

Course Syllabus- Spring 2018

EDU 1120

Introduction to Teaching (AST)

3 Credit Hours

Course Information

Course Description:

In this course attention will be given to the historical, philosophical, and sociological foundations underlying the American educational institution. The role of schools and the role of local, state, and federal agencies will be emphasized. Experience will be gained in the development and use of instructional applications in technology including computers, ipads, and educational software. An introduction to teaching and to applications of technology will assist in efficient management and effective learning within the school environment. Field experience is required in a classroom setting.

Learning Objectives:

- **Standard 1 – Discipline Taught**
Candidates know, understand and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.
- **Standard 2 – Student Learning and Development**
Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.
- **Standard 3 – Diverse Learners**
Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- **Standard 4 – Learning Environment**
Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

- **Standard 5 – Planning**
Candidates plan instruction based upon knowledge of subject matter, students, the community, and self-motivation.
- **Standard 6 – Assessment and Evaluation**
Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.
- **Standard 7 – Reflective Practitioner**
Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
- **Standard 8 – Colleagues, Parents, and Community**
Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.

Course Outcomes:

Outcomes - Introduction to Education/Teaching - Fall 2015:

1. Recognize how historical, political, social, economic factors, and diverse cultures currently affect American education.
2. Create his/her own philosophy of teaching and learning.
3. Explore the role of the K-12 teacher and decide whether or not to pursue a career in education.
4. Utilize technology as an integrated tool in the teaching and learning process.
5. Collaborate through authentic problem based learning activities.
6. Demonstrate professionalism.
7. Discuss current issues, trends, and reform in public education.
8. Discuss legal liabilities and responsibilities in the teaching profession.
9. Explore curriculum standards and the use of these in lesson planning.

Prerequisites and Co-requisites:

ACT ENGL 18, ACT READ 19

Course Topics:

The course is organized around 11 lessons organized into four modules. Each module includes materials presented on web pages, textbook chapter study guides, assignments and class discussions on your reaction to and reflection to the materials presented. Topics for study include:

1. The Teaching Profession and You
2. Different Ways of Learning
3. Teaching Your Diverse Students
4. Student Life in School and at Home
5. The Multicultural History of American Education
6. Philosophy of Education
7. Financing and Governing America's Schools
8. School law and Ethics
9. Purposes of America's School and the Current Reform Movement
10. Curriculum, Standards, and Testing
11. Becoming an Effective Teacher

Specific Course Requirements:

The course requirements include a 20-hour observation of classrooms and the development and teaching materials.

Observation hours require: Two grade levels to observe, two teachers, 10 hours each, in a public school setting. **Do not observe a relative.**

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

David Miller Sadker, Karen R. Zittleman: MCGraw Hill 2016: *Teacher, Schools, and Society*, 4th Edition,

ISBN: 978-0-07-811043-06

PC users - Communications software: Internet Explorer, Google Chrome, or Firefox Microsoft Word, Microsoft PowerPoint, Microsoft Access, Microsoft Excel, and Adobe Acrobat software.

Mac users- Communications software: Internet Explorer, Google Chrome or FireFox Microsoft Word, Microsoft PowerPoint, Microsoft Access, Microsoft Excel and Adobe Acrobat software.

Instructor Information

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information.

A student can expect to receive a response from the instructor within 24-48 hours of a student's email to the instructor unless notified of extenuating circumstances.

Participation, Assessments & Grading

Testing Procedures:

All tests will be taken on-line. The deadline for each test is indicated on the Course Calendar. These dates indicate the date when the test is available and the last day a test may be taken.

Evaluation Procedures:

Your grade in Introduction to Teaching will be determined by the following procedure. As you complete activities and class work submit the materials to the instructor for evaluation as directed in the assignment. The instructor will evaluate your materials and award you points. Points awarded are viewable by clicking on "Grades" on the Navigation Bar. The instructor will also include comments clarifying their evaluation.

Attendance for on-ground class/hybrid- if the class meets once a week as a hybrid class you are allowed once absence. The second absence must have documentation-;doctor excuse,jury duty. If you miss four times regardless of documentation this may result in failure of the course. If a catastrophe event occurs we will discuss options.

