Education 102.HBD2/Education 501

School of Education

Medgar Evers College

Motto: "Educate To Liberate!"

COURSE SYLLABUS

Instructor:	Dr. Adero-Zaire Green	Term:	FALL 2024
Office:	1007G	Class Meeting Days:	Tuesday's
Phone:	Zoom (link provided by appointment only) Remind App: Remind.com/join/ed3ff8c	Class Meeting Hours:	9:00 am-11:40 am
E-Mail:	agreen@mec.cuny.edu	Class Location:	In-person: Bedford 2012 On-line via zoom: https://us02web.zoom.us/j/89185954653?pwd=p8KgvKvo4OKKsXEodoxaNqZ4H5L7nn.1
Website:	n/a		
		Lab Location:	
Office Hours:	Mondays 1:00pm-3:00pm and Tuesday's Virtual 1:00pm-2:00 pm and by appointment only.		

I. Welcome!

Hi Students,

Welcome to the Fall 2024 semester. This is an exciting introductory education class. It is my hope that you will have a great experience learning about the career you have decided to pursue. Here is where you will be initially exposed to an overview of the program and the courses that will follow. Your field experience will expose you to school environments that you may impact upon graduation. Be serious but have fun learning about yourself, the School of Education, and the world of the learner. This is a writing intensive course.

Dr. Adero-Zaire Green

II. Department's Conceptual Framework

The Education Department's motto is "Educate to Liberate". Throughout this course and other education courses, please contemplate what this motto means to you, to students and to communities.

The Unit's mission is "to prepare change agents for classrooms, schools and communities who educate to liberate".

III. Statement of Philosophy:

The Education Department was one of the first departments to be created when the College opened its doors in 1971. Today, the Department has grown into a major school at MEC as one of its shining flagship units. The School is committed to preparing candidates to teach in diverse classrooms and schools in urban communities.

Our work is guided to be a six-point philosophy. We believe:

- Education brings people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life. We wish to create shared experiences that unite members of these diverse communities while respecting the uniqueness of each individual's particular history and culture. We see the home, school and community, and the interactions among all of them , as the first setting where children share experiences and learn about diversity and democracy.

- Teachers must become change agents, committed to transforming themselves, their schools and their communities. We further believe that critical awareness and critical pedagogy, as defined by Carter G. Woodson and Paulo Freire, are the cornerstones of this transformation***New Additions To EDU 102**: This semester we will infuse **computational thinking** activities into our learning plan. These new techniques will be taught as we review **Standard 4: Creativity**. You will have the opportunity to build an **artifact** using a computational platform. It is my hope that this artifact will be used during your early field experience and in your future classroom.

IV. Department's Conceptual Framework

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- Teachers must become change agents, committed to transforming themselves, their schools and their communities. We further believe that critical awareness and critical pedagogy, as defined by Carter G. Woodson and Paulo Freire, are the cornerstones of this transformation.

- Students must be "culturally literate". We believe that culture is a complex set of relationships that express a people's ideas, belief and knowledge and that the representations of cultural ideology in art, music, literature, and philosophy are fluid and every changing as cultures interact with other cultures and with changing historical times.

- Students must develop a deeper understanding of themselves in order to more fully interact with the array of nationalities and cultures that they will encounter daily in their classrooms. Through this knowledge, students will gain the pride in themselves and their heritage that will enable them to better understand and interact with others in a multi-cultural society.

- Gaining knowledge is a complex and interactive process that includes students learning how to learn and how to create a learning environment.

- Teachers must be scholars who not only effectively use curriculum guides and published and commercial materials, but who are also competent in researching new knowledge and translating this knowledge into new teaching materials, lesson and unit plans and projects appropriate for children.

VI. The Standards

Though all standard indicators are not explored in this course, all eight (8) Unit Candidate Performance Standards, with selected indicators, will be highlighted.

Standard I: Knowledge

1.9 Understand the ethical and moral dimensions associated with teaching and learning.

1.10 Understand child development and needs

Standard II: Personal and Global Consciousness

2.1 Examines their own beliefs, values, and perspectives, and contextualize these within a larger cultural context.

2.2 Recognizes the personal, cultural and social impact they have on others and how others influence them and actively reexamine or adjust beliefs and values accordingly.

2.3 Uses technology to gain knowledge of the beliefs, values, and perspectives of our own community and communities worldwide.

2.4 Understand how language, culture, and familial backgrounds interact with learning.

Standard III: Analytical Ability

3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts.

