

## **FYOS 1001**

### ***So you think you want to teach?***

Mondays, 2:30-3:20, Aderhold Hall, Room 412

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*This syllabus is a general plan for the course. There may be changes as the semester progresses due to the interests of the class. These changes will be announced and discussed with the class.*

#### **Course description:**

This seminar will introduce participants to the K-5 teaching profession. Foundational readings will be used to generate discussions about teaching and to focus on some of the main issues facing today's teachers. We will explore preconceptions about teaching and connect those perceptions to what is observed in classrooms and the assigned readings. The goal is for participants to glean a broader picture of the responsibilities of teaching, as well as experience some of the rewards by shadowing a classroom teacher and observing children. Seminar discussions will generate from this field work, as well as from the weekly reading assignments.

#### **FYOS 1001 Course objectives:**

This course will:

- Enhance student-faculty interaction in a small class setting
- Document academic dialogue through writing, revision, and resubmission
- Open channels of communication between students and faculty
- Develop students' skills for creative thought and effective reasoning
- Promote intentional and reflective learning
- Expose students to opportunities to engage in research, public service, and varied forms of instruction both on campus and globally (e.g. study abroad, practicums, internships)
- Expose students to campus events that highlight the mission of the University
- Expose students to community events that applicable to the seminar theme

#### **Academic Honesty**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## Seminar Requirements:

1. **Text** *Why we teach*. Sonia Nieto, ed. 2005
2. **Seminar Attendance, Participation and Preparation (20 points)**

Active participation is essential to success in this course. Many educators believe learning is constructed in social situations through interactions with others. Students will be expected to interact with the professor and other students in meaningful ways. All readings should be done prior to class so that students can engage in rich discussions with the instructor and classmates. Attendance is required for each class meeting. It is understood that emergencies do happen. In the event of an emergency it is the responsibility of the student to contact the professor (email is best). Options for make-up will be discussed on a case-by-case basis.
3. **Weekly writing/reflective assignments (15 points)**

Weekly assignments are designed to give students the opportunity to synthesize readings, class discussions, and field work. Most assignments will take the form of short written responses to a given prompt aligned with the assigned reading for the day. There will also be out of class assignments that will require written reflections.
4. **Edmodo postings with early childhood education block 3 students (15 points)**

Each student will be paired with one or more early childhood education majors who are currently in their semester of classwork prior to student teaching (EDEC 4030). FYO students will post running dialogs with their paired EDEC student(s). This will provide a forum for asking questions and learning what is expected of seniors in the early childhood program. (Minimum of 5 postings. To join my account go to [www.edmodo.com](http://www.edmodo.com) and enter code:
5. **Attendance at 3 campus events (15 points)**

In order to better understand the interconnection between teaching, research and service at our university, students will be required to attend and reflect on three extracurricular events. Several events are outlined below which relate directly to our seminar. Two of the three events listed below are mandatory for this seminar. Options for the third event can be found on the following website:  
<https://fyo.uga.edu/BrowseEvents.aspx>

  - Attend Sandra McGuire lecture: *Metacognition: The key to acing courses* scheduled for Monday, August 29 from 6:00-7:30 p.m. in the Tate Grand Hall. To register go to: [ctl.uga.edu/events](http://ctl.uga.edu/events)
  - Volunteer with Experience UGA <https://uga.givepulse.com/group/9125-Experience-UGA>
  - Attend an elementary school faculty meeting at Fowler Drive Elementary School (09/07/16, 10/05/15, or 11/02/16 from 3:00-4:00)

**6. Shadowing an elementary teacher (15 points)**

Students will be assigned an elementary teacher to shadow for as much of the school day as possible (at least 3 hours). In your reflective journal you should keep double entries...ethnographic notes about what you observed and questions about what you observed. Ideally you should discuss these questions with the shadowed teacher. We will take time in class to discuss these field notes, as well. You will be assigned to a classroom teacher. You may also choose to shadow a former teacher of your own.

**7. Digital Storytelling Presentations (20%)**

In the final weeks of class students will share their digital storytelling projects. A detailed description of digital storytelling can be found at <http://net.educause.edu/ir/library/PDF/ELI7021.pdf> T An example can be found at [https://drive.google.com/file/d/0B\\_rHtChTVRCZUmZXLVZXTHVqbms/view?usp=sharing](https://drive.google.com/file/d/0B_rHtChTVRCZUmZXLVZXTHVqbms/view?usp=sharing) This project should be a documentary of where you are at this point in deciding about a teaching career. It is your story of what has influenced you, how the experiences from FYO have influenced you, and where you go next. It should be between 5-7 minutes long. Details about this requirement will be discussed in class. I have attached a sample from last semester's group.