If the class meets twice a week, you are allowed to miss four times. The fifth time documentation from a doctor or jury duty must be documented, or -50 points for each miss, beginning on the fifth absence. If a catastrophe event occurs we will discuss options. If you miss eight times, or more this may result in failure of the course.

GRADED DISCUSSIONS - 4 topics X 50 pts. max. each = 200 max

Discussion participation will be evaluated as to the candidate's ability to participate in class discussions by making relevant comments to the class and responding to the posts of others on the discussion board. Comments should contain opinions concerning the topic but should also demonstrate a knowledge of the subject gained through in-class and out-of-class study. Each post and reply is required to be 100 words. Discussion topics include:

- DISC 1 - The Pros and Cons of Teaching
- DISC 2 - Characteristics of Children who Bully
- DISC 3 - Discuss Models for Effective Instruction
- DISC 4- Teachers discuss the Pros and Cons of Teaching

In these assignments the instructor introduces a topic. You are to study the topic and then post the results of your study on the Discussion Board. All discussions must be completed by the due date listed in the Calendar. Because of the nature of the discussions, late submissions are not accepted. You are required to post and reply, 100 words each.

ACTIVITIES - 4 Writing Assignments/Activities = 500 points

**2- Writing Assignments X 100 pts. max. each = 200 pts. max.-
Educational Journals**

1- Activity Group Assignment (live class, on-line class submit in the drop box) =200 pts.

1- Activity- Elementary or Middle School Teacher Interview= 100 points

Topics include:

Writing Assignment 1- Tennessee Common Core State Standards

Writing Assignment 2- Motivating Students or Classroom Management

The instructions for each assignment is listed in the course lectures and course content materials. The activities are submitted using the course Dropbox. The due date for each assignment is listed in the Calendar and will be accepted late until the cut off date listed in the Dropbox, with penalty.

CLASSROOM OBSERVATION

ASSIGNMENT: By the date specified in the class calendar (approximately 1 week before the end of class the student will submit to the instructor the completed [Classroom Observation Form](#) and [Classroom Observation Log](#) . The Classroom Observation is to be submitted to the instructor using the Dropbox. It is strongly recommended this assignment be worked on from the beginning of the term.

This assignment is worth 300 points (maximum).

OVERVIEW: A 20-hour, school-based classroom observation is required of all *Introduction to Teaching* students. This assignment provides the student the opportunity to experience a classroom from the perspective of an outside observer. The student will observe, two teachers, to grade levels. 10 hours each. The goal of this assignment is to help each student assess realistically his or her interest in becoming a teacher. The objectives of this assignment are:

- to be aware of the diversity of the students found in the classroom.
- to understand the school as an institution and its effect on students.
- to develop observational skills that will help the prospective teacher understand student responses to the instruction observed.
- to apply summarizing skills for self-improvement in teaching.

Before you go to observe a classroom, you must get permission from the administrator of that school and from the teacher. You may observe in your own hometown (do NOT observe a relative). Please observe two teachers, two grade levels, 10 hours each, for a total of 20 hours of observation.

NOTE: Be aware the some school officials will request a letter from me before allowing you into their schools. Feel free to give me their contact information and I will help you make arrangements. Also be aware that many school system are overwhelmed by requests for student observations and you may not get your first

choice of school, teacher, or dates. Start this assignment early enough in the term so that alternative arrangements can be made if necessary.

OBSERVATION TOPICS: Write anecdotal notes during and immediately following each visit. Respond in writing to the observed activities. When you take notes, describe what you "saw" and reflect upon these events.

YOUR FIRST VISIT:

1. Find some time to talk to your cooperating teacher (perhaps even the principal and support staff) to discuss goals and expectations. Be sensitive to the needs and challenges faced by all personnel in your assigned classroom, and be supportive of the roles and responsibilities they assume. Record what you have learned from this meeting.
2. Describe the primary characteristics of your classroom site, the kind of school, general information about the students, the grade or subject of your assigned classroom.

CLASS VISITS:

1. Use the following format to record your observations for each of your visits.
 - **Sequence** - List what took place during your observation time.
 - **Lessons** - Provide a detailed description of events you observe.
 - **Analysis** - This is the most important piece - your interpretation of teaching/learning events, why it was significant, questions raised in your mind, and what you have learned from the observation.
2. Become involved in the class. It is important that you work with your cooperating teacher to determine your appropriate level of involvement. Your previous experience, level of expertise, and degree of comfort in working with young people are important factors to discuss. It is also important to remain flexible and to demonstrate willingness to adapt to whatever opportunities and/or limitations characterize the observation assignment.
3. Reflect upon and record your experiences.