3,2 Constructs and articulates new ways of looking at and responding to accepting ideas and paradigms.

3.4 Use technology as a problem-solving tool to gather, organize, and analyze information.

Standard 4: Creativity (Computation Thinking/Digital Literacy)

4.2 Develops learning materials and lessons that utilize their imaginative capacities.

4.4 View technology as a path to new and effective ways of teaching and learning.

Standard 5: Professionalism

5.2 Transmit ideas and concepts clearly in oral and written forms.

5.8 Demonstrate openness to learning and growing as a professional

5.9 Understand the ethical, legal, social, and human issues that comprise their professional specialization.

Standard 6: Effective Communication (Technology Glossary)

6.1 Use and apply Standard Written English and “Dominant” Dialects where appropriate and be able to code switch from standardized of dominant form to other forms of English when appropriate.

6.3 Use technology as an efficient and innovative means of communication.

Standard 7: Collaboration

7.1 Initiates cooperative learning activities and act as an active facilitator.

7.4 Seeks out other for assistants and for building projects together.
7.5 Values others' ideas and other points of view and recognize that there is power in combining ideas.

Standard 8: Commitment and Caring

8.6 Involve themselves in lifelong learning activities and opportunities across various contexts and settings.

VII. University Course Catalog Description

This introductory course explores the many institutional influences that make an impact on the child's total development. Prospective teachers will examine how social institutions such as home, school, church, community, media, and technology affect the child's learning. The concept of the self and other personality characteristics that affect the interaction between children and adults will be examined. This course takes an inclusive approach to educating students with special abilities. Diversity will be explored through pluralistic lenses affording students the opportunity to make cross-cultural connections. Technology will be examined as a tool to better inform students' future teaching and learning in urban settings. Classroom management strategies will be explored. Supervised field experiences are a major component of this course.

VIII. This course fulfills the following General Education Requirements: Yes X No (If yes, respond to ☐ Section III. If no, go to Section IV.) Foundation ☐ Cluster Required Core ☐ General Knowledge Cluster ☐ Flexible Core

College Option: Socio-Cultural, and Diversity Cluster ☐

Integrated Knowledge Cluster: ☐ Social Sciences
☐ Humanities & the Arts
☐ Natural Sciences & Mathematics

IX. Course Overview

Short description of the course . You can include the departmental description, and your personal description of the course.

I. This is a writing intensive course. Connections will be made to future courses and the schools you might be teaching in after graduation. Candidates are expected to participate in writing to learn activities. There are several in-class writing assignments. All of them are intended to help you make deeper connections between texts and personal experiences and to connect Unit standards' submissions by using the standards' indicators to explain your submissions when discussing and submitting your peer review journals or news article assignments and the production of the final portfolio.

II. In this course there is a 6-hour supervised early field experience requirement, (EDUC 501). Though you have not yet been accepted into a BA program (see Need to know and BA Handbook) emphasis will be placed on specific requirements in the 3 Degree programs (Early Childhood/Special Education, Childhood and Childhood/Special Education)

X. Course Objectives / Student Learning Outcomes (SLOs)

In order to "educate and liberate" students as learners will:

- Develop an understanding of the world of the learner (self, students)

  Personal and Global Consciousness

- Be able to articulate a philosophy of education and why they want to teach

  Personal and Global Consciousness

VIII. Course Prerequisites

Successful completion of English 150 and Reading and Writing developmental courses.

IX. Course Credits:

2 Credit Hours

Global Consciousness

- Evaluate personal knowledge, skills and dispositions for teaching

  Personal and Global Consciousness

- Develop an initial teaching portfolio

  Creativity, Analytical Ability

- Identify societal institutions and challenges that impact schooling

  Analytical Ability, Global Consciousness

- Identify parent, student and teacher rights

  Knowledge

- Be able to identify and articulate the components of a successful community of learners.

  Analytical Ability, Effective Communication

- Identify stakeholders in curriculum development

  Analytical Ability, Knowledge

- Recognize and discuss historical and current issues in education

  Knowledge, Analytical Ability

X. Required Texts and Materials

XII. Required Course Text:

Parkay, F. W. (2020). *Becoming a teacher* (11th). Boston, MA: Pearson Education. **ISBN13: Print ISBN: 978-0135167472**

Woodson, C. G. (1933). *The mis-education of the Negro*. Washington, D.C.: Associated publishers.

