Purpose
This course will introduce students to a variety of issues that affect academic performance. Readings are organized around the traditional categories of learning, identity development, motivation, discipline, and assessment. For each of these categories, students will read about different theoretical approaches to articulate and defend a personal theory of learning and teaching.

Readings
There are two required textbooks for this course and a set of assigned articles. A copy fee of $25.00 will be charged for handouts. The assigned books are:


Course Expectations
The course has many agendas aside from simply learning the ideas represented in the readings and lectures. The activities planned for the course are intended to simulate those you may be expected to participate in while teaching. Successful students will remain conscious of the following expectations.

**Read and reflect on new ideas each week.** This class relies heavily on weekly discussion of the readings. The most important assignment, therefore, is to read each week’s assignments *before* coming to class and prepare to use the ideas when participating in class. Although I do not take formal attendance, the course is structured to maximize learning and everyone’s absence is felt. Excessive absences (e.g., more than two classes) have made it impossible for students in past semesters to follow what is going on when they do attend, and typically leads to normatively low grades.

**Participate in class discussions and activities.** Students will be expected to participate in small group activities, large class discussions, and at least one presentation over the course of the semester. Grades will focus on individual accomplishment, but teamwork is essential in teaching and we will practice many of the collaboration skills needed in schools. As many educators quickly learn, “many hands make light work.”

**Be a respectful citizen when collaborating with your peers.** We will negotiate a strategy for forming small work groups that will complete activities in class. In the past, students have differed in whether they prefer to work in groups structured like small curricular departments (e.g., preschool, elementary, secondary, college) or whether they prefer to change group members every couple weeks. Long-term connections are often made in these courses when students collaborate in stable groups, but short-term connections are also intellectually interesting. Groups will be successful if they are able to complete assigned tasks, generate ideas for using theoretical ideas in the classroom, and collaborate in the production of a presentation to the class as a whole.

**Discover more uses for technology.** Each student will be expected to learn something new about technology. Rather than require a “technology course” we have decided to expect students to learn as they go—the same way most educators learn about the latest tools of the trade. UIC is now requiring most students to have access to the Internet and preferably to own some kind of computer. The syllabus
will be posted on the Web and readings and discussion questions will be added as the course progresses. A class listserv will be maintained in which students can post announcements, ask general questions, and share resources. Small groups will be asked to communicate via e-mail about particular activities and each student will be asked to find at least one outside reading from a professional journal in their field. Students will also participate in a group presentation that includes the use of some form of technology.

**Complete any certification-related tasks.** All certification students are now being asked to learn TaskStream, a program for designing and tracking lesson planning, course syllabi, and other features of a teaching portfolio. This course will not be heavily dependent on that program, but students will be asked to complete at least one survey online. Part of one class session will be devoted to informing students of training sessions and other TaskStream goals set by the Council on Teacher Education.

**Assignments**
Instead of tests, students will be asked to complete a variety of individual writing activities as well as those associated with group work. All assignments will use a take-home format so that the final product may be typed using some sort of word processing program. Students may turn in assignments as attachments on e-mail, but should use Word for PCs if they plan to do so. The Educational Technology Lab on the 2nd floor of EPASW is available for translating documents and ensuring that all students have access to computers. During peak times, hackers are very busy and it will be important to maintain communication about when assignments are turned in and received.

Each student will find it useful to keep a personal notebook containing all their assignments until they have completed the entire teacher certification program. There are many essays and application forms to complete, all of which involve some use of material we will cover this semester. Completing all course assignments to the best of your ability can save time later in the program.

**Group tasks** (25% of the final grade). Although I will not collect group tasks each week, there will be occasional stock-taking assignments and tasks that groups will turn in. These will involve assessments of the process of group work as well as the products of your discussions.

**Initial reflection paper** (15% of final grade). By the third week of the semester, students will be asked to turn in a short summary of their future goals as a teacher, experience in schools, and observations about the age group and context in which they hope to teach.

**Midterm** (30% of the final grade). This structured writing task will require a stock-taking of the ideas covered in the readings and an attempt to imagine how they might be used in teaching. Each student will be asked to visualize him or herself as an instructor and to evaluate which theories of learning and motivation will best meet the needs of their future students.

**Final project** (30% of the final grade). Students will be asked to complete a two part final project in which they design a learning environment, including classroom management and assessment strategies, to facilitate learning among the students they hope to teach. A written portion of this project will be completed individually and will involve answers to a set of guiding questions. A presentation portion of this project will involve collaborating with other class members in either providing a demonstration of planned activities (asking classmates to role play students in the appropriate age group) or in otherwise finding a way to help everyone see the best features of the planned classroom structure.

