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Block 1 Overview: This introduction to the profession of teaching should challenge students to re-examine their beliefs and assumptions about learning and teaching. Given exposure to constructivist learning activities and inquiry, the students can reflect on how learning occurs for them personally, as well as how children develop their concepts and beliefs. Discussions of difference, diversity, equity and fairness should enable students to develop an understanding of the complexity of supporting all learners. For many students, this may be a semester of disequilibrium and frustration as they move beyond their current beliefs and attempt to develop a viable professional stance toward learning and teaching.

Block 1 Description: In this block, students are introduced to educational psychology, multicultural aspects of education, and special education. Students will examine psychosocial, cognitive, and moral development, behavioral and cognitive views of learning and motivation, standardized testing and assessment of student learning, and classroom management. Students also will be expected to critically reflect learning styles, cultural pluralism and classroom teaching strategies that respond positively to the cultures of all students. Additionally, students will examine concepts related to disability as a form of diversity using both historical and contemporary perspectives, explore conceptual, legislative, litigative, and instructional dimensions for special education in public school settings, and explain the importance of inclusion, as it pertains to successfully educating students with special needs in appropriate settings.

Instructional Approach

Social constructivist theories of learning are emphasized in Block I. The rationale behind a social constructivist approach is that it is only by listening to one another and pushing each other to think more deeply that meaningful learning can truly occur. A brief summary of social constructivism appears below.

What is social constructivism?

1. Knowledge is built based on what the learner contributes.
2. Knowledge is constructed in a social context.
3. Learning involves the ACTIVE construction of new knowledge and restructuring of prior knowledge.
4. Learners actively think about, explain, interpret, and question new knowledge.

What is the role of the teacher?

1. The role of the teacher is to challenge students' thinking, and guide them toward more a complete understanding.
2. The teacher is viewed as one of many sources of knowledge.
3. The teacher acts as a facilitator for students.
4. Peers play an important role in the construction of new knowledge.

Block Objectives

- 1. Students will understand adolescent development from early to late adolescence.**
 - Examine adolescent psychosocial development and identity.
 - Discuss different views of cognitive and moral development with an emphasis on adolescence.
 - Explore issues of classroom management in middle and high school classrooms.
- 2. Students will understand cognitive and behavioral theories of learning and motivation.**
 - Discuss causal attributions for success and failure outcomes
 - Explore the nature of achievement goals in the classroom
 - Discuss the importance of intrinsic motivation and the teacher's role in promoting intrinsic motivation in the classroom
 - Discuss the relationship between classroom management and motivation
- 3. Students will understand the role of assessment in classrooms and schools.**
 - Examine the strengths and weaknesses of standardized testing
 - Discuss different types of performance assessments
 - Examine the relationship between learning and assessment
- 4. Students will demonstrate an awareness/knowledge of self.**
 - Examine the norms and values associated with their own culture
 - Acknowledge their prejudices and bias thinking
 - Map an awareness of their personal cultural history
- 5. Students will demonstrate an awareness and knowledge of others.**
 - Examine the diverse historical perspectives of events that have promoted unequal access and opportunity
 - Address the effects that various systems including peers, groups, families and communities have on students

