



DEPARTMENT OF Arts and Education
COURSE OUTLINE – Fall 2011

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

INSTRUCTOR:	Susan Thomson Loren Schultz	PHONE:	Office (780) 539-2971
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OFFICE HOURS:	Wednesday/Friday 1:00 p.m. – 2:20 p.m., Room F207		

Revised January 4, 2012

Please use blue ink, black ink or a pencil for all forms that you submit. Colored inks are difficult to read.

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 Book, Notebook &/or Scribbler
- 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			
Credit	C+ or above	65 - 100%	**Please see Note under Student Responsibilities below.
No Credit	C or below	0 - 64%	

COURSE EVALUATION CRITERIA:

Response Paper # 1	10%	Due Jan. 27th
Response Paper # 2	10%	Due Feb. 17th
Round One Timesheet		Due Feb. 29th
Round One Professional Reflection		Due Feb. 29th
Round One Observation Report	15%	Due Feb. 29th
Professional Portfolio	15%	Due Mar. 30th
Round Two Timesheet		Due Apr. 11th
Round Two Professional Reflection		Due Apr. 11th
Round Two Observation Report	15%	Due Apr. 11th
Journal / Notebook / Scribbler	15%	Due Apr. 11th
Inquiry Project & Presentation	20%	Due group presentation
Total (see appendix attached)	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.

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. 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
Fri., Jan. 6 Susan/Loren	Instructor Introduction, Syllabus, Course Assignments & Expectations Placement Information Form	
Wed., Jan. 11 Susan	What is a Teacher? & Legislation	Round 1 Observation begins
Fri., Jan. 13 Susan	The School Act & Alberta Education	
Wed., Jan. 18 Susan	The Alberta Teachers' Association & Professionalism	
Fri., Jan. 20 Susan	School Calendar Curriculum & Planning (long range, unit, daily)	
Wed., Jan. 25 Susan	TPGP (Teacher Professional Growth Plan) What makes you different from a parent?	
Fri., Jan. 27 Susan	Alberta Education website resources	Response paper #1 due
Wed., Feb. 1 Loren	Multiple Intelligences	
Fri., Feb. 3 Loren	Inquiry Based Learning	
Wed., Feb. 8 Loren	Inquiry Based Learning	
Fri., Feb. 10 Loren	Technology in the Classroom	
Mon., Feb. 13	Make contact with your R2 Mentor Teacher this week	Round 2 Observation begins
Feb. 15 Susan	Alberta Teachers' Association Presentation	Robert Mazzotta, ATA
Fri., Feb. 17 Susan	Classroom experience, complexities, and routines	Response paper #2 due
Feb. 22 Feb. 24	Reading Week (maybe doing an observation Practicum?)	No classes
Wed., Feb. 29 Susan	Assessment/Rubric/Demonstration of learning	Round 1 documents due
Fri., Mar. 2 Susan	Student Conduct & Student Support	
Wed., Mar. 7 Loren	Projects & Student Presentations	Presentation group Work prep time
Fri., Mar. 9 Susan/Loren	Attend MPTCA	2 to 4 page summary in journal
Wed., Mar. 14 Loren	On-line Curriculum Resources	

Fri., Mar Susan	Sharing of Classroom Observation Experiences	
Wed., Mar. 21 Loren	Making a Living/Collective Agreement	
Fri., Mar. 23 Loren	Projects & Student Presentations	Presentations
Wed., Mar. 28 Loren	Projects & Student Presentations	Presentations
Fri., Mar. 30 Loren	Projects & Student Presentations	Professional Portfolio due Presentations
Wed., Apr. 4 Loren	Projects & Student Presentations	Presentations
Thurs., Apr. 5	Reminder, Easter Break begins tomorrow.	Last day of Observation Practicum
Fri., Apr. 6	Good Friday (schools begin holidays)	No class
Wed., Apr. 11	Work completion opportunity	Round two documents due Last day of class
	EXAMS	
Fri., Apr. 20	Final grades due to Student Services	

Appendix:

Assignments to Loren Schultz:

Professional Portfolio	15%
Inquiry Project & Presentation	20%

Assignments to Susan Thomson

Round One Timesheet	
Round One Professional Reflection	
Round One Observation Report	15%
Round Two Timesheet	
Round Two Professional Reflection	
Round Two Observation Report	15%
Journal	15%
Seminar reflection (1/2 to 1 page each, if present in class)	
Media reflection, (8 in total, no more than 2 in a week)	
Observation Practicum notes / reflection	

Assignments to Loren/Susan

Response to two of the following	10% each
“The Shape of Things to Come”	
“The Educational Promise of Social Media”	
“K to 12 Online Learning in Canada”	
“The 21 st Century Classroom”	
“Inspiring Action on Education”	

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