Define the purposes, settings, curriculum, and components of career and technical education.
 - Analyze the role of primary institutions and agencies providing career and technical education.
 - Contrast the differences in educational philosophies of John Dewey and Charles Prosser as they affected the development of career and technical education.
 - Assess the effects of philosophical, economic, and sociological factors on our present and emerging system of career and technical education.
 - Identify a beginning philosophy for a career and technical education program.
 - Articulate the foundations of career and technical education through a scholarly report.
 - List the essential principles and characteristics of career and technical education programs.
 - Identify the major career and technical education program areas at the middle, high, and postsecondary levels.
 - Trace the evolution of career and technical education, i.e. learning how to work, through the ages.
 - Identify the major events in the development of career and technical education in colonial America.
 - Identify the major events in the development of career and technical education for nonwhite populations.
 - Describe the response of career and technical education to the increasingly diverse and multicultural nature of society.
 - Identify the benefits and advantages that are provided by active student organizations in career and technical education for students, teachers, schools, and communities.
- II. Knowledge of Students & Their Learning -- Teachers support the intellectual, social, physical, and personal development of all students.
- III. Learning Environments -- Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Identify learning environments and styles of learning to help students understand content presented.
- IV. Assessment -- Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- Articulate the differences between formal, informal, traditional, and authentic assessment.
- V. Planning & Instruction -- Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.
- Create and present a collaborative lesson plan, based on criteria presented for effective lesson design.
 - Design, plan, organize and execute a lesson plan toward a selected activity.
- VI. Professionalism -- Teachers recognize, participate in, and contribute to teaching as a profession.
- Utilize a professional portfolio to communicate professional abilities and accomplishments.

- Define the use of Individualized Education Plans.
- Analyze trends and issues affecting the organization and operation of career and technical education.
- Describe the organization, mission, and services of the Association of Career and Technical Education (ACTE).
- Describe major provisions of the Federal legislation that resulted in a nation-wide system of career and technical education.
- Describe the requirements for initial certification as a career and technical education teacher.

Assignments and Evaluation:	Points	% of grade
1. End-of-chapter self-assessments	450	37.1
2. Philosophy paper	150	12.4
3. Quizzes (3 @ 75 points each)	225	18.6
4. Interviews (2 @ 50 points each)	100	8.3
5. Group chapter presentations (2 @ 50 points each)	100	8.3
6. Teaching demonstration	100	8.3
7. Portfolio	50	4.0
8. Internet assignments	<u>36.5</u>	3.0
Total possible points	1211.5	100

The grading scale is as follows:

- 90% and above = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D
- Below 60% = F

The course syllabus and schedule are a general plan for the course; deviations to the class by the instructor may be necessary. University Honor Code and Academic Honesty Policy -- All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

THE GSTEP FRAMEWORK is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

Tuesday, Jan. 10	Introductions and course overview
Thursday, Jan. 12	Ch. 1: Defining Career & Technical Education
Tuesday, Jan.17	Characteristics of CTE teachers & professionalism
Thursday, Jan.19	Video: The Common School: 1770-1890 Ch. 1 self-assessment questions due
Tuesday, Jan. 24	Ch. 9: Philosophy of Career & Technical Education ACTE Internet activity due
Thursday, Jan. 27	Ch. 9, cont'd.
Tuesday, Jan. 31	Lesson planning Ch. 9 self-assessment questions due
Thursday, Feb. 2	Lesson planning cont'd.
Tuesday, Feb. 7	Ch. 2: Career & Technical Education Programs; student presentations
Thursday, Feb. 9	Ch. 2, cont'd.; student presentations
Tuesday, Feb. 14	Meet with Workforce Education coordinators Ch. 2 self-assessment questions due
Thursday, Feb. 16	Meet with Workforce Education coordinators Draft philosophy paper due
Tuesday, Feb. 21	Quiz 1: Chapters 1, 2, 9: WebCt
Thursday, Feb. 23	Discussion of first interviews First interview report due
Tuesday, Feb. 28	Ch. 3: Evolution of Career & Technical Education; student presentations
Thursday, Mar. 2	Ch. 3, cont'd.; student presentations
Tuesday, Mar. 7	Ch. 4: Early Career & Technical Education in America Ch. 3 self-assessment questions due
Thursday, Mar. 9	Ch. 4, cont'd. Philosophy paper due
Tuesday, Mar. 21	Video: As American as Public Schools Ch. 4 self-assessment questions due
Thursday, Mar. 23	Ch. 5: Early Career & Technical Education for Nonwhite Americans Page 5
Tuesday, Mar. 28	Ch. 5, cont'd. & video: A Struggle for Educational Equality

