



DEPARTMENT OF Arts and Education  
 COURSE OUTLINE – Fall 2012

**ED2510 Introduction to the Profession of Teaching, 3 (3-0-4) UT 105 Hours**  
**ED2530 Orientation to Teaching, 3 (3-0-6) UT 135 Hours**

<b>INSTRUCTOR:</b>	Susan Thomson Loren Schultz	<b>PHONE:</b>	The best way to contact each of us is via email.
<b>OFFICE:</b>	E 401-4	<b>E-MAIL:</b>	<a href="mailto:sthomson@gprc.ab.ca">sthomson@gprc.ab.ca</a> <a href="mailto:lschultz@gprc.ab.ca">lschultz@gprc.ab.ca</a>
<b>CLASS HOURS:</b>	Monday/Wednesday 10:00 a.m. – 11:20 a.m. / Classroom: H-211		

Revised September 2012

**PREREQUISITE(S)/ CO-REQUISITE:** N/A

**Required Resources:** Police Information Check (prior to beginning your classroom observation)  
 Handouts and Website resources as assigned;  
 Access to the GPRC Moodle site and GPRC email; and  
 A Journal or Notebook for ongoing journaling  
 Hold an ATA ESA Student Membership (\$5.00)  
 Download “Notebook” software (SmartBoard)

**CALENDAR DESCRIPTION:**

**ED2510: Introduction to the Profession of Teaching**

An introductory investigation of the school context from the vantage points of students, teachers and others involved education. The course includes 3 hours of on-campus work each week and 30 - 40 hours of field experience in both elementary and secondary classrooms over the term.

**Note:** Students are advised to free one half day in order to complete the field experience requirement. This course is restricted to Education students transferring to University of Alberta .

**ED2530: Orientation to Teaching**

An introductory investigation of the school context from the vantage points of students, teachers and others involved in education. The course includes 3 hours of on-campus work each and 60 - 80 hours of field experience in both elementary and secondary classrooms over the term.

**Note:** Students are advised to free one full day or two half days in order to complete the field experience requirement. This course is restricted to Education students transferring to University of Lethbridge.

**CREDIT/CONTACT HOURS: 3 credits, 105/ 135 hours**

ED2510/2530 consists of three hours of in-class instructional seminar time each week **and** appropriate completion of field experience. If you are absent from class, you will be required to write a summary document (2 to 4 pages in your notebook) as evidence of having explored the discussed classroom topic demonstrating your understanding of the topic and its importance to the educational environment.

**DELIVERY MODE(S):**

The course work includes lectures, class discussions, group work, in-class exercises, take-home exercises and individual and/or group student presentations, both written and oral.

**OBJECTIVES:****Classroom Discussions**

The primary objective of the **Classroom Seminar** in the course ED2510/2530 is to assist pre-service teachers with:

1. Assessing their motivation for entering the teaching profession,
2. Thinking about how students learn and what the teacher's role is in assisting with learning,
3. Thinking about classrooms as places of learning, not places of teaching,
4. Creating conditions whereby students are able to interpret instances of learning and teaching in ways that assist with the beginning phases of learning to teach,
5. Developing a critical awareness of issues that pertain to teaching, including those of equity, cultural awareness and student ability,
6. Creating a beginning understanding of theory and research related to learning and teaching,
7. Becoming initiated into the duties and responsibilities and work of teachers, and
8. Creating a beginning understanding of the interdependency of schools and community.

**Field Experience**

The **Field Experience Observation** opportunities consist of two five-week rounds of school visits, one in an elementary school setting and one in a secondary school setting. During each round ED2510 students will spend the equivalent five (5) half days at an assigned school; ED2530 students will spend the equivalent of ten (10) half days at each assigned school.

**Note:** A half-day is generally considered to be three (3) Instructional Hours.  
Observation hours are based on Instructional Hours.

**TRANSFERABILITY:**

**Note:** Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

This course may be included as part of a block transfer to institutions which have Education degree programs. GPRC has transfer agreements with University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University. Students should check with the receiving institution concerning transferability as all arrangements are subject to change.

**GRADING CRITERIA:**

Grades will be assigned on the Credit/No Credit Grading Structure.