- 6. Students will demonstrate attitudes and beliefs that are consistent with and supportive of multicultural education.**
- Increase sensitivity and skills in working with all students and their families, especially populations who have experienced significant discrimination in this country and consequently may have limited educational opportunities
 - Passion for teaching all children
 - Acceptance of multicultural /diverse language patterns in a learning environment
- 7. Students will know strategies for facilitating peer relationships, creating positive classroom environments, and promoting positive behavior supports.**
- Facilitating social relationships and peer interactions
 - Structuring classroom environments for success
 - Conflict resolution
 - Positive approaches to behavior
 - Student self-determination
- 8. Students will demonstrate effective communication skills and collaboration with instructors, colleagues, students, families etc.**
- Understand the differences in communication styles
 - Use language that is inclusive and affirming of the diverse populations
 - Listen with the intent to understand differences and appreciate common values and norms
 - Think critically when speaking to others
- 9. Students will understand types and importance of professional partnerships.**
- Basic conceptual understanding of collaboration and its importance in contemporary public schools
 - Collaboration between general and special educators, including co-teaching
 - Partnerships with parents and families of students with special needs
 - The roles and responsibilities of related services personnel (e.g., psychologists, speech/language therapists, occupational therapists)
 - Teachers' roles in working with & supervising paraeducators
- 10. Students will demonstrate skill and competency in considering students' individual differences (i.e. intellectual and physical capacity, developmental and emotional levels, motivational and learning needs cultural characteristics).**
- Create and maintain a learning environment that is safe, respectful of diversity and conducive to learning
 - Integrate multicultural and gender equitable content into the curriculum
 - Adapt, design and apply instructional strategies and assessments that take into account the students' individual needs
- 11. Students will use technology (computers) to explore resources, communication with others, complete assignments, develop lessons related to diversity etc.**
- Research web sites and other resources for class discussion and class projects
 - Participate in Oncourse discussions and email journals
 - Complete all assignments on computer
 - Demonstrate use of technology in class presentations
- 12. Students will understand the social construction of disability.**
- Personal and societal perceptions of disability
 - Sociological function of disability identification
 - Social impact of labeling
- 13. Students will examine historical perspectives of disability and special education.**
- Significant events from past to present
 - Past and current vocabulary and acronyms
 - Inclusive practices in public schools
 - Legislation related to special education
 - Disability rights movement
- 14. Students will develop an understanding of the framework of special education.**
- Pre-referral, referral, assessment, and eligibility for special education services
 - Range of services available to students with disabilities
 - IFSPs, IEPs, Individual Transition Plans
 - Services for students after leaving school
 - Technology for individuals with special needs

15. Students will explore types of special needs and disabilities.

- Impact of various disabilities on school and daily life
- Domains for consideration: academic/instructional, social/emotional, behavioral
- School and post-school outcomes for students with special needs

16. Students will examine strategies for differentiating instruction for all students.

- Curriculum planning processes
- Individualized and tiered instructional practices
- Individualized adaptations and accommodations

Relationship of the Block I Objectives to the Principles of Teacher Education

The School of Education at IUPUI is guided by six Principles of Teacher Education. Block I addresses the following principles and competencies:

Principle 1: Conceptual Understanding of Core Knowledge

(The ability of teachers to develop rich expertise within your discipline)

- Design & implement instruction that develops students' conceptual frameworks.
- Write and speak with clarity.

Principle 2: Reflective Practice

(The ability of teachers to analyze and critique the impact of the experiences and contexts of teaching from multiple perspectives)

- Explain the experiences that guide the teaching.
- Entertain multiple perspectives.
- Collect information through observation of classroom interaction.

Principle 3: Teaching for Understanding

(The ability of teachers to draw on their knowledge and frameworks to plan, implement, & assess effective learning experiences and to develop supportive social and physical contexts for learning)

- Use multiple strategies that engage students in active learning.
- Support learners to assume responsibility for themselves and their own learning.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.

Principle 4: Passion for Learning

(The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of student's habits of continual, purposeful learning)

- Recognize and support learner's intellectual, social, and personal growth.
- Support learners with special needs.
- Seek help from other professionals.

Principle 5: Understanding School in Context of Society and Culture

(The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities)

- Communicate in ways that demonstrate sensitivity to a broad range of diversity.
- Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.
- Challenge negative attitudes.

Principle 6: Professionalism

(The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement)

- Stay current in terms of research.
- Utilize resource networks beyond school.

Required Textbooks

Bauer, A. M., & Brown, G. M. (2001). Adolescence and inclusion: Transforming secondary schools. Baltimore: Paul H. Brooks.

Kozol, J. (1995). Amazing grace. New York: Harper.