XIII. Supplemental Readings:

NY Times Articles
Famous Speeches

XIV. Supplementary (Optional) Texts and Materials

"In-Person and **Hybrid** students will need to bring a laptop/notebook, mobile device, or a smartphone to class. For example, you may have break-out rooms, polls, and other active learning activities in Brightspace, Echo360, or Zoom in your instructional delivery.

All students have been informed at the point of registration that all **In-Person** and **Hybrid** courses will be **live-streamed** and **recorded lectures posted to Brightspace** to ensure educational equity.

XV. Basis for Final Grade- Final grade is based on participation and successful completion of assignments and midterm.

XVI. XVI. Course Prerequisites

Successful completion of English 150 and Reading and Writing developmental courses.

XVII. Basis for Final Grade

Assessment	Percent of Final Grade
Class Participation	**20%**
Discussion Board Chapter Responses	**10%**
Autobiography	**5%**
Cultural Literacy	**5%**
Philosophy of Education	**5%**
Lesson Plan Conceptualization Midterm	**5%**
Journals/ NY Times Article/Ted Talks/Woodson Paper	**15%**
Portfolio Presentation	**30%**
	100%

Grading Scale (%)	
97 - 100	A+
93 - 96.9	A
90 - 92.9	A-
87.1 - 89.9	B+
83 - 87	B
80 - 82.9	B-
77 - 79.9	C+
70 - 76.9	C
67.1 - 69.9	D+
63 - 67	D

60 - 62.9	D-
0 - 59.9	F

XVIII. Grade Dissemination

Grades will be posted within 48 hours on Blackboard. Please set-up both your Blackboard and CUNY First account.

XIX. Course Policies: Grades

Late Work Policy: Late work is not accepted. Please make any necessary arrangements if an emergency arises. There are no make-ups for in-class writing, quizzes, the midterm, or the final exam.

*Note: If you are given the opportunity to turn in an assignment late, it will be assessed a penalty: ten points if it is one day late, or 20 points for 2-7 days late. Essays will not be accepted over five days late.

Extra Credit Policy: Throughout the semester, students are given the opportunity to attend special events where extra credit can be earned.

Grades of "Incomplete": A grade of an “incomplete” is only given under special circumstances and must be approved by the Department chair and dean. You should also be earning at least a “B” in the course at the time the incomplete is issued. You are required to satisfy any remaining work before the end of the following semester.

Revision Policy: Revisions must be made for re-submission within 24 hours from the date of return.

Essay Commentary Policy: When your essays or short responses are returned, please review my commentary and margin notes and carefully make corrections.

Group Work Policy: Group work will be assigned during the class period for short discussions and peer editing.

Course Policies: Technology and Media

- **Email**: Please allow up to 24 hours for an e-mail reply. You should have a MEC e-mail to correspond with your professor and peers. Please add your name and course section to the subject line. It may take longer to receive a response if it does not come from a MEC add ress. You should contact the help desk if you need further assistance.

- **In-Person**: This course will be taught in person. I will work closely with you to make sure that you have the necessary tools to properly succeed.

- **Remind App:** You should download the Remind app to your phone, so that you can communicate quickly and effectively with me. The app will be able to receive messages during office hours.

Disability Access: Offer specifics about the CUNY policy on disability access.

Example:

Attendance Policy: You should be logging into the course daily to review update

Professionalism Policy: You are future educators, and it is important that you prepare for your future classroom. Therefore, late arrivals are not acceptable. Please maintain professionalism when coming on screen.

Academic Conduct Policy: You are responsible for doing your own work. It is unethical to copy, plagiarize, or take credit for others' work. This includes material from books, including internet documents, without acknowledging the source, having someone write your paper, or using papers from online sources as your own. Plagiarism will bring serious consequences, ranging from an F for the assignment or the course to expulsion from the college **Academic Support:**

The Medgar Evers College Learning Center has tutors that complement classroom instruction by offering students a wide range of academic support services including individual and group tutoring for ATB (Ability to Benefit) instruction in Math, Reading and Sentence Skills, CUNY ***Assessment Test in Writing*** (CATW) Exam workshops, NLN workshops for prospective nurses, to tutorials in many subject areas including, mathematics, statistics, developmental English***,*** French, Spanish, logic, biology, chemistry, biochemistry, Spanish, computer science, computer information systems, accounting, psychology, economics, Finance and other subject areas depending on need. There are also some tutoring in the ASAP, SEEK programs. However, students from these programs also use the tutoring services in the Learning Center when there are no tutors available in certain subject areas in their programs. Periodically, there are intermittent tutoring sessions in the Major for upper-level and "especially challenging" courses in the following departments: Mathematics, Nursing, Biology, and Chemistry; so, students should check with those departments to see if these services are available. If instructors require students to submit writing assignments (no matter the Major), students should go to the Writing Center which is located next to the Learning Center, B1045 A. The Learning Center is located on the first floor of the library (in the back-right corner) in Room Rm. B-1045 and is open 6 days a week, 9am to 9pm Monday to Friday and Saturdays from 12noon to 5pm. The Learning Center's phone # is (718) 2705138. For administrative issues, contact or send an email request to the Director of the Learning Center, Michael Chance at michaelc@mec.cuny.edu
Additionally, some helpful links may be found at: https://ares.mec.cuny.edu/academic-affairs/learningcenter/helpful-links/

