

SYLLABUS

Introduction to Teaching and Learning (Elementary)

TEP 128B and TEP 139 provide you with continued learning opportunities in the elementary school setting. You will examine the social and community context of classroom environments, implement theories of learning and classroom interaction in a practical educational environment, and provide educational assistance to teachers, students, and arts educators throughout San Diego.

All readings, lectures, discussion sections, assignments, and field placements are selected to help achieve the goals of the course:

1. to learn practical and meaningful ways to assist children in the school setting;
2. to explore schools' structures and roles in the community;
3. to deepen understanding of the teacher's role in school and in the community.

TPEs Addressed: 1, 3, 4, 5, 6, 11

Required Readings:

Ruth Sidney Charney, Teaching Children to Care (available at UCSD bookstore)

Xerox packets of Required Readings (order online through University Reader Service, www.universityreaders.com/students)

Class Personnel:

Instructor:

Caren Holtzman.....858/534-1685
Office Hours: Tuesdays, 1:30 - 3:00
choltzman@ucsd.edu
or by appointment
UCTR 519 (upstairs)

Course Assistants:

Pam Long.....pam@thewritingnet.org
Kathy Melanese.....kmelanese@ucsd.edu
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Course Organization:

This course is divided into several parts. There are a series of lectures and guest presentations dealing with the topics listed on the course schedule. Another component is the field experience in which students serve a minimum of 40 consistent hours throughout the quarter. At least 30 of these hours will be spent as a classroom teaching assistants in an assigned elementary classroom. The other 10- field hours will be spent in a variety of arts education environments. In addition, students discuss their individual field experiences in relation to course readings and lecture presentations.

Course Expectations:

Because this course has a field component and is part of professional preparation, there are non-negotiable expectations for students that go beyond that of the usual course. All students are expected, *at minimum*, to:

1. Regularly participate in field experience for a minimum of 40 hours.
2. Maintain regular contact with the cooperating teacher and arts education supervisors.
3. Complete assigned readings.
4. Attend all class meetings and discussion sections. Satisfactory attendance includes punctuality and full participation in all discussions and activities.

Student Evaluation:

In addition to the minimal requirements listed above, course grades will be based on quality of participation and contribution to discussions and timeliness and quality of written assignments. Points for paperwork will be assigned as follows:

Weekly Journals	32 (4 points each)
Teacher Introduction	5 points
Art Plan	3 points
Orientation Guide	3 points
Math Lesson Project	20 points
Fieldwork Summary	3 points
Teacher Survey	4 points
Final Project	30 points

Specific criteria for written assignments will be distributed in class. **Please note that failure to attend class punctually, participate professionally, or complete the minimum volunteer hour requirements will significantly affect course grades.**

Lecture Topics and Readings:

Session #1 **Overview: Introduction and Course Expectations**
4/4

Session #2 **Arts & Education Overview**
4/11
read:
Daniels & Zemelman, "Best Practices"
Gardner, "Spatial Intelligence"
Grandin, "The Ways of the World"
due:
journal assignment 1: arts and education journal
teacher introduction
bring to class:
two rolls of masking tape

Session #3 **Teaching as a Profession**
4/18
read
Charney part 1

Cisneros, "A Rice Sandwich"
Teaching Status Report (skim)
Bilger, "The Riddler"

due:

journal assignment 2
art plan
art project

Session #4
4/25

Mathematics: The Math Lesson

read:

Bresser & Holtzman, "Guess My Number"
Kaye, "Find a Penny"
NCTM mathematics standards (www.nctm.org)

due:

journal assignment 3

Session #5
5/2

Mathematics: Number Sense

read:

Chapin and Johnson, "Number Sense"
Stigler & Hiebert, "Improving Mathematics Teaching"
Feynman, "It's as Simple as One, Two, Three"
Charney part 2

due:

journal assignment 4
orientation guide

Session #6
5/9

Assessment

read:

Gladwell, "Examined Life"
Smith, "The Tyranny of Tests"
Hilliard, "Language Culture and the Assessment of African American Children"

due:

journal assignment 5
lesson plan draft

Session #7
5/16

Teaching as a Profession Revisited

read:

Strong, "What Do Students Want?"
Gay, "The Power of Caring"
Loschert, "Between Two Worlds"
Charney part 3

due:

journal assignment 6

Session #8
5/23

Mathematics: Algebraic Thinking

read:

Rossi Becker, "Algebraic Reasoning Across the Grades"
Driscoll, "Developing Algebraic Habits of Mind"
Burns, "Patterns, Functions, and Algebra"

due:

journal assignment 7
math lesson project

Session #9 **The Arts Again**
5/30 **read:**
Remer, "What Schools Are For"
Walbran, "Tiao Rocha..."
Greene, " Being Fully Present to Works of Art"
due:
journal assignment #8

Session #10 **Summary and Reflection**
6/6 **read:**
Kohn, "Caring Kids"
Nieto, "The Personal and Collective Transformation of Teachers"
due:
fieldwork summary

Journals:

Journal entries are a place for students to record the events and impact of their field experiences. Journals also provide an arena for connecting fieldwork, course readings, lectures, and discussion topics. A detailed description of journal assignments and format will be distributed.

Course Assignments:

During the quarter students will be assigned several projects. These tasks have two functions. They will heighten students' awareness of topics and issues in education. In addition, they will augment the students' impact as tutors. The specific criteria for the projects will be discussed in class.

Final Assignment:

The final project will include information from the journal and written assignments, as well as analysis of the issues raised in the course lectures, readings, and discussions and their relevance to the field experience. A more detailed description of the final project components will be distributed in class.