AFTER YOUR VISIT:

1. Complete the [Classroom Observation Form](#) and [Classroom Observation Log Form](#)
2. Submit the materials to the [Classroom Observation](#) Dropbox.

ADDITIONAL SCHOOL SYSTEM IMPOSED REQUIREMENT:

Jackson-Madison County System additional Requirements:

Students observing in the JMCSS must meet the following requirements:

- Successfully pass a Background Check
- Successfully pass a drug screen
- Observation must be scheduled by the JSCC Education Department

EVALUATION: The complete (20 hours) of observation is worth 300 points (maximum). The observation form will be evaluated using the following rubric. Observe two teachers, two grade levels, 10 hours each for a total of 20 hours.

CLASSROOM OBSERVATION FORM - one total form summarizing your Classroom Observation experience.

COMPLETENESS - The form will be evaluated as to whether all questions were answered and the form is completed. 100 pts. max.

NEATNESS - The form is completed with no typographical, spelling, or grammatical errors. 25 pts. max.

REFLECTIVE THOUGHT - Attention was paid to the reflective narration of your experiences, that is, report what you observed and add meaning to it from your experiences and the context of the classroom and school situation. Comments provide the reader with specific thoughtful statements. 75 pts. max.

CLASSROOM OBSERVATION LOG - reporting classroom observation hours. Teachers must sign and date classroom log sheet, no initials.

COMPLETENESS - The form will be evaluated as to whether all questions were answered and the form is completed. The form must be signed and dated by the teacher you observed and the student. 10 pts. max.

NEATNESS - The form is completed with no spelling, or grammatical errors. The teachers will sign and date when you observed each session, no initials. The students will sign and date each session, no initials. 80 pts. max.

ATTENTION PAID TO DETAIL - Attention was paid to supply the reader with detailed information on the experiences observed. 10 pts. max.

A FINAL WORD: Please remember to conduct yourself in a professional manner at all times and under all circumstances. This includes your language, your demeanor, and your dress. You are a representative of your home institution and your performance may directly determine the availability of future opportunities for education students at your site. If you find yourself in a difficult or adverse situation please inform your instructor immediately. Your acceptance of the assignment is viewed as a contract, a professional commitment that must be honored with integrity and responsibility.

TERM PAPER - 1 activity X 300 pts max. = 300 pts max. (In Summer Only)

This assignment provides the candidate the opportunity to write an in-depth paper on a topic introduced in the course content. The Paper will be due on the date listed on the Calendar, usually the last week of the term, and will be accepted, with penalty, until the cut off date listed in the Dropbox.

PORTFOLIO - 1 activity x 100 pts max. = 100 pts maximum

A professional portfolio is a coherent set of materials including work samples and reflective commentary on the work completed. In general, a professional portfolio, is a way to describe and document the candidate's professional accomplishments. Specifically, it characterizes the candidate as a future teacher by highlighting their strengths and accomplishments in an educational context. The recommended length is 8 - 10 power point slides using power point as the portfolio. Take a photo of one of the classrooms you observed, do not photograph children

The Portfolio will be evaluated as to neatness, organization, and completeness. The Portfolio will be due on the date in the Calendar and will be accepted, with penalty, until the cut off date listed in the Dropbox.

Test - 4 chapter test X 50 pts max. each = 200 pts max

Quizzes will be evaluated as to accuracy and student demonstration of an understanding of the material. Quizzes will be announced in the Events (Calendar). Quiz questions will be of the alternate response type (multiple choice, or true/false). Quizzes will cover materials introduced in the textbook. The second quiz will be counted as the Mid-Term and the fifth quiz as the Final Examination for the course. All quizzes are administered on-line and proctors are not needed. Each quiz will have 10 questions. The quizzes are timed. The quizzes are to be completed by the due date listed in the Calendar. Late quizzes will not be accepted in fairness to all students. The assessment box contains a Sample Quiz to give you the opportunity to practice D2L test taking. The Sample Quiz is not graded and no points are awarded. The date that Quizzes are available and due are listed in the Calendar. Usually, the quizzes are available for a period of one-week.