The Medgar Evers College Writing Center provides a broad range of tutoring services and computer assisted instruction to students to improve student writing. In addition, to exceptional student tutors, this semester we have 12 WAC Fellows (Writing Across the Curriculum) from the CUNY Graduate School. WAC Fellows are PhD students who also provide tutoring services and provide professional development workshops for faculty and student tutors. Our tutors serve as writing coaches and are trained to help students improve their writing skills across all disciplines. The goal of the Writing Center is to mold students into writers who are able to articulate original ideas both inside and outside of the classroom. If your professor recommends Writing Tutoring/Coaching or if you think you need to improve your writing skills, please schedule an appointment with one of our Tutors at 718-804-6953 or click on the link below. We are open 6 days a week, located on the first floor of the library (in the back corner) in Room Rm.
B-1045A. http://mecwritingcenter.weebly.com/

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., “cheat”), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college’s accreditation and their own future prospects in jeopardy.

Please visit the following hyperlink to review the complete policy:

http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policiesresources/Academic-Integrity-Policy.pdf

Important Dates to Remember:

Some of the dates below are finalized by Medgar Evers College. However, there are exam and assignment dates that can be subject to change by the professor.

Last Day to Add/Drop Classes: 8/28

Grade Forgiveness Deadline:

Last Day to Drop Class with a W:
Midterm Examination: TBD
Last Day of Classes:
1Final Portfolio: 12/11

XX. **Departmental Advisement**

If you are an Education major completing courses in the pre-professional level of the Teacher Education degree program, or a Transfer student and have not yet been formally admitted to one of the three BA degree programs, your advisor is Dr. Alicia Collins. You are required to contact her immediately and make an appointment to review your program of study. Dr. Collins’ office is located in Room 1011 in the Bedford Avenue building. Her telephone number is (718) 270-4991 and her e-mail is acollins@mec.cuny.edu

In Person= Course Schedule

Week dates	In Class/ At Home Activities		This week's topics:	Assignments ** All due online*	Due Dates
Week 1 **9/3-9/6**	Labor Day Review Syllabus **Read**: (**Parkay)** Chapter 1 (NYT Articles) *"A Chosen Few Are Teaching for America", "Teaching The Teachers", and "He*		**Introduction**	**1. Intro Post and DB#1 first post** **2. Intro Post and DB#1 Reply to at least two classmates** **3. Post 2-3 questions on questions board.** **4. Essay #1: Explain the quote :** **5. "Educate To Liberate" Write a 400-600 word essay.**	• **(Intro Post) and DB#1: Post each response by 9/2 at 11:59 pm** • **(Intro Post) and DB#1: Reply to at least two classmates by 9/6 at 11:59 pm** • **Essay #1 is due on Friday 9/6** • **by 11:59**

	Wanted To Be A Pro Basket Ball Player"				• **(NYT) Post 2-3 questions due on Friday by 11:59 pm.** • **(NYT) Post at least (1) question response to at least (2) classmates.**
Week 2 **9/10-9/13**	**Read:** **(Parkay)** Chapter 2 **(NYT Article(s)** *"Today's Teacher Leaders"* **(Woodson)** Read Chapter 1-3 **Intro Response to Educate to Liberate essay**			**1. DB#2 first post** **2. DB#2 Reply to at least two classmates** **3. Post 2-3 questions on questions board.**	**DB#2: Post your first response by 9/9 at 11:59 pm** **DB#2: Reply to at least two classmates by Friday 9/13 at 11:59 pm** **Post 2-3 questions on questions board.**

Week 3 **9/17-9/20**	**Read:** **Watch: Geneva Gay (Youtube link)**			**1. DB#3 first post** **2. DB#3 Reply to at least two classmates**	**DB#3: Post your first response by 9/16 at 11:59 pm**