Sleeter, C. E. (2001). Culture difference and power [CD Rom E Book].

Santrock, J. W. (2001). Educational psychology. New York: McGraw Hill Higher Education.

BLOCK REQUIREMENTS

(Note: The due dates for all assignments appear on the last page of this syllabus.)

Multicultural Field Experience – Gambold Middle School, IPS School 108 [Pass/Fail Grade Option]

During this semester, you will have an opportunity to interact with students from different cultural backgrounds. To complete M101 and M303, you must complete the multicultural field experience at School 108. Since this experience is part of the regular class period, attendance is mandatory. The block instructors have pre-arranged the dates we will be meeting there. Please refer to the class schedules posted on Oncourse.

Microteaching Assignment - 100 Points

During the first week of March, you will be required to teach a short lesson to the middle school students in your assigned classroom at Gambold Middle School, IPS #108. After you teach the lesson, your cooperating teacher and middle school students will provide constructive feedback about the quality of your instruction. The primary goal of this project is to give you an opportunity to apply what you have learned about learning, motivation, multicultural theory, and special education to your lesson plans and overall pedagogy.

Take-Home Exam – 200 Points

There will be one take-home written exam that will cover topics discussed in Block I.

The Kozol Project – 300 Points

The Kozol Project consists of three parts: 1) a small group discussion of the book Amazing Grace; and 2) the community windshield survey, and 3) a written group report and class presentation. The book and the community assessment provide a unique perspective of social issues that relate to poverty, classism and power. We will focus on the impact poverty and discrimination has on the design of curriculum and pedagogy. As you read Amazing Grace, select five passages that leave you with an impression or remind you of a cultural experience you had. We will provide more information as to how you should write the passage and response. You will be graded on your participation in the group discussion and on the evidence you demonstrate of critical thinking and reflection in your reaction to the passage you selected. Each group will write a report of their research and prepare a Power Point presentation of the highlights of your findings from the community assessment. You will be graded on the how well you researched your topic, accuracy, depth and authenticity. You will have the opportunity to grade your peers and will be given an overall group grade for the report and the presentation. Your Power Point presentation can be submitted on a disk or CD Rom. More detailed information about this project will be handed out in class and will also be available on Oncourse.

Class Participation and Reading Assignments - 100 Points

Like any professional career, you are expected to come to class prepared. That means all assigned readings must be completed **before** class. Your responses in class demonstrate whether you read the assignment or not.

Attendance

Attendance is mandatory for your block classes. If you plan to be absent from class, please call and let us know that you will not be it class. Do not depend on you classmates to let us know you are not attending class. If you miss class, ask your instructor(s) what you missed—not your colleagues. Typically, your colleagues will give you a condensed version of what you missed. Missing one day of class is like missing two to three class periods. Missing any portion of a class or field experience (e.g. being late, leaving early or taking long breaks) will be considered ½ of an absence. It's better than missing an entire day therefore it's better to come late than not to come to class. Since attendance is directly related to class participation, more than two absences may result in a lowered letter grade at the end of the semester. More than three absences automatically result in a failing grade. Please note that the attendance policy is NOT contingent on whether absences are or are not excused.

E-mail and Oncourse

Students are required to have an active **email account**. Email accounts are available to all IUPUI students. Computer labs where students can use email accounts also are available at various locations throughout the IUPUI campus.

Students also are expected to use Oncourse. The course schedules, announcements, and other material, such as handouts, will be posted to Oncourse on a regular basis. Oncourse also includes access to websites of interest.

*** * * M300 Assignments * * ***

Written Summary of an Interview – 100 points

Your first assignment in M300 is to interview an individual who you define to be dramatically different from you. You must be able to demonstrate in your report, that this individual has a culture that is dramatically different from yours. Sorry, your best friends or family members do not qualify as interviewees for this assignment. Be sure to provide evidence that you "stepped out of your box," in other words the assignment may cause some discomfort so don't wait until the last minute to do the assignment. The class handout will give you specifics on the length and requirements of this assignment.

