

EDCI 59300
Introductory Secondary TTT Seminar
BRNG B212
June 11-15, 2018
M-F 9 a.m. – 12 p.m.

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Overview of the Course

Welcome! This course is the introductory seminar for the secondary Transition to Teaching (TTT) programs across disciplines. Students who enroll in this course will be seeking teaching licensure in one of the secondary program areas available at Purdue University. Therefore, instruction in the course will revolve around general educational concerns and issues that are applicable to all content area instruction at the middle and high school levels. I hope this course will serve both as an introduction to the various programs and a forum for discussions about educational issues, theories, and approaches. Please let me know if you have any questions about the programs, and I will do my best to answer them or find the answers you need.

Course Goals

Students will be able to:

- Situate themselves philosophically within (or against) cultural-historical paradigms in education.
- Demonstrate familiarity with practitioner-oriented journals, conferences, and resources available through at least one content-specific professional organization in their field.
- Articulate their understanding of current education issues related to social justice, technology, and classroom management.
- Explain how literacy pertains to their content area.
- Describe modifications they can make for special needs learners and English learners in their future classrooms.
- Navigate the OFE, OPPL, and Taskstream websites successfully.

Course Activities/Assessments

- **Ticket Questions.** Your “ticket” in and out of class on Wednesday-Friday will be a piece of paper with **at least one** typed discussion question **per reading** over the day’s readings on the front. Then, during the last five or so minutes of class, you’ll write a reflection on the back about any insights or issues that arose during class (not necessarily answers to your questions). Your questions will be used to generate discussion over the day’s topics. Ticket questions can be submitted electronically if you use a device in class; just email me the questions followed by the reflection in one document at the end of class. These “tickets” will be worth 10 points each, except for Monday’s “ticket,” which will only contain a freewrite and a reflection (5 points).
- **White Board Immersion.** On Tuesday (“Technology Day”), Holly will provide an overview of education technology. She will review helpful web 2.0 tools that can be implemented in the classroom as well as interactive white boards, which are increasingly present in secondary classrooms. As a class, you will gain experience with educational tools that can motivate your learners. In addition, you will work with group members while exploring and using a white board. Along with your group members, you will be asked to demonstrate competency using the board and write a narrative about your experience and possible future applications. 10 points.
- **Professional Investigation Project.** For this project you will 1) identify (via colleagues, mentors, Google searches, etc.) what *the* professional organization is in your field and investigate the feasibility/benefits of becoming a student member; 2) find and review a practitioner-oriented journal published by a content-specific professional organization in your field (it may be the same as #1), read, summarize, and critique at least two full-length articles in that journal; 3) investigate on-line resources provided by a professional organization in your field, such as websites, databases, or list serves, and summarize both the content of what you found and your sense of the usefulness of the resource(s) for teachers of your discipline; and 4) research a professional conference in your disciplinary area: Talk with someone who has attended, describe what it’s like/when and where it’s held, and benefits/challenges associated with attending. This project can be multimodal—a mix of narrative, charts, etc.—as long as all four components are addressed and sources appropriately documented. You may also work in pairs on this project by doubling the number of articles and conferences you include. 20 points.
- **Education Autobiography.** This autobiographical composition will be completed and uploaded to your Taskstream E-portfolio account as the culminating assessment for the Introductory Seminar (see instructions below for purchasing a subscription). This 20-point paper should be the equivalent of about 5 double-spaced pages (genres/formats may vary) and must include the following:
 - A description/narration of 1-3 educational memories (from any level of your education) that vividly stand out to you, for whatever reason
 - An analysis—grounded in the content for this course—of the events and their possible connection to your present/future teaching life
 - A discussion of why you believe you wish to become a teacher, with connections made between this analysis, the memory(ies) you narrated, and their impact on your developing teaching philosophy

Readings

Articles and book chapters available on Blackboard as pdf files.

