



ED 701 THE FORMATION OF THE TEACHER
SYLLABUS - FALL 2007 (Tentative)

Instructor: Joseph C. Hassey, PhD

Class Times: TBA

Class Location: Room 714

Email: jhassey@ambrose.edu

Office Phone: 410-2918

Office Hours: TBA.

I. COURSE DESCRIPTION:

ED 701 Formation of the Teacher (3). This course seeks to provide an understanding of significant issues for those anticipating a career where teaching is a major part, whether in a local church setting or in higher education. The course provides an overview of educational philosophy, adult learning theories, the role and expectations of the teacher in diverse organizational contexts, available educational resources, educational assessment and evaluation, teaching methods, strategies for personal and professional development. Strategies to assist those seeking to make a career move into teaching will also be covered.

II. COURSE LEARNING OUTCOMES:

At the completion of this course, you will –

1. Be able to identify important elements of your educational autobiography that influence your current attitudes about teaching and learning
2. Be able to develop and articulate a philosophy of education in a clear and coherent fashion based on appropriate theological reflection
3. Be able to discuss various issues relating to teaching and learning as it relates to changing and diverse contexts
4. Understand you own learning preferences, know how to assess the learning preferences of others, and how to make appropriate adjustments to accommodate these

5. Understand specific issues that arise in the professional life of a teacher and the strategies for successful management of these
6. Understand how your own personal gifts and interests fit with the expectations for a teaching career
7. Be aware of career options and be able to develop a strategy for the pursuit of a teaching position
8. Communicate awareness of various pedagogical skills. (syllabi, outcomes, lecture, active learning, discussion groups, testing and grading)
9. Appreciate the function of assessment and evaluation for teaching and learning
10. Be able to evaluate a diversity of various teaching practices and identify useful teaching and learning resources
11. Engage in ongoing theological reflection on teaching and learning as you develop a teaching portfolio for use in the future

III. HOW THESE LEARNING OUTCOMES WILL BE ASSESSED:

Classroom presentations, readings, and assignments will focus on each of these specific learning outcomes enabling you to individualize these outcomes. For example:

1. You will be asked to prepare a statement of and defend your own philosophy of education. You will be asked to assess various educational philosophies, how to develop such a philosophy, and to identify how and when these are used.
2. You will be exposed to various situations that arise in differing educational contexts using a case study approach. These issues will become the basis for engaging in reflective thinking and compelling students to engage in reflective judgment.
3. You will do be exposed to the general topic of learning styles and learning preferences. You will identify your own learning preferences and will be asked to reflect on the results this and its potential usefulness in understanding yourself and others.
4. You will evaluate some course syllabi, gain a better understanding of the purposes of the syllabus and then prepare a detailed syllabus for a course you may wish to teach.
5. You will engage in the process of various forms of teaching assessment and be able to reflect on and articulate the strengths and weaknesses of such assessment.
6. You will interview at least two faculty members to determine why they became teachers, the challenges and opportunities they face as teachers, and obtain their own personal advice for those with a desire to teach.

7. You will begin developing resources and strategies for pursuing a ministry in teaching.
8. You will chose a specific area of educational interest and engage in focused reading and personal reflection.

IV. INSTRUCTOR’S EXPECTATIONS AND ACADEMIC POLICIES:

- A. The *final course grade* will be based on the following assignments with equal weight given to each –
1. Attendance and participation during each class session
 2. Completion of all reading assignments
 3. Completion of all written assignments including
 - a. *Educational Autobiography Assignment.* This comprises an informal verbal presentation and a subsequent written statement of the educational influences in your life. You will be asked to describe your educational journey and how this has shaped your current interest and your future goals.
 - b. *Philosophy of Education Assignment.* Readings and classroom discussion will enable you to articulate a “philosophy of education.” It is expected that this will be developed and refined over the semester culminating in a formal written paper that shall not exceed ten double-spaced pages. In addition, you will include a short (about two double spaced pages) summary, useful for attachment to resumes or other settings where an expression of your philosophy may be useful.
 - c. *Reading and Reflection Paper Assignment.* Rather than write a formal research paper, you are to do at least 800 pages of readings in a particular area of interest. These 800 pages are in addition to course text book and assigned readings. Near the end of the course you will be expected to share insights on the topic with the rest of the class in a verbal presentation. A final paper will be written that provides an overview of this area of interest including your own personal reflections on the material you have read.
 - d. A syllabus for a sample course.
 - e. A resume for pursuing a position in teaching.
- B. The *grading scale* used for all CTS courses is as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good

B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

- C. *Assignment due dates* are noted in the course schedule. As the course proceeds we will make adjustments based on the needs of the individuals taking the course.
- D.. *Extensions* of time needed for individual assignments can be arranged with the professor. Extensions of time needed to complete all course work after final examination week require approval by a faculty committee.
- E.. The *format of assignments* will vary depending on the exact nature of the written assignment. It is expected that students will use *A Manual for Writers of Term Papers, Theses and Dissertations*. 6th ed. by Kate Turabian as the guide for bibliographic references in any papers submitted.
- F. There are no *examinations* in this course.
- G. It is the responsibility of all students to become familiar with and adhere to *academic policies* of CTS as are stated in the Student Handbook and Academic Calendar and Catalogue.
- H. Students wishing to *add a course* should refer to the current academic calendar for the last day to officially enter the class. Students intending to *withdraw from a course* must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar.
- I. *Plagiarism and Academic Dishonesty Policy*. The seminary is committed to fostering personal integrity and will not overlook breeches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

V. COURSE TEXTBOOK

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4th ed.

VI. COURSE SCHEDULE:

Week 1

Topic: Introduction to the Course; Definitions and Issues

Assignments for next class: Your educational autobiography (verbal); Read Knight pp. xiii – 148.

Week 2

Topic: Our Educational Autobiographies; Why a philosophy of education?

Assignments for next class: Read Knight pp 153-247; Read Gaebelein “Toward a Philosophy of Christian Education” (*handout*)

Week 3

Topic: Developing a Philosophy of Education

Assignments for next class: First Draft: Your Philosophy of Education

Week 4

Topic: The Educational Mission Contextualized; The Roles of Teacher and Learner

Week 5

Topic: Verbal Presentations of Your Philosophy of Education.

Assignments for next class: Go to the following website: <http://www.vark-learn.com>. Complete the VARK “Questionnaire” and print out the results for yourself. Review the “Helpsheets” and the “Using VARK” links. Be prepared to discuss what you have learned in the next class.

Week 6

Topic: Teaching and Learning Styles/Preferences

Assignments for next class: Read Bloom’s “Taxonomy of Educational Objectives” and Cannell’s “Outcomes Planning Components” (*Handouts*)

Week 7

Topic: Learning Outcomes and Course Objectives

Assignment for next class: Prepare a course syllabus (*Handout*)

Week 8

Topic: Review of Syllabi; Assessment and Evaluation of Teaching and Learning

Week 9

Topic: Teaching Methods: Andragogy or Pedagogy?

Assignments for next class: Prepare a resume for pursuing a teaching position (*Handout*)

Week 10

Topic: Pursuing a Career in Teaching; Resumes; Resources for the Teacher
Assignments for next class: Prepare your Reading and Reflection Reports for verbal presentation

Week 11

Topic: Reading and Reflection Reports: Verbal Presentations
Assignments: Prepare final copy of Philosophy of Education and Reflection Paper

Week 12

Topic: Review and loose ends