Reflective Dialogue Journals – 100 points

What is a "reflective dialogue journal"? A reflective dialogue journal is a journal that carries on a private written conversation with the instructor for an extended period. Your dialogue journal should focus on topics of interest and concern. The purpose of the journal is to help you reflect on course materials and other experiences, past and present. Include reactions to the readings and class discussion, as well as relevant and applicable aspects of your life. We need to focus on how well you are integrating theory and critical thinking with practice. Record questions that come to mind so that they are available during class discussions or for your journal. Your entries should not be a summary of class discussion or notes from class. We will complete at least five entries for a short period on Oncourse or via email. You can decide when to start but do not wait until the last week of class to submit them since I may not be available to have a dialogue with you.

Meta Comment Paper - 100 Points

You will be required to complete a meta-comment paper at the completion of the course. Your journals, class notes and class activities will help you complete this assignment. I will provide you with additional information on Oncourse.

*** * * K205 Assignments * * ***

Book Review - 150 Points

Each student will select reading, or audiovisual material, written by a person with a disability, or their family. A list of books, magazines, and videotapes will be provided and some materials will be put on reserve at the CRC. Some of these books are available also through the library here at IUPUI, or the Indianapolis Public Library; others are at the Indiana Institute on Disability and Community. They can be checked out via mail and you can reach them at 812-855-6508 (ask for CEDIR). I will provide you with additional information in class and on Oncourse.

Responses to Readings - 100 Points

As a discussion group, or as an individual, you will use Oncourse or email, to analyze and respond to readings for this class. The focus will be on how you think and feel about what you are reading, as well as what connections you are making between the Bauer & Brown text and field experiences. At times, the instructor may pose specific topics and/or questions for you to consider, at other times, the discussion between you and your peers will be more open ended.

Classroom Ecology and Inclusion Observations – 50 Points

During your field experiences you will be given a survey of the overall classroom environment and asked to observe specific aspects of the classroom as they apply to the inclusion of diverse learners. You will use this information to write a paper describing your perspectives of how the current classroom structures facilitate or prevent student inclusion.

* * * P254/P255 Assignments * * *

Classroom Learning and Motivation Observations – 50 points

The purpose of this field assignment is to identify classroom practices that influence student motivation and reflect on the challenge of motivating diverse groups of learners. After reading an article or chapter by Brophy (placed on reserve in the CRC), you will identify 10 motivational strategies your cooperating teacher uses in his or her classroom instruction. After recording your observations, you will write an essay that describes your view on the challenge of motivating diverse groups of students.

Microteaching Paper – 250 points

Part I of the microteaching paper is intended to provide you with the opportunity to reflect on the teaching strategies you used in your lesson and to discuss your rationale for using them. It is important that you elaborate on whether or not you believe the strategies were successful and what you would change, if anything, to improve the quality of the lesson.

Part II of the microteaching paper is intended to help you understand the relationship between learning and assessment by designing an assessment of your students' learning during your microteaching lesson. Specifically, you will either write the written test or describe the performance assessment that you would use. You will also write an essay that provides a rationale for *why* you selected this type of assessment.

Detailed guidelines for Part I and Part II of the paper will be provided.

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Guidelines for Written Assignments

All written assignments will be evaluated both for the content and ideas presented and for the clarity of the presentation. You should maintain a folder with copies of all written assignments. Your grade for a paper will be based on the following criteria:

Presentation and Appearance

- ◆ Neatness
- ◆ Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
- ◆ Word-processed, double-spaced with no spelling errors.
- ◆ Use a 12 pt. font size.
- ◆ Pages should be numbered and stapled, with your name on the front page. Please do NOT use plastic binders or paper folders when turning in papers unless it is absolutely necessary.
- ◆ Use first person language.