Test 1 - Chapters, 1,2,3,4

Test 2 - Chapters 5,6,7,8

Test 3 - Chapters 9,10

Test 4 - Chapter 11

TOTAL POINTS = 1200 pts maximum

Extra Credit Opportunities: Interview a Principal or Assistant Principal- 50 points

Attend ETS- Praxis Core Webinar- 30 points (dates will be emailed)

Mail in boxtops- 30 points- 1 point each

Grading Scale

Point Range	Assigned Grade
1170 - 1300 Points	A
1039 - 1169 Points	B
908 - 1038 Points	C
777 - 907 Points	D
under 776 Points	F

Assignments and Projects:

Assignments and Projects are identified above under the topic "Assessment and Grading". Candidates are expected to read the web pages for each lesson and any related textbook chapters and course assignments and activities.

You are expected to read the entire syllabus before beginning the course and address any questions or concerns about the course to the instructor on the discussion board (Content and D2L Questions).

Class Participation:

You are expected to participate in all interactive aspects of the course. For example, you must communicate with other candidates via emails and discussion board exchanges. You are expected to communicate with your instructor on a regular basis and check the course "Content and D2L Questions" discussion board daily for announcements. You must actively participate in threaded discussion events. Students are expected to work at a pace conducive to collaborative learning, that is, don't work too far ahead or too far behind the group. The class is designed to support candidate interaction.

Late Policy:

You are encouraged to work at your own pace, however deadlines are placed on class activities, assignments, quizzes and exams. You should become familiar with the Calendar to determine when materials are due and adjust your study schedule accordingly. Once a deadline has passed you will be "locked out" of the material.

Course Ground Rules

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEM WIDE STUDENT RULES CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS.

1. Standards of Conduct:

Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

2. Academic Integrity/Academic Honesty:

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam,
- to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Read more about [How to Avoid Plagiarism](#) .

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student's home institution. [Start here to find your institution's policy on student conduct.](#)

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

Other Course Rules:

- Assignments will be presented as noted in the Calendar.
- You will have until the due date on the calendar to complete each assignment.
- You are expected to communicate with other students, learn how to navigate in the Course Management System (CMS), and stay aware of course announcements.
- You should use your assigned CMS email addresses for all e-mail communication, using elearn email.
- You should address any technical problems to your instructor immediately.
- You should observe course netiquette at all times.
- Plagiarism, cheating, and other forms of academic dishonesty are prohibited and will result in course and college disciplinary action.
- All work is to be completed by the teacher candidate enrolled in EDU 1120. Work done by anyone else will be considered cheating and will result in the grade of "F" for the course.
- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in D2L
- Keep abreast of course announcements
- Use the assigned course management (D2L) e-mail address rather than a personal e-mail address
- Address technical problems immediately: Contact JSCC Distance Education office 731.425.2623
- Absence for hybrid course, second miss- must have documented proof, if not-50 points, third miss -50 there after for each absence, this course only meets once a week. Class meets twice a week, 5th absence -50 points and there after. If you miss more that allowed, this may result in failure of

course. If a catastrophe event occurs, meet with instructor a decision will be made based on circumstances.

Guidelines for Communications

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails.
- Use standard fonts. Journals 12 font, double space.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Discussions:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in discussions.
- Respond to discussion topics or questions in a thoughtful, helpful timely and thorough manner.

Library

There will be an embedded Librarian in the course to answers questions about educational journals and documentation. The Librarian will be under the discussion board listed, " Ask the Librarian?".

Students with Disabilities

In the interest of providing full and appropriate services under the guidelines of the American with Disabilities Act, students in need of individualized consideration as a result of physical impairment are urged to make their needs known to the professor immediately. To request accommodations in and/ or outside of class, it is the student's responsibility to contact the Disability Resource Center (DRC) inside the Career and Counseling Office in the Student Union Building. Students confidentially disclose information regarding the nature if their disability and provide documentation of the diagnosis. For more information, view the website at <http://www.jscc/student-services/disabled-student-services.html> or contact the Dean of Students (731) 424-3520 ext: 50354. Accommodation forms must be submitted to the instructor before any accommodations can be arranged.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.