

Coffeyville Community College

#EDUC-195

COURSE SYLLABUS

FOR

INTRODUCTION TO EDUCATION

ON-LINE

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: On-line students – 3-5 M-W

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: **ASSIGNMENTS** **The first few days of class, I will divide the class into five groups. These groups will be used when presenting current events/issues in education to the class. All students will be required to respond to one current issue that is posted each week. If you have**

questions outside of class, please email me at [Janetad@coffeyville.edu](mailto:w Janetad@coffeyville.edu).

Week 1 Read the Introduction, Preparation for Certification or Licensure, pages C1-C8. Go to the Praxis web site, www.ets.org/praxis and get the information you need to register for the test at the location of your choice. Be prepared to share your findings with the class on the discussion board.

You will also need to keep a weekly journal. There are journal examples on pages 500 to 506. Each week, write two entries. These entries can be about your pre-lab school experiences, your current events that you find, etc. The competencies listed in the syllabus, pages 7-10, may be helpful in planning journal entries or current issues. You will also need to write one entry per week over the reading material for that week and answer the “How will this chapter help you?” questions at the beginning of each chapter. These journals will be turned week 14 (28 entries). This week, Group One will report on some current event. The current event can be from an internet site, a newspaper, a magazine, or some school event/observance that seemed important.

Also look at the Hot Topic discussion on week four, which is due week five. Some of you may want to start working on this now. Some topics are mentioned in the text.

Week 2 Read Chapter 1 of text; complete chapter 1 “How Will This Chapter Help You?” on page 3 and put your responses in your journal that you are keeping. Write an autobiography; send for information about entering the School of Education at the school you plan to attend after CCC. Group two will present current events.

Week 3 Read Chapter 2; complete the chapter helps at the beginning of the chapter, in your journal; start personal goals. Group three will present current events.

Week 4 Read Chapter 3; complete the chapter helps at the beginning of the chapter, in your journal. Do not forget the other journal requirements. It is much easier to do these on a weekly basis than to try to make up all of the entries just before the journals are due. Group four will present current events. **HOT TOPIC!!** You will need to research a “Hot Topic,” such as gangs, school uniforms, standardized tests, voucher systems, tenure for teachers, year around school, bullying, any topic of discussion that you would like to research. Write a short researched paper, with references, over the topic. This will be due week 7.

Week 5 Read Chapter 4; complete the chapter helps, in your journal; group five will present their current events. If you are not in a pre-lab, try to visit a local school and observe a classroom for an hour or so. Review the trip in your journal.

Week 6 Read Chapter 5; complete the chapter helps. Where will you put your responses? Yes, always answer in the journal that you are keeping. Group one will present their current events.

Week 7 Read Chapter 6; complete the chapter helps. Group two will present events.

Week 8 Read Chapter 7; complete the chapter helps. Write your philosophy of education and turn it in on the discussion board. Group three will present their current events.

Week 9 Read Chapter 8; complete the chapter helps. Group four will present current topics.

Week 10 Read Chapter 9; complete the chapter helps. Group one will present current topics.

Week 11 Read Chapter 10; complete the chapter helps. Group two will present current topics.

Week 12 Read Chapter 11; complete the chapter helps. Group three will present current topics.

Week 13 Read Chapter 12; complete the chapter helps. Group four will present current topics.

Week 14 Read Chapter 13; complete the chapter helps. Turn in your journals.

Week 15 Complete the open book test and turn it in. Congratulations, you are well on your way to becoming a terrific teacher.

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 honesty policy. A student may also be withdrawn for any act considered as blatantly inappropriate and/or disruptive to others in the class. Such acts include vulgar responses and/or other disruptive behaviors.

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)