CTSO Internet activity due

Thursday, Mar. 30	Quiz 2: Chapters 3, 4, 5: WebCt
Tuesday, Apr. 4	Ms. Cynthia Greene, Georgia Department of Education Ch. 5 self-assessment questions due
Thursday, Apr. 6	Ch. 7: Development of Career & Technical Student Organizations Ch. 6 self-assessment questions due
Tuesday, Apr. 11	Ch. 8: Ten National Student Organizations Ch. 7 self-assessment questions due Second interview due
Thursday, Apr.13	Teaching demonstrations Portfolio due
Tuesday, Apr. 18	Teaching demonstrations Ch. 8 self-assessment questions due
Thursday, Apr. 20	Teaching demonstrations
Tuesday, Apr. 25	Teaching demonstrations
Thursday, Apr. 27	Teaching demonstrations
Monday – Wednesday, May 1-3	Quiz 3: Chapters 6, 7, 8: WebCt

Assignments, due dates, and submission information: All assignments must include correct syntax (spelling, grammar, punctuation). Please pay attention to the submission information, i.e., whether the assignment is to be submitted via WebCt or in class. All WebCt assignments are due at the end of class on the date indicated. You may submit assignments late; however, you will lose one letter grade for every class meeting the assignment is late. For those new to WebCt as a delivery mechanism for course materials, please know that **ALL** assignments will be listed on this WebCt course, whether or not they are to be submitted via WebCt. This is necessary for all assignments to be included in the grade book function of WebCt.

1. **End-of-chapter self assessment:** These assignments are to be submitted via **WebCt**. Five points are earned for each question, for a total of 450 points for all nine chapters. Your answers to these questions should **not** consist of extensive, directly quoted material. Paraphrase the material into your own words. When lists are required, of course those may be taken directly from the textbook

Chapter 1: numbers 1, 3, 7, 8, 9, 10, 12, 13, 15, 16; due Thursday, January 19

Chapter 2: numbers 1, 3, 4, 14, 17, 19, 21, 22, 24, 27; due Tuesday, February 14

Chapter 3: numbers 1, 2, 9, 11, 20, 24, 25, 26, 30, 31; due Tuesday, March 7

Chapter 4: numbers 5, 6, 10, 13, 17, 21, 26, 32, 41, 42; due Tuesday, March 21

Chapter 5: numbers 1, 3, 5, 9, 12, 15, 18, 19, 26, 28; due Tuesday, April 4

Chapter 6: numbers 1, 2, 8, 12, 14, 21, 28, 33, 37, 45, 48, 50, 51, 55, 59, 60; due Thursday, Apr.

Chapter 7: numbers 1, 2, 3, 4, 5, 6; due Tuesday, April 11

Chapter 8: numbers 1, 2, 3, 4, 5, 6, 7, 8; due Tuesday, April 18

Chapter 9: numbers 1, 2, 3, 7, 8, 10, 11, 16, 18, 19; due Tuesday, January 31

2. **Philosophy paper:** A personal philosophy of education is important for everyone who chooses teaching as a career. One's philosophy, consciously or unconsciously, influences all we do as educators, especially how we deal with students. So, based on our discussion in class and information from chapter 9 in your textbook, your task here is to develop your own philosophy of education in general and then specifically with regard to your program area under the career and technical education umbrella. The educational philosophy you most closely align with must be identified as well as the broad philosophy which serves as its foundation. Your paper should discuss, from your philosophical perspective the purpose of career and technical education broadly and your program area specifically. A **draft** of the paper is due on **Thursday, February 16**, in class.

