

Coffeyville Community College

#EDUC-195

COURSE SYLLABUS

FOR

INTRODUCTION TO EDUCATION

Waneta Davis

Instructor

COURSE NUMBER: EDUC-195 **COURSE TITLE:** Introduction to Education

CREDIT HOURS: 3

INSTRUCTOR: Waneta Davis

OFFICE LOCATION: 217 Arts and Sciences

PHONE: 620-251-7700 ext. 2025

OFFICE HOURS: See schedule posted on office door

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Morrison, George S. *Teaching in America* Boston: Allyn & Bacon, 2000.

Loose Leaf notebook with Dividers and paper

COURSE DESCRIPTION: The course will provide a survey of the historical, philosophical, and cultural foundations of education and an overview of the process of the establishment of educational policy. Common effective teaching methodologies will be examined. The course serves as an introduction to teacher preparation programs at universities and is required for program admissions.

EXPECTED LEARNER OUTCOMES:

1. To assist the student in decision about teaching as a profession.
2. To help the student develop a common knowledge base for the historical, philosophical and sociological foundation of education.
3. To bring the student to an awareness of the complexity of schools and their systems.
4. To help the student to examine the impact of economic, political and social factors on education communities.
5. To introduce effective teaching methodologies and policies that are used in schools today.

LEARNING TASKS & ACTIVITIES:

Week 1	Read Chapter 1 of text; complete chapter 1 reading guide; write an autobiography; send for information about entering School of Education. Begin keeping a journal according to handout instructions. The
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	journal will include handouts, articles, and other information that will be valuable to you when you begin your teaching career. Be able to answer: What makes a good teacher? What does a teacher do? Why do people choose to go into education?
Week 2	Read Chapter 2; complete reading guide; start personal goals; present current event #1. Be able to answer: How is teaching a profession? Who are the teachers of today? Is teaching for YOU?
Week 3	Read Chapter 3; complete reading guide. Be able to answer: What is the role of schooling in society? How are public schools organized? What makes a good school?
Week 4	Read Chapter 11; complete reading guide; present current event #2; complete Professional Journal Review #1–Technology in Education. Be able to answer: What is technology? What is technological literacy? What issues are associated with the use of technology? What are the legal issues in technology?
Week 5	Field Trip—to be announced. Review the trip.
Week 6	Read Chapter 9; complete reading guide; present current event #3. Be able to answer: What are the historical roots of western education? What was schooling like in the American Colonies and how did it change after nationhood? How did American education change after the Civil War? How did American education change after WWII? How is the history of education relevant to classroom teachers?
Week 7	Test #1; complete Professional Journal Review #2–In your area.
Week 8	Read Chapter 10; complete reading guide; write your philosophy of education; present current event #4. Be able to answer: How is philosophy relevant for the classroom teachers? What are the major philosophies of education? What are the basic philosophies on which educational philosophies are based? Idealism, Realism, Pragmatism, Humanism, Existentialism. Groups for hot topic presentations will be assigned at this time. Hot topics: Voucher System, Diversity in Education, Alternative Certification, Character Education, Magnet Schools/Desegregation, Tenure for Teachers, Year Around School, Influence of Television.
Week 9	Read Chapter 7; complete reading guide; present current event #5. Be able to answer: What is the role of the superintendent? What is the role of the school

	board? How is education affected at the state level? How is education affected at the national level?
Week 10	Read Chapter 8; complete reading guide; present current event #6. Be able to answer: What trends will affect curriculum and instruction in the future? Are the trends based on research or best practices?
Week 11	Hot Topic Presentations. Present current event #7.
Week 12	Complete Hot Topic Presentations. Present current event #8.
Week 13	Read Chapter 4; complete reading guide; present current event #9; Present Professional Journal Review #3–Multicultural Education. Be able to answer: How does socioeconomic status affect teaching and learning? What are multiculturalism and multicultural education? How can students’ multicultural needs be met? How does language influence teaching and learning?
Week 14	Read Chapter 12; complete reading guide; present current event #10. Be able to answer: What are the components of an effective Lesson Plan? What instructional strategies can be used in a Lesson Plan?
Week 15	Test #2. Present Journals.
Week 16	Final

ASSESSMENT OF OUTCOMES:

The student will be assessed in four areas:

Cognitive: Knowledge and understanding of the materials. Knowledge of all areas of material will be assessed through exams. Exams will be broad and specific in nature and will be geared to make sure the student is doing the assigned reading. Exams will be mainly objective in nature.

