OVERVIEW
This course is for those considering teaching as a profession and those seeking to better understand the complexity of schools and teaching.

Teaching is both a rewarding and challenging career. It continues to be a multidimensional profession where teachers assume many roles. The most recognized role of schools and teachers is to educate students. However, the process of education requires a complex set of tasks that occur “behind the scenes” and out of view of the students. At this point it is possible that your view of teachers and schools has been only through the eyes of a student. In this course we will go “behind the scenes” to explore the multi-dimensional nature of the profession and how teaching fits into the wider context and culture of schooling.

OBJECTIVES
• To develop an informed perspective on public education and the teaching profession including an awareness of emerging issues in order to make the informed decisions required in a democratic society.
• To develop a range of ways for recording and describing the human experience of schools.
• To investigate concepts and implications of diversity on public education.
• To make a career choice about the teaching profession that is grounded in a realistic understanding of the profession.
RESPONSIBILITIES AND ASSIGNMENTS

The following list offers brief descriptions of the responsibilities and assignments that help you accomplish our objectives. **You may find more detail and clarity on these responsibilities and assignments, including the due dates, on our course Blackboard space.** You will also receive further information during class sessions.

**Professionalism – 12pts.**

As previously stated, this course offers you a unique opportunity to go “behind the scenes” into the profession of teaching. Therefore, you will be given access to a school – a professional setting. As such, both in class and in the school you are expected to develop and exhibit professional attributes such as **respect, responsibility, collaboration, and commitment.**

**Modules – 48 pts.**

To construct new ideas and further understanding requires active and reflective thinking. You need to actively work with new ideas to see how they connect with what you already know. The Modules provide you with background material and a diverse set of tasks to complete in the field. Both the blackboard discussion board and our in-class conversations require you to engage in reflective thinking and provide you the opportunity to make connections between the module materials and tasks as well as the opportunity to make additional connections to either (a) personal experience, (b) the objectives and topics of the course, and/or (c) your future association with public education (as a citizen, parent, teacher, etc).

**Student Portrait – 20 pts.**

During the course of your field time you will be mentoring and shadowing a student “buddy” each week. This assignment gives you the opportunity to look inside a school and classroom from the perspective of this student as you try to make sense of concepts of diversity and the implications for classrooms and teachers.

**Portfolio Entry – 10 pts.**

It is the intent of this assignment that you begin developing (if you haven’t already) an electronic portfolio. In this course you will create one entry for your portfolio. This process of creating the entry will support your development of an informed perspective on the teaching profession and support the continual review of the role you might play in public education. The entry itself will sample your work both in the course and in the field and serve as a vehicle for discussion and growth.

**Book Club – 10 pts.**

The Book Club Assignment gives our class the opportunity to explore issues related to teaching and learning from a different perspective. You will decide to read of two books. Both books discuss issues related to schools and learning. The books will allow us to see how people schools and society interact and impact each other as well as divergent modes of teaching and learning outside of formal school and the boundaries of the United States.

To complete this assignment, you will select one of two books to read in its entirety:
Tales of a Female Nomad: Living at Large in the World by Rita Golden Gelman

Savage Inequalities: Children in America’s Schools by Jonathan Kozol

These books can be purchased online inexpensively and can be used.

REFERENCES


EVALUATION

Your final grade is based on the following:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Professionalism</td>
<td>12</td>
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<tr>
<td>Modules</td>
<td>48</td>
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<tr>
<td>Student Portrait</td>
<td>20</td>
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<td>Portfolio Entry</td>
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<td>Book Club</td>
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<td><strong>TOTAL</strong></td>
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Grading Scale (+/- may be used)
90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

POLICIES

Absences
Your presence both in class and in the field is expected. It is recognized that there exists the possibility of illness, religious observance, and compelling circumstance beyond your control. In such a circumstance, please make the decision that is in your best interest. However, any absence is with the understanding that although missed handouts and information will be provided to you, the missed experience of interacting in class, which is equally vital to growth, cannot be replaced. In addition, please recognize that your student “buddy” and the school are expecting you each week. Any absence in the field MUST be re-scheduled in order to complete this course successfully.

Academic Accommodation
Please let the instructor know if, because of a disability or special situation, you need accommodations in the curriculum, instruction, or assessment of this course.

Academic Integrity
All students are expected to adhere to the University of Maryland’s Code of Academic Integrity, which can be accessed at [http://www.testudo.umd.edu/soc/dishonesty.html](http://www.testudo.umd.edu/soc/dishonesty.html). Failure to adhere to the code may result in the grade of XF – failure due to academic dishonesty.