



EDUC 250 Introduction to Education
Tanya R. Mooney
Spring 2013
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Education	Instructor: Tanya R. Mooney
Course Prefix/Number: EDUC 250	Office: Online
Class Location: Online	Office Hours: Online
Lecture/Lab Schedule: Online	Instructor Contact Information: <i>Phone: 480-696-0127</i> <i>Email: tanya.mooney@dakotacollege.edu</i>
Credits: 2	
Co-requisites: EDUC 298	

Course Description: A study of teachings as a profession including the historical, philosophical, social and psychological foundations of education. Students will be introduced to different learning styles of students; laws concerning education and special populations; classroom management issues; No Child Left Behind guidelines; student assessment at local, state and national levels; and the requirements needed for becoming a certified educator.

Relationship to Campus Theme: This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

Goals/Objectives: Upon completion of this course, student will be able to:

- Identify different learning styles of students
- Identify the laws concerning disabilities and special needs
- Explore classroom management issues
- Explain the requirements of No Child Left Behind
- Explore student assessment at local, state and national levels
- Identify the impact of diverse student populations on teaching and instructional strategies
- Discuss communication issues among teachers, students, staff, parents and administration



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Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Education Terminology; Philosophy of Education
Rights and Responsibilities of families and children as they relate to individual learning needs	SEP3K1	Advice Column
Basic instructional and remedial strategies and materials	SEP4K1	Lesson Plan #2; Differentiation Project
Demands of various learning environments	SEP5K1	Classroom Set-up
Characteristics of appropriate communication with stakeholders	SEP6K1	Family Case Studies; Advice Column
Rationale for assessment	SEP8K1	Lesson Plan #3
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Advice Column
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Family Case Studies
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Use strategies, equipment, materials and technologies as directed, to accomplish instructional objectives	SEP4S1	Classroom Management Plan
Follow written lesson plans, seeking clarification as needed	SEP7S1	Lesson Plan & Delivery
Prepare and organize materials to support teaching and learning as directed	SEP7S2	Lesson Plan #1, #2 and #3
Demonstrate basic collection techniques as directed	SEP8S1	Lesson Plan & Delivery
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Advice Column
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Advice Column
Maintain a high level of competence and integrity	SEP9S7	Philosophy of Education
Engage in activities to increase one's own knowledge and skills	SEP9S10	Philosophy of Education; Professional Plan
Engage in self-assessment	SEP9S11	Philosophy of Education; Professional Plan; Learning Styles Personal Case Study

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

Required Textbooks and Materials:

Guillaume, A. (2007). *K-12 classroom teacher: A primer for new professionals* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.



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Course Requirements:

<i>Description of Assignment/Assessment</i>	<i>Standard</i>	<i>Points</i>	<i>Tentative Due Date</i>
<i>Education Terminology:</i> Define and describe ten terms related to education	SEP1K2	20	Jan. 20
<i>Family Case Studies/Advice Column:</i> Respond to situations relating to the family with sensitivity to differences. (one per week, 16 total, 10 pts each)	SEP6K1 SEP9K2	160	Throughout the course/weekly.
<i>Philosophy of Education:</i> Develop your stance towards education. Describe what teaching means to you, how you think students learn, what your goals are, what you plan on implementing as a teacher and ways you plan on growing.	SEP1K2 SEP9S7-13	50	Feb. 10
<i>Professional Plan:</i> Research the steps to becoming a teacher including further school and licensure	SEP9S10 SEP9S11	30	Feb. 17
<i>Learning Styles Personal Case Study</i>	SEP9S11	20	Feb. 24
<i>Classroom Set-up:</i> Draw/describe the physical arrangement of your classroom. Pay attention to the demands of various learning environments	SEP5K1	20	Mar. 3
<i>Planning for Instruction:</i> Students will develop a lesson plan in a step by step process, which includes - Standards (Mar. 24 due) - Unit Plan (Mar. 31 due) - Assessment Development (Apr. 7 due) 5 Step Lesson plan (Apr. 21 draft due) - Accommodations and Modifications (Apr. 28 draft due)	SEP7S2 SEP4K1 SEP7S2 SEP7S2 SEP8K1 SEP4K1	100	See Schedule (multiple dates)
<i>Lesson Plan & Delivery:</i> Teach the class from the lesson plan you've been preparing throughout the semester.	SEP7S1 SEP8S1	100	Final lesson plan due May 1, teaching recording due no later than May 6 th at noon
Total Points Possible:		500	



Grades:

Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. If plagiarism is detected the student is notified and receives an automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623



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Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

Tentative Course Outline

(Subject to Change. All work associated with this course is due by Monday, May 6th at noon, CST.)

Week	Discussion Topic	Readings Due	Homework Due
Week 1: Jan 7-13	Introduction to Education and Creativity	Course Syllabi	Advice Column 1
Week 2: Jan 14-20	First Day & Issues in Education Today	Chapter 1	Education Terminology Advice Column 2
Week 3: Jan 21-27	Experience of Families	Chapter 3	Advice Column 3
Week 4: Jan 28-Feb 3	Teaching about 9/11 & Child Abuse	Chapter 2	Advice Column 4
Week 5: Feb 4-10	Mental Health in Schools	Supplemental Reading	Philosophy of Education Advice Column 5
Week 6: Feb 11-17	Learning Styles	Chapter 6	Professional Plan Advice Column 6
Week 7: Feb 18-24	Creating Community & Classroom Culture	Chapter 9	Learning Styles Case Study Advice Column 7
Week 8: Feb 25-Mar 3	Parent Teacher Conferences	Supplemental Reading	Conference Activity/Classroom Set-up Advice Column 8
Week 9: Mar 4-10	<i>Planning for Instruction: Standards</i>	Chapter 5, pgs 86-100	Advice Column 9
<i>Spring Break March 11-17</i> No EDUC250 online coursework or participation due or required this week.			
Week 10: Mar 18-24	<i>Planning for Instruction: Unit Plans</i>	Chapter 5, pgs 101-106	Find State Standards Advice Column 10



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Week 11: Mar 25-31	<i>Planning for Instruction:</i> Assessment Development	Chapter 8	Creating Units Advice Column 11
Week 12: Apr 1-7	<i>Planning for Instruction:</i> Five Step Lesson Plan	Chapter 5, pgs 107-113 Supplemental reading	Develop a Unit Assessment Plan Advice Column 12
Week 13: Apr 8-14	<i>Planning for Instruction:</i> Instructional Methods	Chapter 7	Draft: Lesson Plan (I do, We do, You do) Advice Column 13
Week 14: Apr 15-21	Accommodations and Modifications	Chapter 4 pgs 64; Supplemental reading	Draft: Lesson Plan (Opening Closing, Homework, Assessment) Advice Column 14
Week 15: Apr 22-28	Lesson Plan Workshop	Supplemental reading	Draft: Lesson Plan (Accommodations and Modifications) Advice Column 15
Week 16: Apr 29-May 5	Final Presentation: Lesson Plan Delivery		Submit Lesson Plan & Deliver Advice Column 16