Metacognitive: The students will be graded on their ability to use critical thinking to understand the specific concepts and then produce the specific journal assignments. These assignments will be works in progress and the final products will be included in the class journal. The critical thinking required for the different tasks will reflect 25% of the final grade.

Skill and Performance: Each student will be required to show how they can incorporate the cognitive aspects of the course material.

Affective: Attendance is particularly important in order that the student be able to participate in classroom discussions and activities.

**GRADING
POLICY:**

Student grades will be based on exams. There will be chapter tests administered during the semester. Each exam will be worth 50 points. Grades will be awarded as college policy dictates. The exams will be over materials covered in class, assigned reading, and audiovisual presentations. Advance notice will be given for the test date not covered by college policy. Make-up exams will be available for students with authorized absences.

Academic dishonesty will result in no credit for the assignment in question. The instructor also reserves the right to conduct an instructor initiated withdrawal for any student who flagrantly disregards the academic dishonesty policy. A student may also be withdrawn for any act considered as blatantly inappropriate. Such acts include sleeping in class, excessive talking, and/or other disruptive behaviors.

**GRADING
CRITERIA:**

Class Journal	100
Hot Topic Paper	25
Hot Topic Presentation	50
Test #1.....	50
Test #2.....	50
Daily Activities	50
Current Events 10 @ 5 pts each.....	50
Autobiography	10
Philosophy.....	10
Professional Journal Reviews 3 @ 10 pts each	30
Field Trip Review	20
Final	50

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

ATTENDANCE:

Students are expected to attend every class. After the first three absences, students will lose 10 points for each absence. Tardies count as absences.

METHOD OF INSTRUCTION:

Methods of instruction used in the class will be discussion, lectures and demonstrations, cooperative learning, small group activities, videotapes, field trips, student presentations, guest speakers, independent reading from professional sources, use of a journal with collection of handouts.

COURSE OUTLINE:

1. Choosing to teach
2. What is teaching really like?
3. Your education as a teacher
4. Your first teaching position
5. Schools and society
6. Equalizing educational opportunity
7. Historical foundations of American education
8. Philosophical foundations of American education
9. Governance and Support of American education
10. Legal concerns in American education
11. Students: the focus of your teaching
12. Dynamics of classroom life
13. School curriculum
14. Teaching: your chosen profession
15. Teaching and the challenge of the future

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is meant to provide an outline of the course and rules that the instructor will employ in evaluating the student. However, this syllabus is not to be considered as a legal document. Questions are welcome at any time.

COMPETENCIES:

WHAT ARE THE ATTRACTIONS OF TEACHING

1. Compare and contrast the teaching profession with other professions. (Comprehension, Analysis)
2. Describe the practical aspects of teaching. (Knowledge)
3. Discuss the various ways that teachers love teaching. (Comprehension)
4. Explain the influence that teachers can have on those who decide to become teachers. (Comprehension)

WHAT IS TEACHING REALLY LIKE

1. Discuss the role of personal visions in the life of the professional teacher. (Comprehension)
2. List and discuss some of the ways that good teachers describe teaching. (Knowledge)
3. Enumerate different ways of describing teaching. (Evaluation, Affective)
4. Identify and describe the realities of teaching. (Knowledge, Comprehension)
5. Describe the unpredictable qualities of teaching. (Knowledge, Evaluation)

YOUR EDUCATION AS A TEACHER

1. Identify and discuss four assumptions on which outcome-based teaching education is founded. (Comprehension, Analysis)
2. Describe the distinguishing characteristics of extended teacher preparation. (Knowledge)
3. List several criteria currently used for admission to teacher education programs. (Knowledge)
4. Describe teacher education programs that emphasize reflection and inquiry. (Knowledge)
5. Identify and describe errors that can be made when observing in a classroom. (Analysis, Comprehension)
6. Analyze the role that self knowledge plays in helping teachers to be more effective in the classroom. (Analysis, Comprehension)

YOUR FIRST TEACHING POSITION

1. Cite current estimates of teacher supply and demand. (Knowledge, Evaluation)
2. Identify several strategies for finding out about teaching vacancies and evaluate the probable effectiveness of each. (Analysis, Comprehension)
3. Describe several strategies to follow in preparing for the job interview and list several questions to be considered before accepting a job offer. (Evaluation)
4. Discuss the steps a teacher can follow to have a successful first day of teaching and summarize the advice experienced teachers have for planning, managing, and following up on the first day. (Knowledge, Comprehension)
5. Discuss the importance of community support for schools. (Comprehension)