Digital Storytelling Alicia  
youtu.be

**Grading Scale**

Points	Grade
95-100	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-

## Weekly assignments and activities

(A schedule for Edmodo postings is not included in weekly assignments because these should be generated by you when you have questions to ask of your paired early childhood student and/or have responses to what she has posted)

Date	Class activities/discussion
08/15/16	Introductions—explanation of the focus of this FYO seminar
08/22/16	Off day—begin reading assignments  <b>FOR NEXT WEEK: Pages 3-11 <i>Why We Teach?</i> Pay particular attention to pages 7-10</b>
08/29/16	<p style="text-align: center;">Theme: “Public Schools and the Work of Teachers”</p> <ul style="list-style-type: none"> <li>• Syllabus questions Pages 3-11 <i>Why Teach?</i> Pay particular attention to pages 7-10</li> <li>• Journal responses to today’s reading assignment</li> <li>• Effective teacher activity</li> </ul>
09/05/16	LABOR DAY HOLIDAY
09/12/16	<p style="text-align: center;"><b>Theme: “To make sense of the world”</b></p> <p style="text-align: center;">View Ted Talk: <a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en">https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en</a></p> <p>In your journal respond to the message of this Ted Talk. As you begin to think about a teaching career, was the topic of Rita Pierson’s message something that you would have thought was essential to good teaching? Why or why not? Did you have teachers who demonstrated similar beliefs?</p> <p style="text-align: center;">Class discussion of journal responses</p> <p><b>FOR NEXT WEEK: <i>Why We Teach</i> Chapters 7, 8</b></p>

09/19/16	<p style="text-align: center;">“To make sense of the world”</p> <p style="text-align: center;">View: <a href="http://www.makeadifferencemovie.com">www.makeadifferencemovie.com</a></p> <p>In your journal respond to your thoughts about this fictitious teacher’s story. Have you thought about the impact that teachers have on children’s lives? What connections can you make between this video and the readings from chapter 7, 8?</p> <p style="text-align: center;">Class discussion of journal responses</p> <p>FOR NEXT WEEK: Email a former teacher: Ask him/her what led to a teaching career and what has kept him/her committed to the profession. Record the responses in your journal and be ready to share next week.</p>
09/26/16	<p style="text-align: center;">“To make sense of the world”</p> <p style="text-align: center;">Share email messages from former teachers: Is there a common theme among their messages?</p> <p>Participate in one of the optional FYO events this week <a href="https://fyo.uga.edu/BrowseEvents.aspx">https://fyo.uga.edu/BrowseEvents.aspx</a> Reflect on the event in your journal.</p> <p>FOR NEXT WEEK: <i>Why We Teach</i> Chapter 10</p>
10/03/16	<p style="text-align: center;">“To help make sense of the world”</p> <p style="text-align: center;">Thinking and reflecting on Lima’s message in chapter 10. Does her essay echo any of the ideas of the teacher(s) that you emailed last week? Record your thoughts in your journal.</p> <p>FOR NEXT WEEK: Find time this week to shadow a classroom teacher. Make ethnographic notes (record exactly what you observe—no evaluation or interpretation) and then record questions that you have about what you have observed. If time permits, talk with the teacher afterwards to get responses to your questions. If it is more convenient, email your questions to the teacher and have him/her respond. Be prepared to share what you observed and your reactions.</p>

10/10/16	<p>No class on this day...I will be at a conference. This would be a good week to complete one of the 3 required FYO activities and to post on Edmodo.</p> <p><b>FOR NEXT WEEK: <i>Why We Teach</i> Chapters 13, 14</b></p>
10/17/16	<p style="text-align: center;"><b>“To help students name and claim the world”</b></p> <p><i>Why Teach?</i> Chapters 13, 14. In your journals respond to the idea of the importance of teachers being mentors and being mentored by students. Think about some instances in which you mentored a former teacher.</p> <p><b>FOR NEXT WEEK: Be sure you are posting on Edmodo and keeping up with your 3 FYO activities.</b></p>
10/24/16	<p style="text-align: center;"><b>“To help students name and claim the world”</b></p> <p>At this mid point in the semester what are you thinking? Compare your thoughts now to what they were at the beginning of the seminar. If your thoughts have changed why do you think this is so? What has influenced your change of thought? If your thoughts are the same, what has reinforced your thoughts to this point? Record your thoughts in your journal.</p> <p><b>FOR NEXT WEEK: <i>Why We Teach</i> chapters 15, 16</b></p>
10/31/16	<p style="text-align: center;"><b>“To help students name and claim the world”</b></p> <p>The essays by Marquez and Adell offer excellent examples of effective teaching. What stood out to you in their stories?</p> <p><b>FOR NEXT WEEK: <i>Why We Teach</i> Chapter 18</b></p>
11/07/16	<p style="text-align: center;"><b>“To help students name and claim the world”</b></p> <p>What does the author mean by “I realized that being a teacher often means being the voice they <i>don’t</i> want to hear...” Describe a time in school when this happened to you. Record your responses in your journal.</p> <p><b>FOR NEXT WEEK: <i>Why We Teach</i> chapter 19</b></p>

11/14/16	<p style="text-align: center;"><b>“To become more fully human”</b></p> <p><i>Why Teach</i>: Chapter 19 Have you ever thanked a teacher like Steven did? What former teacher would you write a letter to and what would you say?</p> <p><b>FOR NEXT WEEK: Begin work on your digital story. This is your opportunity to tell your story about becoming a teacher... what led you to this point, what has influenced you, how has the FYO seminar influenced you, and what are the next steps? <i>Why We Teach</i> chapters 21, 22</b></p>
11/21/16	<p><b>Thanksgiving Week...enjoy your holiday!</b></p>
11/28/16	<p style="text-align: center;"><b>“To become more fully human”</b></p> <p>It is said that teachers can be “life changers”. How do you envision yourself being a “life-changer” as a teacher or in working with children or young adults in some capacity? Respond in your journals.</p>
12/03/15	<p><b>Final wrap up; course evaluations; celebrations</b></p>