Appendix

Here is a sample syllabus from Sharon Feiman-Nemser's section of the course. Other instructors have developed their own versions of the course within a similar framework.

TE-101: EXPLORING TEACHING

Purpose of the Course

This course is designed to help you begin thinking about teaching in new ways. As a pupil in elementary and secondary school, you have probably formed ideas about what teaching is like, what schools are for, and what teachers need to know. Now that you are thinking about becoming a teacher, you should examine your ideas about teaching and schooling and consider what you need to learn to become a good teacher.

TE-101 is an opportunity to participate in a professional conversation about teaching, to clarify your thinking about what teachers do, to test your thinking against others' views, and to assess your seriousness about preparing to teach. The course will not teach you how to teach; building a repertoire of ideas and practices takes years. Rather it will provide opportunities for you to participate in an informed and focused conversation about teaching that could contribute to your repertoire in time.

Overview of the Course

The course is organized around three questions:

1. What does it mean to teach?
2. What does it mean to teach school?
3. What do teachers need to know?
The first question focuses on the activity of teaching. What do good teachers do? How can you tell when teaching and learning are going on? Can there be teaching without learning? Where does subject matter fit in the teacher-student relationship?

The second question focuses on the setting of teaching. What are schools for? What do students really learn there? Do teachers, students, and parents want the same things from their schools? How do the multiple and often conflicting purposes of schooling affect what teachers do and what they ought to do?

Finally we will examine what teachers need to know and how they acquire and develop the necessary knowledge and skills. What do teachers need to know about their subjects? Their students? Their school, community, and country? What can teachers learn from firsthand experience in classrooms? From teachers and other educational professionals? From books and articles? What should you be learning to prepare for teaching?

**Course Requirements and Grading**

**Attendance and Participation.** The learning that we aim for in this course (clarifying, testing, justifying ideas) depends largely on your attendance and active participation. It is particularly important that you complete readings, journal entries, and other assignments on time, because class and group discussions will generally be based on them. Hence, attendance, timely completion of assignments, and participation in class will count in your grade.

**Journal.** Throughout the term you will keep a journal where you will respond reflectively to readings, class discussions, or questions raised by classmates or by me. Sometimes I will suggest a focus for your journal. Other times, you can write about whatever intrigues or puzzles you from the readings or class discussions. I will collect the journals to read and respond to your entries.

**Study Questions.** To help you focus on important ideas in the readings and make connections among ideas and examples of teaching, I will distribute study questions. Some study questions will be the topic for class discussion. You might use the questions to focus your journal entry.

**Moon Project.** During the course you will participate in a project designed to help you study your own learning and teaching. First you will keep a moon journal where you record observations of the moon. Then in groups you will pool your knowledge and work together to answer your own questions. Finally you will plan a lesson about the moon and teach it to someone out of class. Your second paper will be based on the moon project.

**Folder.** Each student will have a folder (with two side pockets) for keeping journal entries and in-class "fastwrites." Please put entries that you want me to read on the left side and old work on the right side.

**Papers.** The ability to communicate ideas clearly in writing is an important prerequisite for teaching; getting feedback from others and revising your first thoughts are critical steps toward good writing. You will write two papers during the quarter. The first paper will take the form of a conversation. You will exchange a draft of this paper with a member of your group who will provide you with written comments. You will then revise your paper in light of those comments. The second paper will be based on the moon project. I will give you detailed information about the papers and how they will be graded.

**Final Exam.** There will be a take-home exam. Questions will be distributed at the last class. Exams are due during finals week.

**Grading.** Your final grade will be determined as follows:

- First paper: 20 points
- Second paper: 25 points
- Participation, journal, projects, group work: 30 points
- Final exam: 25 points

**Required Readings**

**Required.** A packet of readings is available at Copygraph (at the corner of M.A.C. and Grand River, East Lansing - 337-1666).

COURSE OUTLINE

Part I: What Does It Mean to Teach?

