



Course Syllabus

COURSE NUMBER: SOCS 5750.ID Special Institute	COURSE TITLE Global Education	TERM: Fall II 2006
SITE: Pattonville Learning Center	INSTRUCTOR CONTACT INFORMATION: Lucille Van Alstine lucilleann@sbcglobal.net	CREDIT HOURS: Three (3)

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

Educators will step into the future with the fast-paced, contemporary, global learning experience. MAT students will learn the basics of global education success—time management, preparation, equipment, communication skills, protocol, and question development. Educators will then apply these basics to their courses and discover a virtual world of opportunity for student learning. Participants will dialogue about lesson plans, grading, evaluations, and standards-based application. In addition, MAT students will take virtual field trips around the world to study math, science, theater, and social studies. Class work will require journaling, dialogue, small group projects, and a portfolio of research and experience.

2. LEARNING OUTCOMES: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
A. Develop cross-cultural lesson plans for global classroom activities.	SoE Goals: 1 1.1-1.4; 2 2.2, 2.3; 3 3.2, 3.3, 3.4; 4 4.1-4.4 SoE Dispositions: 1 1.1-1.3; 2 2.1-2.4; 3 3.1-3.5
B. Analyze current events and create an interactive learning environment within the classroom.	SoE Goals: 1 1.1-1.4; 2 2.1-2.3; 3 3.1, 3.4; 4 4.1-4.4 SoE Dispositions: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.5
C. Understand and use computer-based equipment to conduct virtual field trips.	SoE Goals: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.4; 4 4.4 SoE Dispositions: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.5
D. Research and design student evaluations for global learning activities.	SoE Goals: 1 1.1-1.4; 2 2.1, 2.2, 2.4; 4 4.3, 4.4 SoE Dispositions: 1 1.2-1.4; 2 2.1-2.4, 3 3.1-3.4
E. Understand and apply standards-based instruction to cross-cultural learning in a global	SoE Goals: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.4, 4 4.1-4.4 SoE Dispositions: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.5

classroom.	
F. Collaborate on stimulating lessons plans for all subject areas, with program educators from community resources.	SoE Goals: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.4; 4 4.1-4.4 SoE Dispositions: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.5
G. Present a research project on a specific current event outside the United States that will affect students' lives as well as their families and neighborhood.	SoE Goals: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.4; 4 4.1-4.4 SoE Dispositions: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.5
H. Create a portfolio of literature reviews, presentations, lesson plans, evaluations for global classroom use, along with weekly reflections.	SoE Goals: 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.4; 4 4.1-4.4 SoE Dispositions 1 1.1-1.4; 2 2.1-2.4; 3 3.1-3.5

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

October 17: Reading Assignment: Chapter 6: “Voices in the News” Yancy text.

(In class)

Writing Assignment: Class Description. Teaching Assignment. Global Applications.

Class Discussion: Current Events and Classroom Applications (Time and Newsweek)

Technology: DVD: The World Stage

**Homework: Chapter 1: “What Makes Some Presentations Good?” Pages 1-18.
Shephard text.**

Reflection: My interest in global events. Possible classroom adaptations. What makes for great presentations my students will listen to and remember?

October 24: Reading Assignment: Page 3, 31, 32, 55, 57 — Wilcox and Gibson text.

(In class)

Writing Assignment: Writing about Technology in the Classroom

Class Discussion: Current Events and Classroom Applications (Time and Newsweek)

Technology: The Black Box and the Virtual Field Trip

**Homework: Chapter 4: “Designing and Writing a Presentation” Pages 1-18.
Shephard text.**

**Reflection: The place I always wanted my students to visit.
Points of academic interest there. Classroom application for future learning.**

Lesson Plan: Create a classroom lesson plan in which students might virtually travel to an educational institution. Include an evaluation form. Be prepared to turn in this assignment. Bring copies for the class to share.

October 31: Reading Assignment: Chapter 2: “Video Communication Applications”

(In class)

Writing Assignment: My virtual field trip.

Class Discussion: Current Events and Classroom Applications (Time and Newsweek)

Technology: DVD: Virtual Field Trip Presentations.

**Homework: Chapter 5: “Preparing Yourself” Pages 92-104.
Shephard text.**

Reflection: The benefits of taking virtual field trips in my subject area .

November 7: Reading Assignment: Chapter 9: “Mobile Videoconferencing and Interactive Media”

(In class)

Wilcox and Gibson text.

Writing Assignment: Lessons/Concerns about World Botany

Guest Speaker: Program Educator: Missouri Botanical Garden

**Homework: Reflection: Personal application to classroom instruction to self.
Students will address content, voice, artifacts and issues/topics.**

November 14: Reading Assignment: Time and Newsweek Graphics of This Weeks’ Publications

(In class)

Writing Assignment: If global art were an essay, what would it say to the USA?

Guest Speaker: Program Educator: The St. Louis Art Museum

Homework: Reflections: What three points surfaced in the presentation that would be useful for classroom instruction? How? When? Where? Anticipated student reaction?
Global Portfolio: Design plan typed (one page).

November 21: Reading Assignment: Chapter 4 “Democracy;” Chapter 8 “That all Forms of Government Do Not Suit All Countries;” Chapter 9 “The Signs of a Good Government.” Rousseau Text

Writing Assignment: History is dead; history is boring—NOT! What are the historical parameters of your subject area? What are its global parameters?

Guest Speaker: Program Educator: Missouri Historical Society

Homework: Reflections: How much of St. Louis history comes from other parts of the world? How does this fact affect my subject area? How would this affectation look in my global classroom?
Global Portfolio: Resource list—topics, texts, guest speakers, technology, and art. Follow APA guidelines.