	(Parkay) Chapter 3 **(NYT Article(s)** *"Today's Education Systems", "Race, Racial Concentration", "Dynamics of Educational Inequality Across Urban and Suburban Schools", and This Top Gifted and Talented School is Integrated"* **(Woodson)** Read Chapter 4-6			**3. Post 2-3 questions on questions board.**	**DB#3: Reply to at least two classmates by 9/20 at 11:59 pm**

Week 4 **9/24- 9/27**	**Read:** **(Parkay)** Chapter 4 **(NYT Article(s)** *"A Brief History of Education" and "Segregation Has Been The Story* **(Woodson)** Read Chapter 7-9			**1. DB#4 first post** **2. DB#4 Reply to at least two classmates** **3. Post 2-3 questions on questions board.** **4. Essay #2: "Autobiography"** **5. Reflective Essay**	**DB#4: Post your first response on 9/23 at 11:59 pm** **DB#4: Reply to at least two classmates by 9/27 at 11:59 pm**

					Essay #2 Autobiography is due on Friday 9/27 by 11:59 pm

Week 5 **10/1-10/4** **(on-line)**					

Week 6: **10/8-10/11** **(online)**	**Read:** **(Parkay)** Chapter 5 **(NYT Article(s)** *"A Quality Approach for School Funding" and "Finding a Balance for The Federal Role in*			**1. DB#5 first post** **2. DB#5 Reply to at least two classmates** **3. Post 2-3 questions on questions board.**	**DB#5: Post your first response by 10/7 at 11:59 pm** **DB#5: Reply to at least two classmates by 10/11 at 11:59 pm**

	Education Policy" Identify (2) lesson plans in any of the following subjects: ELA, Math, Science, or Social Studies. 1st EDU 501 Seminar **(Woodson)** Read Chapter 7-9 Essay #2 **Reflective Essay**				

Week 7 **10/15-10/18 (on-line)**	**Read:** **(Parkay)** Chapter 6			**1. DB# 6 first post** **2. DB# 6 Reply to at least two**	**DB#6: Post your first response by 10/14 at 11:59**

	(NYT Article(s) *"A Hard Ethical Challenge That Confronts Teachers Today" and "Two States. Eight Textbooks"* **(Woodson)** Read Chapter 10-12 **Study Guide:** Midterm			**classmates** **3. Post 2-3 questions on questions board.** **4. #3 Culturally Responsive Essay**	**pm** **DB#6: Reply to at least two classmates by 10/14-10/18 at 11:59 pm**

					4. #3 Culturally Responsive Essay due by 10/18 by Friday at 11:59 pm
Week 8 **10/22-10/25 (on-line)**	**Read:** **(Parkay)** Chapter 7 **What is computational thinking?** **(NYT Article(s)** *" How Technology Supports ELL in K-12 Schools", and "How to Help All Students Feel Safe*			**1. DB# 7 first post** **2. DB# 7 Reply to at least two classmates** **3. Post 2-3 questions on questions board.** **4. #4: Vignette Artifact/Computational Thinking**	**DB#7: Post your first response by 10/21 at 11:59 pm** **DB#7: Reply to at least two classmates by 10/25 at 11:59 pm** **.** **Essay #4 Vingette Artifact/Computational**

	To Be Themselves" Choose a pioneer in education for your paper next week. **(Woodson)** Read Chapter 10-12 2nd t EDU 501 Seminar				**Thinking activity is due on Friday 10/25 by 11:59 pm.**

Week 9 10/29-11/1 (in-person)	**Read:** **(Parkay)** Chapter 8 **(NYT Article(s)** *"Preparing Culturally Competent Leaders" and "How Technology Supports ELL in K-12 Schools", and "How to Help All Students Feel Safe To Be Themselves"*			**1. DB# 8 first post** **2. DB# 8 Reply to at least two classmates** **3. Post 2-3 questions on questions board.**	**DB #8: Post your first response by 10/28 at 11:59 pm** **DB#8: Reply to at least two classmates by 11/1 at 11:59 pm**

	(Woodson) Read Chapter 10-12 Essay #4 Reflective Essay				

				4.	

