UTEACH – LIBERAL ARTS UTL101
General Course Syllabus —Spring 2014

Instructor: Pam Myers
Day, Time, Room, Unique #: Wednesday,11:00-12:00 PM, WAG 208 #47755
Office: Gebauer 1.308
E-mail: pmyers@austin.utexas.edu **Phone: (512) 232-2259**
Office Hours: Wed., 8-9AM and by appointment

Prerequisites: 2.5 grade point average; students must use a word processor, e-mail, and have access to a web browser.

Course Description: UTL101 provides students with early field experience in teaching and an introduction to the theory and practice that is necessary to design and deliver excellent instruction. Students attend a weekly seminar on the UT campus. **Students also attend *seven school visits* of one hour each and teach *three* lessons to the elementary students they observe.** The total is 10 days in the school for a total of 10 hours. The elementary classrooms are selected both for the diversity of the student body and for the quality of the classroom teacher who serves as a cooperating teacher. The cooperating teachers will work with the UTeach-LA students to improve their teaching abilities as the semester progresses. The cooperating teacher will remain in the classroom at all times and will provide immediate feedback on the quality of the UTeach-LA student's instruction. **Additionally, this course begins the teacher preparation sequence and therefore, emphasizes quality, timeliness, dependability, and professional behavior.**

Course Objectives:
UTL101 students will

- assess whether they wish to pursue teaching as a profession.
- determine their own learning style and relate the findings to the students they are and the teachers they may become.
- develop an awareness of diverse student populations.
- understand the concept of interactive lessons.
- distinguish between learner-centered and teacher-centered instructional strategies.
- discuss state and national standards and their value to curriculum issues.
- examine various methods of assessment.
- write performance objectives, lesson plans, and one assessment activity.
- follow the UTL101 lesson plan format and deliver three lessons.
- become reflective practitioners, using reflection to improve over time.
- utilize technology to communicate, collaborate, and instruct.
- understand and begin to practice the basic components of good classroom management.
- exhibit positive expectations for all students.
- serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
- become familiar with teacher certification requirements, including course sequence, UTeach-LA portfolio requirements, state certification exams, and minimum grade point average to be eligible for apprentice teaching.

Field Experience:

- **10 hours:** You are responsible for *seven* hours of participatory visits and *three* lessons for a total of ten hours in the field. Normally the lessons will be less than an hour in length but the time period should be an entire hour. Work with the class or do other tasks that your CT requests during the additional time. For a lesson to be considered complete, three parts must be turned in: the lesson plan, the reflection on the lesson, and the lesson evaluation. Specific guidelines for 4 written observations and lessons will be provided as well as a schedule.

- Any absence from field experience must be made-up to successfully complete the course.

- Make initial contact with your cooperating teacher by email. A sample format is provided on Blackboard.
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- Obtain the signature of your cooperating teacher on the observation and lesson verification form **each time** you observe or teach a lesson.

- The cooperating teacher will provide written evaluation at the end of each lesson taught on the form you provide. Submit the evaluation form to your UTL101 instructor at the next seminar.

- The cooperating teacher will submit a midterm and final evaluation of your progress.

- E-mail reflections on lessons, observation write-ups and other assignments to the UT instructor as listed on the detailed syllabus. Observation write-ups ***thoroughly*** describe the experience during field experience that day. Remember to keep hard copies of all documents for your portfolio. After emailing assignments, go to your sent file to make sure you have sent both the file ***and*** attachment. This puts the responsibility on you for proper communication.

- Know the check-in procedures for your assigned school. For security reasons most schools have a system guests must follow.

- Dress appropriately and professionally when going to schools.

- Immediately report any problems to the UT seminar instructor.

- Professional behavior is a must! Be on time and be prepared. IF AN EMERGENCY ARISES, CAUSING YOU TO MISS YOUR SCHEDULED FIELD EXPERIENCE, NOTIFY YOUR COOPERATING TEACHER AND YOUR INSTRUCTOR IMMEDIATELY. Do not miss your teaching assignment due to a transportation problem. *Be sure to reschedule and complete the missed lesson or observation (preferably within a week).* Your cooperating teacher, your students, and your instructor are counting on you!

Seminar Expectations:

- Regular attendance is important for success. **After the first absence from the seminar, 5 points will be deducted from the final grade for each additional absence.**

- Participate actively and positively in seminar discussions and activities.

- Turn in assignments on time. Certain assignments have specific due dates listed in the detailed syllabus. Lessons must be taught within a window of time; however, all lesson plans must be submitted a minimum of 48 hours in advance of the lesson to both your cooperating teacher and me. Reflections must be submitted within 48 hours of teaching the lesson. Late assignments will have a 20-point deduction after 48 hours. After 48 hours the grade will be a zero.