**Accessibility**
UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. Students who need accommodations for this class should let the instructor know their needs and she will help them obtain assistance.
### Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24th</td>
<td>Jigsaw learning</td>
<td>Pedersen, Faucher, &amp; Eaton See week 2</td>
</tr>
<tr>
<td>Aug. 31st</td>
<td><strong>Dilemmas of teaching</strong>&lt;br&gt;<em>Special Training—essential for everyone</em></td>
<td>Colsant&lt;br&gt;Thorkildsen &amp; Jordan&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Sept. 7th</td>
<td>What is learning?</td>
<td>Bjorklund&lt;br&gt;<a href="#">Discussion questions</a>&lt;br&gt;<a href="#">First Assignment Due</a></td>
</tr>
<tr>
<td>Sept. 14th</td>
<td>Deep and superficial learning</td>
<td>Bjorklund&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Sept. 21st</td>
<td>Age-specific issues in learning</td>
<td>Bjorklund&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Sept. 28th</td>
<td>Addressing students’ needs</td>
<td>Thorkildsen &amp; Nicholls&lt;br&gt;Weiner, Graham&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Oct. 5th</td>
<td>Facilitating choice, self-determination, or autonomy</td>
<td>Thorkildsen &amp; Nicholls&lt;br&gt;Deci &amp; Ryan&lt;br&gt;Grolnick &amp; Ryan&lt;br&gt;Ryan &amp; Deci&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Oct. 12th</td>
<td>Balancing freedom and structure</td>
<td>Thorkildsen &amp; Nicholls&lt;br&gt;Ford, et al.&lt;br&gt;Jagacinski &amp; Nicholls, Schunk&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Oct. 19th</td>
<td>Myths and classroom management</td>
<td>Beyer&lt;br&gt;Gathercoal&lt;br&gt;Catt&lt;br&gt;<a href="#">Mid-term exams due</a></td>
</tr>
<tr>
<td>Oct. 26th</td>
<td>Issues of control and choice</td>
<td>Collins; Lewis; McNeil&lt;br&gt;Henry &amp; Abowitz&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Nov. 2nd</td>
<td>Learning and assessment</td>
<td>Green; Maxwell; Paris &amp; Paris&lt;br&gt;Taylor &amp; Nolen</td>
</tr>
<tr>
<td>Nov. 9th</td>
<td>Coordinating philosophy, psychology, and educational practices</td>
<td>Kohlberg &amp; Mayer&lt;br&gt;<a href="#">Discussion questions</a></td>
</tr>
<tr>
<td>Nov. 16th</td>
<td>Group presentations</td>
<td></td>
</tr>
<tr>
<td>Nov. 23rd</td>
<td>Thanksgiving Week</td>
<td><em>No class</em></td>
</tr>
<tr>
<td>Nov. 30th</td>
<td>Group presentations</td>
<td></td>
</tr>
<tr>
<td>Dec. 7th</td>
<td>Group presentations (if necessary)</td>
<td><em>Final exams due</em></td>
</tr>
</tbody>
</table>
Readings

Week 1: Jigsaw learning
Complete readings for Week 2

Week 2: Developing a sense of the dilemmas of teaching in urban contexts

Week 3: What is learning?
An introduction to cognitive development
Biological bases of cognitive development
The social construction of mind: Sociocultural perspectives on cognitive development
Cognitive development: What changes and how?

Week 4: Deep and superficial learning
Piaget and the neo-Piagetians
Information-Processing Approaches
Learning to think on their own: the role of strategies in cognitive development

Week 5: Age-specific issues in learning
Early childhood
- Infant perception
- Spatial cognition
- Representation
- Memory development
- Language development
Elementary grades
- Memory development
- Language development
- Problem solving and reasoning
- Social cognition
- Schooling and cognition
- Approaches to the study of intelligence
- Origins, modifications, and stability of intellectual differences
Adulthood
- Problem solving and reasoning
- Social cognition
- Schooling and cognition
- Approaches to the study of intelligence
- Origins, modifications, and stability of intellectual differences
**Week 6: Addressing students’ needs**


- Learning from lives in progress
- Coordinating needs and expectations
- Little boy on the defensive


**Week 7: Facilitating choice, self-determination, or autonomy**


- Quiet Bird

**Week 8: Balancing freedom and structure**


- Enlightened egocentrism
- A fighting spirit

**Week 9: Myths and classroom management**


**Week 10: Issues of control and choice**

**Week 11: Fundamentals of assessment**
Maxwell, W. (1965). The kingdom where straightforward, logical thinking was admired over every other kind. In W. Maxwell, *All the days and nights* (pp. 397-403). New York: Vintage International.

**Week 12: Coordinating philosophy, psychology, and educational practices**

**Weeks 13-16: Group presentations**