

**Introduction to Teaching & Learning - T & L 330**

Fall 2007

College of Education & Human Development

Department of Teaching & Learning

Room 2

Monday 5:00-7:30, 3 credits

***“Teachers teach as they are taught.” Vito Perrone***

**Instructor:** Patrick Marolt  
Mobile Number: 218 689-7888  
Work: 218 681-234 ex 709  
[pmarolt@und.nodak.edu](mailto:pmarolt@und.nodak.edu)  
[pmarolt@trf.k12.mn.us](mailto:pmarolt@trf.k12.mn.us)

**Course Description:** This course is an *introduction* to the study of education. The course explores how learners differ, how society and schools respond to learners’ differences, and how the social and political contexts of schooling affect learners’ education. Students will have the opportunity to visit schools, to explore elementary and middle school teaching materials and practices, to participate in hands-on learning activities and to prepare and facilitate learning activities for both peers and young learners.

**Required Books:**     **Required and Recommended Texts:**

- Codell, (1999). Education Esme
- Morrison, (2006). Teaching in America
- Additional required readings and books will be provided in class

**T & L Conceptual Framework:**     *The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.*

**Course Goals:**             It is the goal of this course to help learners *begin* to construct answers to these questions:

1. What is learning?
2. What is teaching?
3. Who are teachers?
4. How do good teachers facilitate learning?
5. Do I want to become a good teacher?

**Course Objectives:** Students who satisfactorily complete this course will be able to:

- describe many of the characteristics shared by good learners and teachers and the variety of roles each may play;
- describe the essential elements and processes that contribute to the learning and teaching cycle;
- relate the ideas about learning & teaching expressed by our authors to their personal & professional lives and
- demonstrate good teaching and learning practices.

**Evidence that learners are meeting course objectives will be supplied by the following activities and assignments. *Course participation is important.***

1. Active, personal participation and productive group interaction in class discussions and activities.
2. An analysis papers– Why did you choose to become a teacher? What is your philosophy of teaching? Tell me what the first day of school would look like in your classroom?
3. A personal essay profiling an influential teacher,
4. An team presentation linking quotes, images and sound to portray essential elements in good teaching and learning
5. Peer teaching opportunities based on individually selected sections of the required texts and downloads.
6. Creation, implementation and evaluation of an elementary or middle school team-teaching learning experience.
7. Organization of a professional portfolio aligned with the INTASC Principles.

**Instructional Practices:** During each class period participants will engage in analysis and evaluation of the assigned readings or activities, a hands-on learning activity, reflection on the activity and preparation for the next session's assigned work.

**Course Requirements:** The most important requirement is that course participants read the assigned material, try to satisfactorily complete the assigned activities and be prepared to actively reflect on those experiences with others in class. Participants are expected to submit all assignments on time unless other arrangements are made with the teacher at least 5 days before the assignment is due. All written assignments will conform to the latest APA style guidelines. During the semester, course participants will have 7 days after the instructor has evaluated their work to add value to their product should they want to increase their score.

**UND Policy for Incomplete grade:** *The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 of 2003-05 UND Catalog for complete policy statement for*

undergraduates.)

**Professional Disposition Statement:** *Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, "Professional Dispositions for UND Teacher Education".*

**Other Policies:**

Exceptionalities

*If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me.. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office—190 McCannel Hall, 777-3425). You can see the DSS website at [www.und.nodak.edu/dept/dss](http://www.und.nodak.edu/dept/dss)*

Essential Functions

*All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.*

**Electronic Communication Devices:** During class time, course participants will refrain from using all personal communication devices and laptops unless engaged in educative activities linked to the course's content.

**COURSE SCHEDULE**  
**T & L 330, FALL 2007**  
**Patrick Marolt**

<b>Date</b>	<b>Course Topics</b>	<b>Readings &amp; Assignments Due</b>
8/20	The First Day	For 8/27: Why did you choose to become a teacher? 1-2 pages
8/27	<ul style="list-style-type: none"> <li>* Lesson Plans</li> <li>* Discuss Esme – Part 1.</li> <li>* Situations</li> </ul>	For 9/17: * What is your philosophy of teaching?" 1-2 pages  * Read Chapter 1 and 2 - Morrison
9/3  9/10	No Class – Labor Day  No Class – Field Experiences (I am at a School Board Meeting)	For 9/17: * Team teaching activity.  * Lesson Plans
9/17	<ul style="list-style-type: none"> <li>* Team teaching</li> <li>* Lesson Plans</li> <li>* Rough out your own “Role Model” essay.</li> <li>* Discuss Chapter 1 &amp; 2 Morrison.</li> </ul>	For 9/24: * Write Role Model Paper”.  * Read Part 2 - Esme
9/24	<ul style="list-style-type: none"> <li>* Discuss Part 2 Esme.</li> <li>* Lesson Plans</li> </ul>	For 10/1: * Research Multiple Intelligences
10/1	<ul style="list-style-type: none"> <li>* Expand &amp; Extend Multiple Intelligences</li> <li>* Prepare Multiple Intelligence Lesson.</li> </ul>	For 10/8: * Present Lessons

10/8	* Lesson Plans	For 10/22: * Prepare 10 Questions for Guest Speakers. First Year and Veteran Teacher Read Chapters 4 & 5 Morrison
10/15	* No class = Field Experiences (School Conferences.)	.
10/22	* Guest Speakers	For 10/29: * Read Chapter 7 - Morrison * Read Case Study
10/29	* Present Case Study	For 11/5: * Tell me what your classroom would look like on the First Day of School?
11/5	* Buzz Words in Education	For 11/19: * Special Education Questions
11/12	No Class – Veterans’ Day	For 11/19: * Bring field experience lesson resources.
11/19	* Special Education Guest Speaker	
11/26	* Literacy Collaborative	
12/3	* How to get a job	For 12/10: * Prep Professional Portfolio presentation.
12/10	Final Session: * Professional Portfolios presentation.  * Individual reflection on & evaluation of this course.	