Week 10 11/5-11/8 (inperson)	**Read:** **(Parkay) Chapter 9** 3rd EDU 501 Seminar			**1. DB# 9 first post** **2. DB# 9 Reply to at least two classmates**	**DB #9: Post your first response by 4/3at 11:59 pm** **DB#9: Reply to at least two**

				3. Post 2-3 questions on questions board. **4. Essay #5: "Educational Philosophy" or "Pioneers of Education" due on 4/10** **5. Midterm Exam**	**classmates by 11/6 at 11:59 pm** **4. Essay #5: "Educational Philosophy" or "Pioneers of Education" due on 11/8** **5. Midterm Exam** **Due by 11/5 at 11:59 pm**
Week 11 11/11-11/15 (on-line)	**Read:** **(Parkay) Chapter 10** **Essay #5** **Reflective Essay**			**#6 News Article Write Up** **Portfolio Review**	**DB #10: Post your first response by 11/11 at 11:59 pm** **DB#10: Reply to at least two classmates by 11/15 at 11:59 pm**

Week 12 11/19-11/22 (in-person)	**Read:** **(Parkay) Chapter 11**			**Portfolio Review** **Essay #8**	**DB #11: Post your first response by 11/19 at 11:59 pm** **DB#11: Reply to at least two classmates by 11/22 at 11:59 pm** **Portfolio Review**
Week 13 11/26-11/29 Thanksgiving Week				**Portfolio Review**	**Portfolio Review**

	Read:			**Essay #9 Woodson Paper**	**Essay #9 is due on 11/29 by 11:59 pm**

	(Parkay) Chapter 12 **Essay #8 Reflection Essay**				
Week 14 12/3-12/6 (in-person)	**Portfolio Review**			**Portfolio Review**	**Portfolio Review**
Week 15 12/10-12/13 (inperson)					**E-Portfolio Submission Due 12/11 by 5:00 pm.**

IX. Essay and Project Assignments

Papers: (Your papers will always be 400-600 words in length.

Essay #1:

Educate To Liberate (Diagnostic)

You must write a 400-600 word essay describing what the School of Education's motto "Educate to Liberate" means. When you look at the quote what does it mean to you. Writing mechanics such as grammar, syntax, style, and spelling will be graded.

Introduction Essay: Students will write a 150-200 word essay that describes what they were asked to do for this assignment. What tools did you they use to organize their ideas? Would they organize it differently if they had to write it again?

Essay #2 (Autobiography)

You must write a 400-600 word autobiographical essay about your educational experiences from childhood to the present. Attention must be paid to your own knowledge base, skills, and disposition as a learner. Emphasis must be placed on your early education. Those who have had an early influence on your education should be reflected in this paper. Compare and contrast your experiences with students who might have received a different kind of education in your country or in other school systems. How it will influence your own teaching should be examined. Writing mechanics such as grammar, syntax, style, and spelling. Will be graded.

Reflective Essay: You must write a 150-200 word essay that describes the process you went through when completing this essay. What tools did you use to organize your ideas? Would you organize it differently if you had to write it again?

Essay #3 (From Philosophy Statement)

"Education must bring people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the m any cultures that make up urban life. We wish to create shared experiences that unite members of these diverse communities, while respecting the uniqueness of everyone's particular history and culture".

What is Cultural Responsive Teaching? Based on video presentation by Dr. Geneva Gay, write a 400–600-word essay on what cultural literacy is according to your understanding. Use your analytical ability and effective communication skills to write this essay. Writing mechanics such as grammar, syntax, style, and spelling will be graded.

Reflective Essay: You must write a 150–200word essay that describes the process you went through when completing this essay. What tools did you use to organize your ideas? Would you organize it differently if you had to write it again?

Essay #4 (Lesson Plan Conceptualization) In-Class

"Teachers must be scholars who not only effectively use curriculum guides and published and commercial materials, but who are also competent in researching new knowledge and translating this knowledge into new teaching materials, lesson and unit plans and projects appropriate for children". (From Philosophy Statement)

Download two (2) lesson plans. Pick your degree of interest and write a basic conceptual framework that the lesson plan fits into. The following are questions you should ask and address: What were possible prior lessons? What lessons might follow? What research will you do to make the lessons work? Format info will be provided.

Reflective Essay: You must write a 150-200 word essay that describes the process you went through when completing this essay. What tools did you use to organize your ideas? Would you organize it differently if you had to write it again?

Essay #5a (From the Philosophy Statement)

"We see the home, school, community, and the interactions among all of them, as the first settings where children share experiences and learn about diversity and democracy and what it means to be educated"

Write your 400-600 word philosophy of education/teaching/learning/ Write it from your viewpoint as a prospective teacher. **Writing mechanics such as grammar, syntax, style, and spelling will be graded.**

Reflective Essay: You must write a 150-200 word essay that describes the process you went through when completing this essay. What tools did you use to organize your ideas? Would you organize it differently if you had to write it again?