- Au, W., et al. (*Rethinking Schools* editors). (2014). Editorial. Restorative justice: What it is and is not. *Rethinking Schools*, 29(1), 5-7. *This pdf contains the whole issue; you only need to read the editorial for Thursday, though you may be interested in the others as well!
- Bills, S. H., Bond, L., & Cascio, J. (2014). "No bamboozlement here": Teaching Yann Martel's *Life of Pi* across the curriculum. *English Journal*, 103(3), 15-21.
- Callahan, R., & Shifrer, D. (2016). Equitable access for secondary English learner students: Course taking as evidence of EL program effectiveness. *Educational Administration Quarterly*, 52(3), 463-496. doi:10.1177/0013161X16648190
- Cameron, D. L., & Cook, B. G. (2013). General education teachers' goals and expectations for their included students with mild and severe disabilities. *Education and Training in Autism and Developmental Disabilities*, 48(1), 18-30.
- Doren, B., Gau, J. M., and Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, 79(1), 7-23.
- Faltis, C. (2012). Art and text as living inquiry into anti-immigration discourse. *International Journal of Multicultural Education*, 14(2). Available at <http://ijme-journal.org/index.php/ijme/article/view/499/739>.
- Gee, J. P. (1989). Literacy, discourse, and linguistics: Introduction. *Journal of Education*, 171(1), 5-176. *Read only pp. 5-14.
- Harper, C., & de Jong, E. (2004). Misconceptions about teaching English language learners. *Journal of Adolescent & Adult Literacy*, 48(2), 152-162.
- Lathan, C. (2014). Dear white teacher. *Rethinking Schools*, 29(1), 14-18. *This pdf contains the whole issue; you only need to read this article for Wednesday, though you may be interested in the others as well.
- Johnson, L. (2004). Down with detention. In *The queen of education: Rules for making school work* (pp. 65-80). San Francisco: Jossey-Bass.
- Johnson, T. S. (2010). Practice what you preach: A personal and pedagogical social justice policy. In sj Miller & D. Kirkland (Eds.), *Change matters: Critical essays on moving social justice research from theory to policy* (pp. 33-40). New York: Peter Lang.
- Pamperin, T. (2006). All right, then, I'll go to hell. *English Journal*, 96(2), 67-71.
- Pugach, M. C., & Warger, C. L. (2001). Curriculum matters: Raising expectations for students with disabilities. *Remedial and Special Education*, 22(4), 194-196, 213.

Assessment

Attendance/Participation Tickets = 35 points (1 @ 5 points and 3 @ 10 points each)

Professional Investigation Project = 20 points

Smartboard Immersion Project = 10 points

Education Autobiography = 20 points

Total = 85 points, to be converted to a percentage for your final grade:

93-100 = A 80-82 = B-

90-92 = A- 77-79 = C+

87-89 = B+ 73-76 = C

83-86 = B 70-72 = C-

Students earning below 70% are required to re-take the course. Those who exceed course requirements can earn an A+.

Late work policy: 10% deduction per day to a maximum of ½ credit. No late work accepted after 6/18.

Tentative Schedule

Day/Guests	Topics (bolded are guests)	Readings for Tickets	Assessments
Monday 6/11 Ms. Kathy Nimmer	9-9:15: Introductions/course overview 9:15-10:05: Pedagogical paradigms 10:15-11:55: Why teach? Inspiration for the profession	Ped paradigms handout (can read in class)	Ticket #1
Tuesday 6/12 Drs. Jenn Barce & Joy Garton- Kreuger, OFE/OPPL Holly Fiock	9-9:40: OFE: applying for student teaching; OPPL: all about licensure 9:50-12: Integrating technology into secondary content areas; Smartboard	No readings for today; *meet in BRNG 3276	Smartboard Project
Wednesday 6/13 Helen Bentley	9-10:15: Classroom management 10:30-11:55: Content area literacy	CM: L. Johnson; Pamperin; Au CL: Bills et al.; Gee	Ticket #2 (5 questions)
Thursday 6/14 Angela Holtsclaw	9-10:20: Social justice intro, <i>50 Years Later</i> documentary 10:30-11:55: Special education	SJ: T. S. Johnson; Lathan SE: Doren et al.; Pugach & Warger; Cameron & Cook	Ticket #3 (5 questions)
Friday 6/15 Anne M. Garcia	9-10:20: <i>I Learn America</i> documentary 10:30-11:55: English learners	EL: Callahan & Shifrer; Faltis; Harper & de Jong	Ticket #4 (3 questions)
Saturday 6/16	By 11:59 p.m.: Email to Tara		Professional Project
Sunday 6/17	By 11:59 p.m.: Upload to Taskstream		Education Autobiography

Taskstream

You will need to purchase a subscription to Taskstream (you'll need it for your coursework this year, so it might be less expensive in the long run to purchase a year-long subscription for \$50 than a semester-long one for \$30). Here is the link where you can sign up:

<https://www.taskstream.com/pub/Enroll/Default.asp>

And here are screenshots showing the entire account creation/renewal process:

<https://social.education.purdue.edu/edit/wp-content/uploads/2010/11/How-to-Subscribe-to-TaskStream-2017.pdf>

After you purchase a subscription, you can self-enroll to the appropriate section. The self-enrollment code for "Transition to Teaching – Secondary Fall 2013+" is **TTTSecondary**

Additional info about self-enrolling is at this link:

<http://social.education.purdue.edu/edit/taskstream/taskstream-self-enrollment/>

If you have any trouble at all with Taskstream, you can contact Israt Ferdous, our Taskstream Coordinator, at edit@purdue.edu. Please cc me on your correspondence to keep me in the loop.

Miscellaneous Statements

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements and deadlines are subject to changes that may be necessitated by a revised semester calendar or other circumstances. I will provide updates via our course listserve, but you are welcome to email or call me as well with questions or concerns.

ACCESSIBILITY AND ACCOMMODATIONS

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (DRC) to begin this conversation or to establish accommodations. The DRC is located in Young Hall, room 830. You may call 765-494-1247 or email drc@purdue.edu.

ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]