Grande Prairie Regional College			
Grading Conversion Chart			
Grade			
<b>Credit</b>	<b>C+ or above</b>	<b>65 - 100%</b>	**Please see Note under Student Responsibilities below.
<b>No Credit</b>	<b>C or below</b>	<b>0 - 64%</b>	

**COURSE EVALUATION CRITERIA:**

Professional Portfolio	15%	Due Oct. 3th
Response Paper # 1	10%	Due Oct. 15th
Round One Time Sheet		
Round One Professional Reflection		
Round One Observation Report	15%	Due Nov. 2nd
Response Paper # 2	10%	Due Nov. 21st
Round Two Time Sheet		
Round Two Professional Reflection		
Round Two Observation Report	15%	Due Dec. 7th
E-Journal	15%	Due Dec. 12th
Inquiry Project & Presentation	20%	Due group presentation
Total	100%	

**STUDENT RESPONSIBILITIES:**

All assignments must be word-processed following **the APA format**. A support document for APA is available in the Learning Resource Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

**Note: All reports and response documents are a minimum of 2 pages, maximum of 4 pages, not including the title page, and using basic APA format.**

**Font: Times New Roman, size 12, double spaced and then uploaded to moodle**

Assignments are due on the dates set by the instructor. If there is a valid reason for an extension, it must be requested **prior to** the due date.

**\*\*Note: This is a Credit/No Credit course and in order to receive credit in ED2510/2530:**

1. ALL assignments and non-graded assigned work, must be completed;
2. Successful completion of the field experience; and
3. An overall grade of 65% or better AND no mark below 50%.

It is expected that assignments will be handed in during class time, or on the assigned day via moodle. If a student does not hand in an assignment when it is due, the procedure is as follows:

1. Advise the instructor that the assignment has not been submitted and confirm the date it will be submitted.
2. Deliver the assignment to the instructor, this may be via moodle.

Note: Assignments and projects **not picked up by students** will be **held until the end of the first week** of the following semester and then discarded.

#### **STATEMENT ON CONDUCT, PLAGIARISM AND CHEATING:**

Please refer to the Admissions Guide under Academic Misconduct for the policy regarding plagiarism, cheating and the resultant penalties. This policy can also be found at:

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

These are serious issues and will be dealt with severely.

**CLASSROOM DISCUSSION TOPICS/TENTATIVE SCHEDULE:**

Note: These discussion topics may be modified and/or other topics may be added.  
Please login to moodle for update information.

Date	Topic	Assignment
Mon., Sept. 10 Susan/Loren	Instructor Introduction, Syllabus, Course Assignments & Expectations Placement Information	Fill out placement information document
Wed., Sept. 12 Susan	What is a Teacher? & Legislation	Round 1 Observation begins
Mon., Sept. 17 Susan	The School Act & Alberta Education	
Wed., Sept. 19 Loren	Professional Portfolios, Notebook Software	
Mon., Sept. 24 Loren	Multiple Intelligences	
Wed., Sept. 26 Loren	Inquiry Based Learning	
Mon., Oct. 1 Loren	Inquiry Based Learning	
Wed., Oct. 3 Loren	Technology in the Classroom	Portfolio due today
Mon., Oct. 8 Thanksgiving	No class	
Wed., Oct. 10 Susan	Alberta Education website resources	
Mon., Oct 15 Susan	Shaping a Preferred Future 2011 – 2031, an ATA publication	Response Paper # 1 due today
Wed., Oct. 17 Susan	School Calendar Curriculum & Planning (long range, unit, daily)	
Mon., Oct. 22 Susan	Assessment/Rubric/Demonstration of learning	
Wed., Oct. 24 Susan	Classroom experience, Complexities, and Routines	
Mon., Oct. 29 Loren	Teaching and Earning a Living	Round One Observation Report due Fri., Nov. 2 Round Two Observation begins this week
Wed., Oct. 31 Loren	On line Curriculum Resources	
Mon., Nov. 5 Loren	Projects & Student Presentations	
Wed., Nov. 7 Susan	TPGP (Teacher Professional Growth Plan) What makes you different from a parent?	
Mon., Nov. 12 Fall Break	No Class	

Wed., Nov. 14 Susan	Alberta Teachers' Association Presentation	Robert Mazzotta, ATA
Mon., Nov. 19 Susan	Student Conduct & Student Support Resources for Teachers	
Wed., Nov. 21 Susan	How Difficult Can This Be? F.A.T. City Workshop	Response Paper # 2 due today
Mon., Nov. 26 Susan	Code of Ethics & Teachers' Legal Rights and Responsibilities	
Wed., Nov. 28 Loren	Student Presentations	
Mon., Dec. 3 Loren	Student Presentations	
Wed., Dec. 5 Loren	Student Presentations	Round Two Observation Report due Fri., Dec. 7.
Mon., Dec. 10 Loren	Student Presentations	Last day of class
	EXAMS	Final grades into Student Services Dec. 22