SESSION 1: INTRODUCTION TO THE COURSE
1/7 Introductions; preview course content and policies; assign groups and distribute study questions for Part I readings. View, write about, and discuss portraits of teaching.

SESSIONS 2 & 3: IS THIS (GOOD) TEACHING?

Readings

Written Assignment
Journal due 1/14.

Class
1/9 Analyze excerpts from Paley as instances of teaching; Introduce moon project.
1/14 Discuss "The Geometrical Experiment" and Socrates' role as teacher. Compare Paley and Socrates.

SESSIONS 4 & 5: TEACHER, STUDENT, AND SUBJECT MATTER: I-THOU-IT

Reading

Written Assignments
Journal entry due 1/21.

Class
1/16 Discuss "I-Thou-It" in relation to Paley. Consider Hawkins's ideas about the teacher's role. Discuss paper #1.

SESSION 6: THE RELATIONSHIP OF TEACHING AND LEARNING

Readings

Written Assignment
Exchange draft of paper with buddy, write comments, and meet to discuss comments during week.

Class
1/23 Discuss relationship between teaching and learning; consider Jackson's and Lortie's arguments about the "uncertainties of teaching" and the distinction between "knowledge reproduction" and "knowledge transformation." Compare with Apelman's ideas about learning, "teaching by instruction," and "teaching by facilitation."

SESSION 7: SYNTHESIS OF PART I: WHAT DOES IT MEAN TO TEACH?

Written Assignment
Bring moon journals to share in class.

Class
1/28 Analysis and synthesis of topics treated in Part I; discussion of students' conceptions of what teaching and learning mean; review vignettes of teaching.
Share initial data from moon journals.

Part II: What Does It Mean to Teach in School?

SESSIONS 8 & 9: THE HIDDEN CURRICULUM

Reading
Written assignments
Paper #1 due to Erickson 116-P on 1/30.

Class
1/30 View and discuss videos of Marva Collins and Leslie Stein in terms of the I-Thou-It triangle.
2/4 Discuss the sources and characteristics of the hidden curriculum. What is it? Where does it come from? How does it shape students' experiences of school? How does it connect to the explicit curriculum and the outcomes of schooling?

SESSIONS 10 & 11: WHAT (AND WHO) ARE SCHOOLS FOR?

Readings

Written Assignments
Journal entry due 2/11.

Class
2/6 Discuss purposes of schooling implicit in readings and films. Meet in groups to clarify confusions about moon and plan lesson.
2/11 Relate purposes of schooling to issue of who controls schools, different publics; discuss historical development of tracking and the effects of the "shopping mall" curriculum; discuss individual experiences with tracking.

SESSIONS 12 & 13: MANAGING STUDENT DIVERSITY

Readings

APPENDIX


Written Assignments
Journal entry due 2/18.

Class
2/15 Discuss rationale for tracking; effects of tracking; pros and cons of tracking—why are some teachers and parents in favor. Jigsaw exercise.
2/18 In-class writing based on readings. Synthesis of Part II.

Part III: What Do Teachers Need to Know?
SESSIONS 14 & 15: WHAT DO TEACHERS NEED TO KNOW?

Readings

Written Assignment
Moon journal due 2/20.

Class
2/20 Group presentations on moon lessons. Distribute and talk about paper #2.
2/25 Analyze lessons in Kohl, Part III. Discuss teacher knowledge and speculate on where teachers learn what they know.

SESSION 16: THE ROLE OF SUBJECT MATTER KNOWLEDGE IN TEACHING

Reading

Class
2/27 What is involved in transforming subject-matter knowledge for purposes of teaching; what does it mean to "know" ones subjects? Group exercise.
SESSIONS 17 & 18: LEARNING TO TEACH

Readings

Written Assignment

Class
3/4 Discuss process of learning to teach; What kinds of knowledge do teachers acquire through experience? How did Wigginton and Kohl’s ideas about teaching change and what contributed to those changes?
3/6 Reconsider teaching and learning; revisit videos. Discuss final exam. Course evaluation.


References