Organization

- ◆ Logical sequencing and continuity of ideas
- ◆ Clarity of expression and conciseness
- ◆ Structure and format of the paper. American Psychological Association (APA) format should be used for citations and references. We suggest that you purchase [The Publication Manual of the American Psychological Association](#) (5th ed.).

Content as indicated by specific paper assignment.

Each assignment will be graded based on the evidence of critical thinking ability. "Evidence" is something that makes something else "evident." The key question is, "What specifically does your writing make evident?" If your writing is poor, you will be referred to the Writing Center on campus. If you fail to provide evidence that you attended a writing session may fail the class.

Appropriateness of media

Demonstration of critical thinking, conceptualization, grasp of material, etc. is encouraged in formats other than traditional written papers. The Resource Center is available to help you. You may provide video, visual images, music and many other forms that demonstrate your proficiency. But please discuss this with your instructor first.

Late Papers

You will automatically lose five points per class period for all late assignments. We realize that sometimes you have emergencies therefore, let us know if you are going to have a problem handing in your work. If you are having a difficult time understanding the assignment let us know ASAP--not on the day that it is due. The key word here is COMMUNICATION. Chatting with us in person usually works better than email or by phone. We are always available to meet with you after class or by appointment.

Plagiarism and Cheating Policy — *Students who cheat or plagiarize will fail the course.*

Copying from texts or other people's work, without citation, is unethical and may be illegal. This also includes the work of other students. Keep in mind that even when paraphrasing, the source MUST be cited. This policy includes cheating, copying, or otherwise being dishonest about class work, all of which can result in a failing grade.

Students with Special Needs

Student with special learning needs should contact us within the first week of class to discuss assignments. Appropriate accommodations will be made for all students who provide us with information from the IUPUI Adaptive Educational Services.

GRADE SCALE (for each course in Block I)

A	980 - 1000	C-	740 - 779
A-	940 - 979	D+	700 - 739
B+	900 - 939	D	680 - 699
B	880 - 899	D-	630 - 679
B-	840 - 879	F	Below 630
C+	800 - 839		
C	780 - 799		

Block I Assessment

At the end of the semester, your Block I instructors will meet to discuss your progress in the teacher education program. The Block I Rubric that we will use to assess your progress will be passed out to you in class.

Block I Assignments

Shaded boxes indicate field experience dates

Date	M300	K205	P254/255
January 8/10	✓ Journals Assigned		
January 15/17		✓ Book Review Assigned ✓ Reading Responses	
January 22/24			
January 29/ 31			
February 5/7	Field Experience IPS#108 ✓ Community Assessment Assigned	Field Experience IPS#108 ✓ Classroom Environment & Inclusion Analysis Assigned ✓ Book Review Due	Field Experience IPS#108 ✓ Classroom Learning and Motivation Observations Assigned
February 12/14	Field Experience IPS#108 ✓ Interview Due	Field Experience IPS#108	Field Experience IPS#108
February 19/21		✓ Classroom Environment & Inclusion Analysis Due ✓ Book Review Presentations	✓ Classroom Learning and Motivation Observations Due
February 26/27	Field Experience IPS#108	Field Experience IPS#108	Field Experience IPS#108
March 5/7	Field Experience IPS#108 ✓ Microteaching	Field Experience IPS#108 ✓ Microteaching	Field Experience IPS#108 ✓ Microteaching
March 12/14	SPRING BREAK	SPRING BREAK	SPRING BREAK
March 19/21	✓ Kozol Part I Due		
March 26/28	Field Experience IPS #108	Field Experience IPS #108	Field Experience IPS #108 ✓ Microteaching Paper Due
April 2/4	✓ Journals Due		
April 9/11	Field Experience IPS #108 ✓ KOZOL Part II & III Due	Field Experience IPS #108	Field Experience IPS #108
April 16/18		✓ Discussion Group Entries Due	
April 23/25	✓ Block I Take-Home Exam Due		
May 7	✓ Meta-Comment Paper Due		