#5b. Pioneers in Education

As change agents committed to transforming yourselves, your school, and your communities, you hold it to be true that critical awareness and effective pedagogy are the cornerstone of this transformation. We understand our current education system is shaped by the beliefs and values of our society. Pioneers in education believe that children learn and acquire knowledge through different mediums. They also believe that there should be equal opportunity for all children. Choose one (1) of the following pioneers of education and write a three (3)-page paper highlighting their contribution to the education system in the United States:

1. **Dewey, John**
2. **DuBois, W.E.B.**
3. **Freire, Paulo**
4. **Froebel, Friedrich.**
5. **Locke, John**
6. **Mann, Horace**
7. **Montessori, Maria**
8. **Rousseau, Jean Jacques**
9. **Washington, Booker T.**

Your essay should start with an introduction to the life and key beliefs of the pioneer you choose to write about. Follow with new paragraphs about why you hold this pioneer as your idol for education reform, how his or her views on education has shaped our own and how you see yourself use apply this view in your teaching career.

Reflective Essay: You must write a 150-200 word essay that describes the process you went through when completing this essay. What tools did you use to organize your ideas? Would you organize it differently if you had to write it again?

#6 News Article Write-Up:

During the course of the semester, you will be assigned 2-3 NYT articles to review and discuss within a group of peers. These articles will assist you with the news article section in your binder.

Note: Three (3) reading write-ups based on distributed articles. A three (3) page write-up must be submitted for each article for a total of 9 pages. Take a minimum of five (5) excerpts from each article and compare and synthesize information from multiple sources (including print and non-print sources). Discuss what the author said in your own words. Do not write a summary. Every response must be in your own words. Use as many citations in APA format where necessary.

Reflective Essay: You must write a 150-200 word essay that describes the process you went through when completing this essay. What tools did you use to organize your ideas? Would you organize it differently if you had to write it again?

#8 Woodson Research Paper

You will write a three-page research paper on *The Mis-Education of The Negro*. From your reading and class discussion, you should look at how Woodson organized his argument with relation to the whole chapter and what was his point of view (ALST). Compare and contrast Woodson's views with Eurocentric views. How could reading the *Mis-Education of the Negro* by Carter G. Woodson make an impact on your future teaching? You must cite the book in your paper at least (3) times. Your paper is also your interpretation and documented analysis of the text. It should be supported by documentation from primary and at least two-three secondary sources. An outline with a list of secondary sources will be due prior to the due date of the research paper.

All papers must follow the APA style of documentation. Papers should be a minimum of three double-spaced pages and should have the following structure: .

Please note that a Bibliography or List of References/Works Cited is obligatory and you are required to make use of no less than two secondary sources in addition to the main text.

#9 Education 102 Portfolio Format:

We hold true that access to education is open to all members of the society regardless of their religious beliefs, political proclivity, and economic and social status. Through education, we create shared experiences that unite members of diverse communities and forge a firm understand ing of each community's uniqueness.

Using the handout directions and class discussions, prepare a portfolio presentation as the final work for th is course. You may prepare your portfolio using PowerPoint.

Section 1:

1. Assignment page for introduction
2. Introduction essay
3. Assignment page/cover page for educate to liberate
4. Educate to liberate essay

Section #2:

1. Credentials: High school Diploma, any other credentials
2. Resume
3. Certifications
4. Awards
5. Letters of recommendation/Letters of character

Section #3: Standard #1: Knowledge

1. Reflective essay
2. Assignment page /cover page for Culturally Responsive Teaching
3. Evidence: Culturally Responsive Teaching essay

Section #4: Standard #2: Personal & Global Consciousness

1. Reflective essay

2. Assignment page/cover page for autobiography
3. Evidence: Educational Autobiography

Section #5: Standard #3: Analytical Ability

1. Reflective Essay
2. Assignment page/Cover page for pioneers in education
3. Evidence: Pioneers in Education essay

Section #6: Standard #4: Creativity

1. Reflective Essay
2. Assignment page/Cover page for Educ 102 lesson plan
3. Evidence: Lesson Plan

Section #7: Standard #5: Professionalism

1. Reflective Essay
2. Assignment page/Cover page for educational philosophy
3. Evidence: Educational philosophy

Section #8: Standard #6: Effective Communication

1. Reflective Essay
2. Assignment page/Cover page
3. Evidence: Woodson Paper

Section #9: Standard #7: Collaboration

1. You can choose your own assignment for this section as long as it meets the collaboration standard. (Ex: discussion board exchanges, class group work notes)

