

Education 100: College Aides in the Colorado Springs Schools
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ED100 Syllabus, Fall 2008

Mission. The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Core Values. As members of the Colorado College community and Education Department, we are committed to:

1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
3. Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

Course Objective: To fulfill the departments core values by facilitating an experience for students to aide in a public school setting and providing opportunities for them to reflect upon their placement within the context of education and learning theories.

General: This course is offered only as *pass/fail*.

- Attend all seminars or complete make up work for missed seminars.
- Fulfill your time commitment of 30 hours in the classroom before the end of the semester.
- Assume responsibility for the success of your aiding experience (communicate effectively and frequently with your classroom teacher and college aides director; be prepared to do the job)
- Complete a reading, an essay, an observation form, a journal, a respite session, and a course evaluation.

Specific:

- Fill out the form "ED100 College Aides" and turn it in to me at the end of today's initial meeting. If you're not certain you can aide this semester – write that across the top of the form, so that I wait to make your placement.
- Complete your CC class schedule with as much detail as possible by **Wednesday, Sept.10.**
I cannot find you a placement until I receive your class schedule.
Once your placement is made, you may not drop the course; should you choose to not finish, you'd receive a no credit grade.
- Come to the Placement meeting in the Education Dept. at Mierow House. Choose either:
 - Tuesday, 9/16 from 12:00 – 1:00 p.m
 - **or** Wednesday, 9/17 from 3:00 – 4:00 p.m
- After the placement meeting, immediately call and email the teacher in order to find a time during that week to meet with him/her.

- ❑ Meet with your assigned teacher to arrange a schedule, discuss your responsibilities and find out how you can participate in the classroom's management system. The aiding schedule you create with your cooperating teacher will be due a week after you are given a placement. Place in my box at Mierow on **Sept. 24.**
 - ❑ Maintain an accurate time record, signed by your classroom teacher upon completion. You must aide a total of 30 hours this semester and deliver the record to the Education Department no later than **Friday, December 12 (one week prior to the end of block 4).** A "No Credit" grade will be assigned after this date, unless prior arrangements made with instructor.
 - ❑ Attend all seminars (notify the instructor *in advance* if you will be absent*).
 - ❑ Attend the Special Education training seminar in the Education Dept. then complete work at a Break Time respite program (counts for 8 hours total). Location and time to be determined.
 - ❑ Attend seminar on the first and third Wednesday of every block: Feel free to bring a lunch.
 - Wednesday, 10/1 & 10/15 from 12:00 - 1:30 p.m.
 - Wednesday, 11/5 & 11/19 from 3:00 p.m. to 4:30 p.m.
 - Wednesday, 12/3 & 12/ 17 from 12:00 - 1:30 p.m.
- * *If you miss a seminar, you can read an additional chapter from an Educational resource and submit a two-page essay answering the following questions: What is your initial reaction to this article? How does it relate to what you are observing at your placement?*

Assignments:

- ❑ Reading Educational resources and responding – must be typed, double-spaced. Handwritten assignments will not be accepted. On the assignment identify the school, teacher, and grade level of subject taught. ***Due at the end of block 2 seminars.***
- Choose a chapter or reading from an Education Resource. (We will visit Tutt Library and view the Education section at the first seminar.) After completing the reading, write a two page response that answers the following questions:*
- Why did you choose this particular reading?
 - What is your initial reaction to the reading?
 - How does it relate to what you are observing in your placement?
 - If you were a teacher, in what ways might you apply this information?
- ❑ Observation notes – handed out in placement packet. Take notes on the observation form and jot questions you might have on the back of the form. Bring these notes to the afternoon seminar; your notes will serve as support for a discussion on classroom management, teaching strategies, etc., and need to be turned in for credit. ***Due at the final block 3 seminar.***
 - ❑ Reflection journal: Keep an ongoing journal of all that you see (motivations, management techniques, classroom arrangement, bulletin boards, centers...). You may record the information in any learning style (bullets, phrases, expository writings, drawings...)

- Throughout your reflections, focus on the ABCs – *labeling* (with an A, B or C beside the entry) all thoughts that involve:
 - A= affect (your attitudes, emotions, feelings...)
 - B= behavior (your past, current or future behaviors...)
 - C= cognitive connections (overtly reference any readings or class discussions that connect to what you're seeing.)

At the end of your semester, this reflection journal should include **no less than five pages** (more if your paper is smaller than 8x10 or if you skip lines.) It will be returned for you to keep. ***Due at the final block 4 seminar.***

- Attend the Special Education seminar in the Education Dept. then complete 6 hours at Break Time's respite program. Dates and times to be determined.

HONOR CODE: You are encouraged to discuss your work with your peers, yet you may collaborate and turn in similar assignments (unless it is a joint project.) Be sure sources are acknowledged and properly cited. If you do not know how the Honor Code applies to a particular assignment, be sure to ask. Honor Code violations result in an automatic "NC" for the course.