

**CTE 2000: INQUIRY INTO TEACHING CAREER AND TECHNICAL EDUCATION  
COURSE SYLLABUS**

**PREREQUISITE:** Thirty (30) hours of coursework

**DESCRIPTION:** A classroom and field introduction to career and technical education teaching, including the role of the teacher; moral, ethical, and legal expectations; social and political context of schools and communities; business and industry trends that affect the discipline; and national and state school-to-work initiatives.

**TEXTBOOKS:** Henniger, M. L., & Rose-Duckworth, R. (2009). *The teaching experience: A introduction to reflective practice*, 3<sup>rd</sup> ed. Custom Publishing.  
Center on Education and Training for Employment. (1998). *Implement an integrated academic & vocational education curriculum*, Center on Education and Training for Employment.  
**License for Live Text must be purchased.** (Approximate cost: Union Bookstore \$80, Livetext.com \$98)

**COURSE THEME:** Educator as creator of effective educational environments, including:

- a. Demonstrate professional knowledge and skills.
- b. Establish environments for academic achievement.
- c. Knowledge of diverse societies/communities.
- d. Establish environments for positive development of diverse learners.
- e. Knowledge of diverse subject areas and levels.
- f. Knowledge of diverse strategies.

**OBJECTIVES:** Upon completion of this course, students will:

1. Analyze the role of a career and technical education teacher through the use of metaphors and describe model of educator as creator of effective education environments.
2. Demonstrate use of ethnographic research methods as methodology used to answer questions asked by the field of education.
3. Analyze social and political context of schools and communities.
4. Analyze appropriate ethical and moral professional behavior and desire for lifelong learning.
5. Analyze appropriate legal and social professional behavior.
6. Analyze current educational initiatives that affect career and technical teachers in the classroom.

## ASSIGNMENTS AND ACTIVITIES:

**School Visits:** By fulfilling 20 hours of observation, you will be better able to decide whether you want to teach and will be able to relate theory to practice as you study education courses.

You will visit secondary classrooms in *your content area* for 3 days for 7 ½ hours per day for a **minimum of 20 clock hours**. (This means you are there when school begins and when it ends.) To accommodate schedules, school visits may be made in half day increments when necessary. You must observe at **three different** schools. If you are considering teaching at the middle grades, you might want to observe in a middle level classroom as part of your 20 hours. All observation hours must be completed and forms submitted by 4:30 p.m. on Friday, December 9, 2011; no exceptions will be made. You must follow procedures set by the Department of Student Teaching to receive credit. To avoid missing EIU classes, you will need to complete the 3 days on days when EIU is closed but a public school is open. *Missing classes to complete your observation hours is NOT acceptable.*

If you are unable to make a scheduled school visit, you must call the school as well as your instructor and provide a reason for your absence. Breaking an observation appointment without notice will result in a grade of zero (0) for one reflective log assignment.

It is recommended you take a folder to each observation that contains the following: green sheets that allow the teacher to evaluate you, the goldenrod sheet from the Student Teaching Office on which you document your observation time and the teachers sign it, the Reflective Log (complete two) template so you know what to look for during your observation hours, your Inquiry Project topic and questions that must be addressed, and the Effective Teacher Dispositions Observation (complete one) template so you know what to look for.

**Inquiry Project:** You will observe or interview in the schools you are visiting to research a specific topic. You will prepare a written report. Students will choose from provided topics.

**Reflective Logs:** These logs allow you to analyze and appraise yourself. This is important to becoming a good teacher. You will be expected to complete two reflective logs focusing on significant events you observe during the classroom visits. During your visits, keep a rough record of events you observe and then select two to elaborate on and analyze for each log. A template can be found on WebCT.

**Professional Portfolio:** You are required to include at least three items in your professional portfolio through Live Text. The template will be discussed in class.

## EVALUATION:

Personal Experience Teaching Incident Essay	15 points
Letter of Intent (Submitted through Live Text)	10 points
Human Relations Incident Analyses	20 points
Career Development Concepts Activity	15 points
Integration of Academics and Career and Technical Education	30 points
Reflective Logs (2 @ 20 points)	40 points
Effective Teacher Dispositions Observation	10 points
Portfolio	15 points
Inquiry Project	30 points
Journal Writings (3 @ 10 points)	30 points
Final Exam: Capstone Self-Evaluation Essay	50 points
Professionalism	30 points
<b>Total</b>	<b>295 points</b>

Scale: A = 90 -100; B = 80 – 89; C = 70 – 79; D\* = 60 – 69; F\* = 59 and below

\*In order to continue with education courses, you must earn a C or better in this course.

## POLICIES:

- ... Assignments will **not be accepted late** unless prior arrangements are made. If you are late to class, your assignments are late even if they were submitted online.
- ... Assignments must be typewritten.
- ... Examinations will not be made up.
- ... Follow the rules and guidelines of the Student Teaching department for pre-clinical experiences. This includes professional dress and behavior.
- ... Professionalism is expected of all students. This includes participation and attendance. Each unexcused absence or class period in which the student does not actively participate will result in a loss of points from the total points listed for Professionalism in the Evaluation section. Each class meeting is worth an equal number of points. You are expected to be on time to class.
- ... A requirement of the course is the ownership of a license for Live Text.
- ... A requirement of the course is the submission of a Letter of Intent to Live Text.
- ... Students who do not successfully complete the required performance assessments (Submission of Letter of Intent to Live Text and 20 hours of school observation) will earn less than a 'C' for the course.

## STUDENTS WITH DISABILITIES:

Appropriate academic support is available for students with a documented disability. Please notify the professor and contact the Office of Disability Services at (217) 581-6583 for further information.