November 28: Reading Assignment: Chapter 1 “Education as a Necessity of Life;” Chapter 2: “Education as a Social Function” Dewey text.

Writing Assignment: Mathematics and Me! Explain the use of math in your educational routine for your subject area. How would mathematical language change in different areas of the world for your subject? Do you agree or disagree: Math is a language? Explain.

Guest Speaker: Program Educator: The Boeing Company.
 National Merit Teacher of Mathematics

Homework: Reflection: My world of mathematics?! Describe then, now, and globally.
Global Portfolio: Add meat to the bones! Now is the time to secure documents, student examples, and any audio or visual artifacts you wish to share.

December 5: Reading Assignment: Chapter 25 “Theories of Knowledge” Dewey text.
 (In class)

Writing Assignment: What does democracy represent? Give three applications in your classroom instruction. How does global education affect the democracy of your classroom?

Guest Speaker: Cooperating School Districts

Homework: Reflection: How easy are global technology and resource materials to find outside my classroom or school district? Give three examples.
Global Portfolio: Prepare a five minute portfolio presentation. You are welcomed to use graphics, artifacts, and computer technology.

December 12: Due today: Class presentations, portfolio notebooks, reflective journals.
Discussion: Synthesis.

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.

Newsweek Magazine (2006)

Rousseau, J. J. (1968). *The social contract*. London: Penguin Books.

Shephard, K. (2005). *Presenting at conferences, seminars, and meetings*. London: Sage.

Time Magazine (2006)

Wilcox, J. R. & Gibson, D. K. (2005). *Video communications: The whole picture*. San Francisco: CMP.

Yancey, K. B. (Ed.) (1994). *Voices on voice*. Urbana: National Council of Teachers of English.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Reflective Journal	A-H	10%
In-class Reading Activities	A-H	10%
In-class Writing Activities	A-H	10%
Presentations	A-H	10%
Lesson Plans and Evaluations	A, B, D, E, F	10%
Global Portfolio Design Plan	A-H	10%
Global Portfolio Research	A-H	10%
Global Portfolio Notebook	A-H	30%

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

93-100 A
85-92 B
77-84 C
70-76 D
0-69 F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

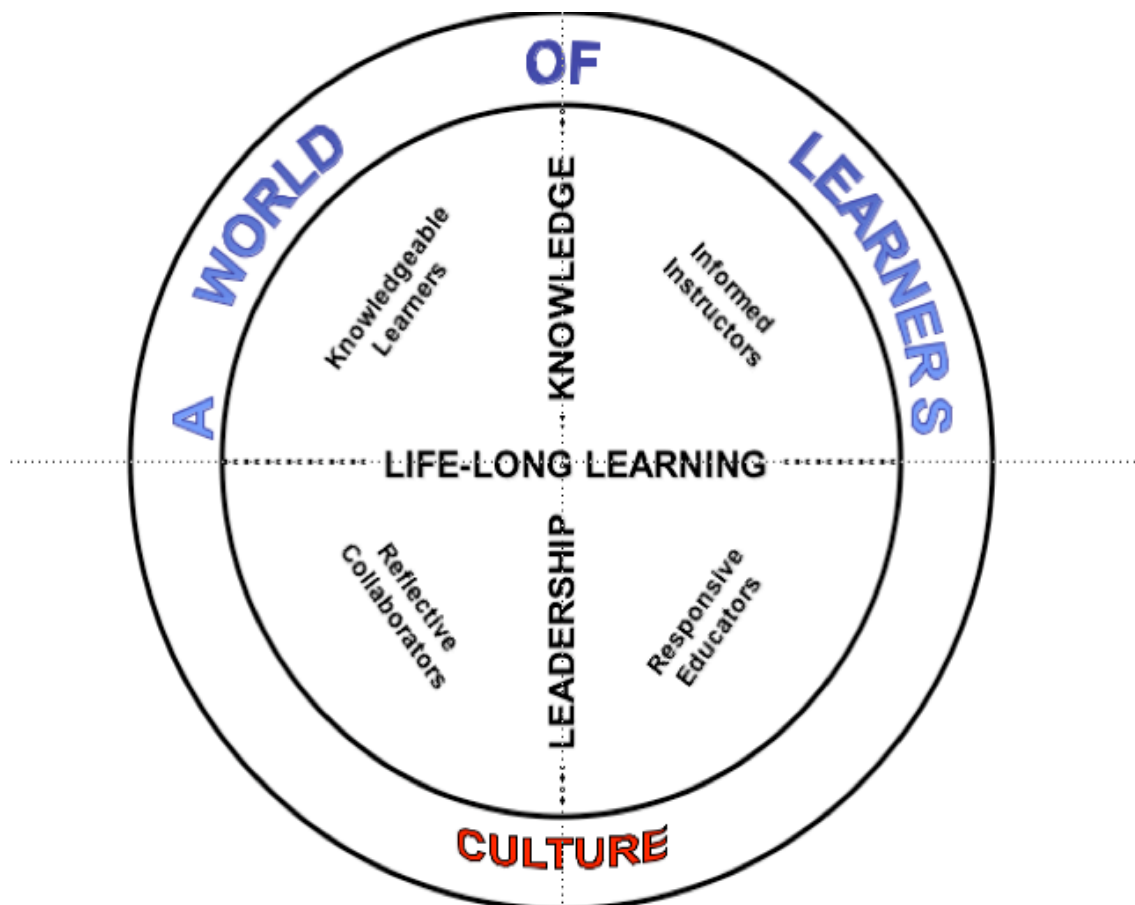
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty

- 2.4 Listens respectfully to other points of view
- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).