- Technology: UTL101 requires demonstration of basic computer literacy skills. As you progress through the UTeach-LA program, more advanced skills will be required and UTeach students will learn more about how to integrate technology into instruction. UTL101 will address the following competencies:
    1. communications via e-mail, including attaching documents
    2. word-processing
    3. searching Web sites for new materials, educational resources, and school information

Grading System:

- **Field Experience** (Attendance, Cooperation, Lessons, Evaluations and Observations) **25%**

- **Seminar** (Attendance, Participation, Technology, Lesson Plans, Lesson Reflections, Observation Write-ups) **50%**

- **Portfolio** **25%**

Total: 100%

	DATE	SEMINAR	HOMEWORK/FIELD EXPERIENCE
1	1/15	Overview of UTL101 Information Sheet for Placement Introductory Activity	Reflection - Write about the teacher who had the greatest impact in your life. E-mail as an attachment by Sunday, January 19. **Mandatory Orientation: Tuesday, January 21, 5pm @ CLA 0.102**
2	1/22	What makes a good teacher? Introduction to State Standards: TEKS	WEB Activity #1: Your School Bring to seminar on 1/29. Do not e-mail.
3	1/29	Learning Styles Multiple Intelligences	Read article on Learner-Centered Schools Observation Write-up #1 (Due 2/12)

4	2/5	Managing the class: creating a positive, productive classroom environment of respect ***"The look"*** "The voice"	Observation Write-up #2 (Due 2/19)
5	2/12	Performance objectives Practice writing objectives	***Web Activity #2: TEKS*** ***Wednesday, 2/26.***
6	2/19	Designing a lesson TEKS and National Standards	Talk to your cooperating teacher about a topic for Lesson 1.
7	2/26	Teaching a lesson	Plan Lesson #1. Follow the UTL101 lesson format on Blackboard. E-mail plan by at least 48 hours before lesson is taught. Practice Lesson #1.

	DATE	SEMINAR	HOMEWORK/FIELD EXPERIENCE
8	3/5	Introduction to assessment Traditional/Proficiency-based	Email reflections within 48 hours after lesson. Bring CT evaluation (yellow copy) to class to turn in.
9	3/19	More on assessment TExES PDAS	Observation Write-up #3 (Due 4/2)
10	3/26	Best Practices	
11	4/2	More on Classroom Management	Observation Write-up #4 (Due 4/9)
12	4/9	Bilingual Education and ESL	Read information on bilingual education. Prepare portfolio.
13	4/16	Diversity	Prepare portfolio.
14	4/23	Final Discussion	Personal reflection for portfolio-Looking Back

		Evaluation	Prepare portfolio. (Make-up lesson/observation if needed)
	(Wed.) 4/30	Portfolio due in my office, 1.308 Gebauer by 4:00 PM	May be turned in earlier if desired.

Note: Specific dates for teaching lessons 1-3 are determined by your CT. Do not teach Lesson 1 before March 3. Remember, lesson plans must be approved by both the CT and your instructor (me) before lesson can be taught. Send them 48 hours in advance.

Remember: You are allowed **one absence** (excused or unexcused) in seminar. After the first absence, five points will be deducted for each additional absence. No absences are allowed in field experience. In case of an emergency, notify your cooperating teacher, e-mail me, and reschedule as soon as possible.

Calendar

	ITEM	DUE DATE
1.	Teacher Impact Paper	Sunday, 1/19 (email)
2.	Web Activity #1	Wednesday, 1/29 (seminar)
3.	Observation Write-up #1	Wednesday, 2/12 (email)
4.	Observation Write-up #2	Wednesday, 2/19 (email)
5.	Web Activity #2	Wednesday, 2/26 (email)
6.	Lesson #1 Plan	48 hours before teaching the class (email)
7.	Lesson #1 Reflection	Within 48 hours of lesson #1 delivery (email)
8.	Lesson #1 CT Evaluation Form	Seminar following lesson #1 (seminar)
9.	Lesson #2 Plan	48 hours before teaching the class (email)
11.	Lesson #2 Reflection	Within 48 hours of lesson #2 delivery (email)
11.	Lesson #2 CT Evaluation Form	Seminar following lesson #2 (seminar)
12.	Observation Write-up #3	Wednesday, 4/2 (email)
13.	Lesson #3 Plan with assessment	48 hours before teaching the class (email)
14.	Lesson #3 Reflection	Within 48 hours of lesson #3 delivery (email)
15.	Lesson #3 CT Evaluation Form	Seminar following lesson #3 (seminar)
16.	Observation Write-up #4	Wednesday, 4/9(email)
17.	Portfolio	Wednesday, 4/30 by 4:00 PM. May be submitted earlier (1.308 Gebauer)

University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)
All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures.

Accommodations for Students:
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Dean of Students at 471-6259; 471-4641 TTY.

Emergency Evacuation Policy
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.