The draft and paper must be keyboarded, double spaced, with five-space paragraph indentions. You must use correct mechanics which include correct grammar, spelling, punctuation, sentence construction, and use of correct homonyms (e.g., affect, effect; compliment, complement), while avoiding non-word errors (e.g., a lot). The final paper is due **Thursday, March 9, in class**. (150 points; rubric provided)

3. **Quizzes:** There will be three quizzes this semester, each worth 75 points, for a total of 225 points. All quizzes will be taken via WebCt. The quiz dates are: **Quiz 1, Tuesday, February 21; Quiz 2, Thursday, March 30; Quiz 3, Monday, Tuesday, Wednesday, May 1-3**. There will be no class the day of the quiz. Each quiz will be available from 6:30 a.m. to 11:30 p.m. Quiz 3 will be available continuously from 6:30 a.m. May 1 through 11:30 p.m. May 3.

4. **Interviews:** For this assignment, you will conduct two interviews: one with a senior student and one with a classroom teacher in your program area. The purpose of these interviews is to learn how they chose to become a CTE teacher, what significantly affected their decision, and how pleased they are with their choice. Thus, you should use the "Questions for seniors" and "Questions for Teachers" handouts to guide your interviews. You may develop the interview report in one of two ways: (a) you may state the question you asked and the interviewee's answer; (b) you may develop a narrative reflecting your interview. The interviews should be 2-3 pages in length, double spaced. Each interview is worth 50 points each, for a total of 100 points. The first interview is due **Thursday, February 23**. The second interview is due **Tuesday, April 11**.

5. **Group chapter presentations:** The class will be divided into six small groups in order to present the information from chapters 2 and 3. You will meet together to plan your presentations. The information from chapter 2 will be presented on **Tuesday, February 7**, and **Thursday, February 9**, respectively. The information from chapter 3 will be presented on **Tuesday, February 28**, and **Thursday, March 2**. Your method of presentation is your choice. You may choose to use PowerPoint slides or not. You are limited only by your own creativity! You will earn 50 points for each presentation for a total of 100.

6. **Teaching demonstrations:** For this assignment, you will choose a topic included in your program area, something you will teach later as a student teacher and classroom teacher. You will develop a lesson plan for this topic and teach it to our class. You will be provided with a lesson plan template, similar to that you will use later in the Instructional Strategies class and for student teaching. All materials must be included. You will submit your lesson plan and all accompanying materials. These teaching demonstrations, worth 100 points, will be taught to the class on **Thursday, April 13 through Thursday, April 27**.

7. **Portfolio:** This assignment lays the foundation for the portfolio you will develop as you move through the professional education classes in your major. This assignment has been designed to align with the Georgia Systemic Teacher Education Program (GSTEP) Framework and the National Board for Professional Teaching Standards (NBPTS). All documents included in the portfolio should be evidence of **your** work within the framework area; do not include documents created by other people. Guidelines for how the portfolio should be developed and in what format (hard copy, CD, etc.) it should be submitted with be discussed in class. Due **Thursday, April 13.** (50 points; rubric provided)

8. **Internet assignments:** You will complete two assignments in which you will gather information using the Internet. The ACTE Internet activity is due **Tuesday, January 24,** and will be submitted via **WebCt.** It is worth 11.5 points (1/2 point for each correct answer). The CTSO activity is due **Tuesday, March 28,** and will be submitted via **WebCt.** It is worth 25 points and will be submitted via **WebCt.**

Attendance and participation: You should make every effort both to attend and to participate in the class, as the latter is, of course, one of its goals. Attendance records start with the first day of class—not the first day you choose to attend. You are permitted two unexcused absences without penalty. Three unexcused absences result in your final course grade being lowered **one full letter grade.** Four unexcused absences result in your final course grade being lowered **two full letter grades.** Five or more unexcused absences result in your final course grade being lowered **three full letter grades.** Multiple class tardies will result in similar penalties. Please keep in mind that tardiness is a disruption and not condoned. If you are forced to arrive late, please speak with me outside of class about the reason for your lateness.