Section #10: Standard #8: Commitment and Care

1. Reflective Essay
2. Assignment page/Cover page for shadowing professionals
3. Evidence: Field work experience essay

Section #11: News Articles

1. Reflective Essay
2. Assignment page/Cover page for NY times articles
3. Evidence: 9 Articles & 9 Summaries

EDUC 501 Seminar: Shadowing Professionals in the field

1. You are required to spend a minimum of 6 hours in a designated Pre-K-6 virtual setting in the field and write one (1) three to five (5) page double-spaced paper. The setting should reflect the following taken from the Context for Learning Information in the edTPA assessment. You must include the following:

About the school where you are observing (teaching)

1. In what type of school did you observe e.g., Pre-school, Elementary School, Other, Urban, Suburban, Rural?
2. List any special features of the school or classroom setting (e.g. charter, co-teaching, themed magnet, bilingual, classroom aide, team taught with special education teacher) that might affect your future teaching.
3. Are there required curricula, pacing plan, use of specific assessment or instructional strategies, or standardized tests?
4. How much time is devoted to language and literacy and math instruction?
5. Is there any ability grouping or tracking in language and literacy and math? If so, how is it done?
6. Identify any textbook or instructional program used primarily for language, literacy and math use.
7. List other resources (e.g. electronic whiteboard, hands-on materials, on-line resources) used for language, literacy, and math instruction in the class.

Technical Requirements

Students must be able to perform the following technical skills:

- Employ the use of a smartphone, tablet, laptop or desktop computer to complete coursework
- Log in to Blackboard to access course materials and complete assignments
- Send and receive emails via Medgar Evers College e-mail. (Outlook)
- Use Google Apps and Web 2.0 tools to complete course activities and assessments
- Use the Google Chrome browser and install/use Chrome extensions.
- Use the technological software “Storyboard That”

The following **technical requirements** are necessary to participate:

Hardware & Operating System	• Pentium III processor or higher • OS: Windows XP or higher, Safari (MAC) or Linux • Working speakers, microphone and webcam • Adequate disk space for temporary audio/video files
Software	• None required; this course relies on web-based content
Internet Browser, Connection	• Chrome or Firefox browser (latest version required!) • Consistent, high-speed internet connection (25mbps+)

Required Plug-Ins, Extensions	• Flash (latest version required; must be manually approved and enabled in Chrome in each instance)
Recommended Plug-Ins, Extensions	• Adblock Plus (Chrome extension) • Share to Classroom (Chrome extension)

Blackboard Discussion Board and Writing Submissions:

One of the requirements for completing this course is to make substantive contributions to each of the discussion threads in the course. The criteria below will be used to evaluate your contributions. Initial posts to the forum are due by Tuesday at 11:59 PMEST. A minimum of two response posts are due by Friday at 11:59 PM. Be sure to check back on Friday to respond to any questions by your instructor or peers.

- Submit initial post(s) early in the session, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.

- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Guidelines for submitting Formal Writing Assignments

These submissions guidelines are meant to make responding to your work easier for me and for your classmates so read them carefully.

1. All submissions must be typed. Use Times New Roman or Arial font styles and 12 point font size, nothing smaller or larger. **Do not use italics or bold print styles.**

2. Each line must be **double-spaced**. Each page must have one-inch margins on the right and left sides, and top and bottom.

3. Carefully proofread your submission before you hand it in. Do not rely on spell check alone. Give yourself sufficient lead-time for your assignments. Do not wait until the day before an assignment is due to begin working on it.

4. Include the following heading in the left-hand corner on the first page of your submission. This information must be **single-spaced**. Do not provide a cover sheet or plastic cover.

Your name

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Dr. Adero-Zaire R. Green

Month, Date, Year Submission is Due

5. Staple your submission in the upper left-hand corner only.

6. New paragraphs must be indented five spaces from the left-hand margin.

7. Your submission must adhere to the **minimum** number of pages required. If the minimum number of pages is two (2), a submission of 1 ½ pages will not satisfy the requirement. Likewise, do not exceed the **maximum** number of pages required.

8. If your submission is a revision, please identify it as such, i.e., “Literary Autobiography – Revision.” Also, include the new submission date. The original essay must be handed in with the revised essay.

9. Each essay submission must be **organized and include an introduction, with a clearly stated thesis, body paragraphs that support the thesis and a conclusion.**

10. **All formal assignments must be submitted on the due date. Email submissions will not be accepted.**