



EDUC 250 Introduction to Education
Tanya R. Mooney
Summer 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



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>	Standard	Points	Due Date
<i>Education Terminology:</i> Define and describe ten terms related to education	SEP1K2	20	June 9 at noon.
<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	Two weekly, due each Monday by noon, please post early so other students have the opportunity respond.
<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	June 23 at noon.
<i>Professional Plan:</i> Research the steps to becoming a teacher including further school and licensure	SEP9S10 SEP9S11	30	June 23 at noon.
<i>Learning Styles Personal Case Study</i>	SEP9S11	20	June 30 at noon.
<i>Classroom Set-up:</i> Draw/describe the physical arrangement of your classroom. Pay attention to the demands of various learning environments	SEP5K1	20	June 30 at noon.
<i>Planning for Instruction:</i> Students will develop a lesson plan in a step by step process, which includes <ul style="list-style-type: none"> • P1: Standards (Due July 7 by noon) • P2: Unit Plan (Due July 7 by noon) • P3: Assessment Development (Due July 14 by noon) • P4: 5 Step Lesson plan (Due July 14 by noon) • P5: Instructional Strategies (Due July 21 by noon) 	SEP7S2 SEP4K1 SEP7S2 SEP7S2 SEP8K1 SEP4K1	100	Please note individual due dates to the left.
<i>Lesson Plan & Delivery:</i> Teach the class from the lesson plan you've been preparing throughout the semester.	SEP7S1 SEP8S1	100	Due July 26 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



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

(All work associated with this course is due by FRIDAY, July 26th by noon, CST.)

Week	Discussion Topic	Readings Due	Homework Due
Week 1: June 3-9	Introduction to Education and Creativity	Course Syllabi	Advice Column 1
	First Day & Issues in Education Today	Chapter 1	Education Terminology Advice Column 2
Week 2: June 10-16	Experience of Families	Chapter 3	Advice Column 3
	Teaching about 9/11 & Child Abuse	Chapter 2	Advice Column 4
Week 3: June 17-23	Mental Health in Schools	Supplemental Reading	Philosophy of Education Advice Column 5
	Learning Styles	Chapter 6	Professional Plan Advice Column 6
Week 4: June 24-June 30	Creating Community & Classroom Culture	Chapter 9	Learning Styles Case Study Advice Column 7
	Parent Teacher Conferences	Supplemental Reading	Conference Activity/Classroom Set-up Advice Column 8
Week 5: July 1-7 Happy 4 th	<i>Planning for Instruction: Standards</i>	Chapter 5, pgs 86-100	Advice Column 9 P1: Standards
	<i>Planning for Instruction: Unit Plans</i>	Chapter 5, pgs 101-106	P2: Unit Plan Advice Column 10
Week 6: July 8-14	<i>Planning for Instruction: Assessment Development</i>	Chapter 7	P3: Assessment Development Advice Column 11
	<i>Planning for Instruction: Five Step Lesson Plan</i>	Chapter 5, pgs 104-108 Supplemental reading	P4: 5-Step Plan Advice Column 12



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Week 7: July 15-21	<i>Planning for Instruction:</i> Instructional Methods	Chapter 6	P5: Instructional Strategies Draft: Lesson Plan (I do, We do, You do) Advice Column 13
	Accommodations and Modifications	Chapter 4 pgs 64; Supplemental reading	Draft: Lesson Plan (Opening Closing, Homework, Assessment) Advice Column 14
Week 8: July 22-26 (Please note this is a short week.)	Lesson Plan Workshop	Supplemental reading	Draft: Lesson Plan (Accommodations and Modifications) Advice Column 15
	Final Presentation: Lesson Plan Delivery		Submit Lesson Plan & Deliver Advice Column 16
All work associated with this course is due by Friday, July 26th at noon. Please note, no extensions will be allowed so please submit work according to the scheduled weeks.			