SCHOOLS AND SOCIETY

1. Describe the aim of schools in regard to the socialization of the young. (Knowledge, Comprehension)
2. Discuss the importance of achievement in America's schools. (Comprehension)
3. Compare and contrast four categories of schools in America. (Comprehension, Analysis)
4. Explain and illustrate the meaning of equal educational opportunity. (Application)

EQUALIZING EDUCATIONAL OPPORTUNITY

1. Explain the concept of minority gout. (Knowledge, Comprehension)
2. Clarify the distinction between ethnicity and race. (Evaluation, Analysis)
3. Explain the role of special education in meeting the educational needs of exceptional leaders. (Application, Comprehension)
4. Define learning disability and describe several characteristics of students with learning dysfunctions. (Knowledge)
5. Identify the characteristics of sexism and gender bias. (Knowledge)
6. Describe the characteristics of gifted and talented students. (Knowledge)
7. Explain the concept of full inclusion. (Evaluation, Affective)

HISTORICAL FOUNDATIONS OF AMERICAN EDUCATION

1. Itemize reasons that educational history is important to teachers. (Knowledge, Comprehension)
2. Summarize key events related to the growth of education. (Comprehension, Evaluation)
3. Discuss the role of federal government in the growth of education. (Knowledge, Comprehension)

PHILOSOPHICAL FOUNDATIONS OF AMERICAN EDUCATION

1. Define philosophy and describe the methods philosophers use. (Knowledge, Comprehension)
2. Discuss the contributions that philosophy can make to a teacher's effectiveness. (Evaluation, Comprehension)
3. Discuss the steps teachers follow in developing a well thought out philosophy. (Comprehension, Evaluation, Analysis)

GOVERNANCE AND SUPPORT OF AMERICAN EDUCATION

1. Analyze and discuss the role that politics play in U.S. education. (Analysis, Knowledge, Comprehension)
2. Describe the role of the U.S. Department of Education. (Knowledge, Comprehension)
3. Describe recent trends in funding for education. (Knowledge, Comprehension)

LEGAL CONCERNS IN AMERICAN EDUCATION

1. Discuss why teachers must have an understanding of education and law. (Analysis, Knowledge)
2. Describe the ethical dimensions of teaching. (Knowledge, Comprehension)
3. Describe the protection teachers have against discrimination. (Knowledge, Comprehension)
4. List legal status of student teachers. (Knowledge)

STUDENTS: THE FOCUS OF YOUR TEACHING

1. Describe several types of diversity found among families and explain how this diversity can influence students. (Knowledge, Comprehension)
2. Describe the characteristics of students who are at risk for dropping out. (Knowledge, Comprehension)
3. Itemize and discuss the developmental tasks of students during childhood and early and late adolescence. (Knowledge, Comprehension)
4. Describe several steps teachers can take to help children and adolescence develop. (Knowledge, Comprehension, Evaluation)

DYNAMICS OF CLASSROOM LIFE

1. Describe the experiences beginning teachers often have when they first encounter the reality of becoming a teacher. (Evaluation, Analysis)
2. Identify several classroom factors that affect the culture of the classroom. (Knowledge, Affective)
3. Compare between class-ability grouping and within-class ability grouping. (Knowledge, Comprehension)
4. Specify the steps teachers can take to prevent classroom management problems from occurring. (Knowledge, Analysis)
5. Itemize and discuss several behaviors that research has found associated with classroom teaching. (Knowledge, Comprehension)

THE SCHOOL CURRICULUM

1. Define curriculum and discuss its ultimate purpose. (Knowledge)
2. Discuss the influence that textbook publishers have on school curriculum. (Comprehension)
3. Summarize current trends and issues in several areas of school curriculum. (Comprehension)
4. Discuss the role of society in determining the content of the school curriculum. (Comprehension, Analysis)

TEACHING: YOUR CHOSEN PROFESSION

1. List and discuss the characteristics of the profession. (Knowledge)
2. List five streams of education reform. (Knowledge)
3. Discuss the benefits of teachers of membership in subject area and special education organizations. (Comprehension, Evaluation)
4. Itemize and describe the key elements of the National Board of Professional Teaching Standards program for voluntary certification. (Comprehension, Knowledge, Evaluation)
5. Describe a Professional Development school. (Comprehension)

TEACHING AND THE CHALLENGE OF THE FUTURE

1. List and describe some significant social, economic, technological and political forces and trends that are shaping the future of education. (Knowledge, Comprehension)
2. Identify several examples of state of the art technology and learning in the future. (Knowledge)
3. Describe a hypothetical school of the future. (Comprehension, Evaluation, Analysis)