

Course Syllabus

Keep this syllabus for reference throughout the semester

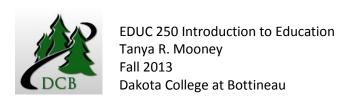
Course Title: Introduction to Education	Instructor: Tanya R. Mooney
Course Prefix/Number: EDUC 250	Office: Online
Class Location: Online	Office Hours: Online
Lecture/Lab Schedule: Online	Instructor Contact Information: Phone: 480-696-0127
Credits: 2	Email: tanya.mooney@dakotacollege.edu
Co-requisites: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

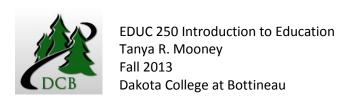
Basic educational terminology regarding students, programs, roles and instructional activities Rights and Responsibilities of families and children as they relate to individual learning needs Basic instructional and remedial strategies and materials Demands of various learning environments Demands of various learning environments Characteristics of appropriate communication with stakeholders Rationale for assessment Ethical practices for confidential communication about individuals with exceptional learning needs Personal cultural biases and differences that affect one's ability to work with others The student will have the ability to: Use strategies, equipment, materials and technologies as directed, to accomplish instructional objectives Follow written lesson plans, seeking clarification as needed Demonstrate basic collection techniques as directed Demonstrate basic collection techniques as directed Demonstrate problem-solving, flexible thinking, conflict management etchniques and analysis of personal strengths and preferences Maintain a high level of competence and integrity Engage in self-assessment SEP951 Education Terminology; Philosophy of Education Advice Column SEP3K1 Lesson Plan #2; Differentiation Project Pamily Case Studies; Advice Column SEP9K1 Advice Column Classroom Management Plan Evidence/Criteria SEP451 Classroom Management Plan Evidence/Criteria SEP751 Lesson Plan & Delivery Espential Plan #3 Lesson Plan & Delivery Espential Plan #3 Advice Column SEP951 Advice Column SEP951 Philosophy of Education; Professional Plan Professional Plan; Learning Styles Personal Case Study Professional Plan; Learning Styles Personal Case Study	The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Rights and Responsibilities of families and children as they relate to individual learning needs Basic instructional and remedial strategies and materials Demands of various learning environments Characteristics of appropriate communication with stakeholders Rationale for assessment Ethical practices for confidential communication about individuals with exceptional learning needs Personal cultural biases and differences that affect one's ability to work with others The student will have the ability to: Use strategies, equipment, materials and technologies as directed, to accomplish instructional objectives Follow written lesson plans, seeking clarification as needed Demonstrate basic collection techniques as directed Demonstrate basic collection techniques as directed Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences Maintain a high level of competence and integrity Engage in activities to increase one's own knowledge and skills Engage in self-assessment SEPS11 Lesson Plan #2; Differentiation Project Lesson Plan #2; Differentiation Project Lesson Plan #3 Espekt1 Family Case Studies Family Case Studies SEPPS1 Advice Column SEPPS1 Classroom Management Plan Classroom Management Plan Classroom Management Plan Eschologies as directed/ Evidence/Criteria SEPPS1 Lesson Plan & Delivery Elesson Plan #1, #2 and #3 Espessional Plan Advice Column SEPPS1 Advice Column SE	Basic educational terminology regarding students,	SEP1K2	Education Terminology;
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Engage in self-assessment SEP9S11 Philosophy of Education; Professional Plan; Learning Styles	Engage in activities to increase one's own	SEP9S10	Philosophy of Education;
Professional Plan; Learning Styles	knowledge and skills		Professional Plan
	Engage in self-assessment	SEP9S11	Philosophy of Education;
Personal Case Study			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

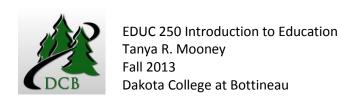
River, NJ: Prentice Hall.



Course Requirements:

Due Dates. Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by noon of the Monday following the week. The only exception is the last week of class in which all course work is due by midnight, December 14th. Late work is accepted for half credit. Please look through the course and find the actual due dates, writing them in the chart below.

Description of Assignment/Assessment	Standard	Points	Due Date
Education Terminology: Define and describe ten terms related to education	SEP1K2	20	300300
Family Case Studies/Advice Column: Respond to situations relating to the family with sensitivity to differences. (one per week, 16 total, 10 pts each)	SEP6K1 SEP9K2	160	Weekly, due each Monday by noon, please post early so other students have the opportunity respond.
Philosophy of Education: 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	
Professional Plan: Research the steps to becoming a teacher including further school and licensure	SEP9S10 SEP9S11	30	
Learning Styles Personal Case Study	SEP9S11	20	
Classroom Set-up: Draw/describe the physical arrangement of your classroom. Pay attention to the demands of various learning environments	SEP5K1	20	
Planning for Instruction: Students will develop a lesson plan in a step by step process, which includes • P1: Standards (Due by noon) • P2: Unit Plan (Due by noon) • P3: Assessment Development (Due by noon) • P4: 5 Step Lesson plan (Due by noon) • P5: Instructional Strategies (Due by noon)	SEP7S2 SEP4K1 SEP7S2 SEP7S2 SEP8K1 SEP4K1	100	
Lesson Plan & Delivery: Teach the class from the lesson plan you've been preparing throughout the semester.	SEP7S1 SEP8S1	100	
To	tal 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%	Α	Target
80-89%	В	Acceptable-high
70-79%	С	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

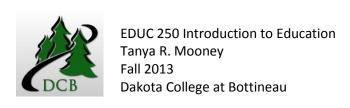
Academic Integrity

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 one valuated 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 and 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, December 14th by noon, CST.)

Week	Discussion Topic	Readings Due	Homework Due
Week 1: Aug 26-Sept 1	Introduction to Education and Creativity	Course Syllabi	Advice Column 1
Week 2: Sep 1- 7	First Day & Issues in Education Today	Chapter 1	Education Terminology Advice Column 2
Week 3: Sept 8- 14	Experience of Families	Chapter 3	Advice Column 3
Week 4: Sept 15-21	Teaching about 9/11 & Child Abuse	Chapter 2	Advice Column 4
Week 5: Sept 22-28	Mental Health in Schools	Supplemental Reading	Philosophy of Education Advice Column 5
Week 6: Sept 29-Oct 5	Learning Styles	Chapter 6	Professional Plan Advice Column 6
Week 7: Oct 6- 12	Creating Community & Classroom Culture	Chapter 9	Learning Styles Case Study Advice Column 7
Week 8: Oct 13-19	Parent Teacher Conferences	Supplemental Reading	Conference Activity/Classroom Set-up Advice Column 8
Week 9: Oct 20-26	Planning for Instruction: Standards	Chapter 5, pgs 86-100	Advice Column 9 P1: Standards
Week 10: Oct 27 – Nov 2	Planning for Instruction: Unit Plans	Chapter 5, pgs 101-106	P2: Unit Plan Advice Column 10



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Week 11: Nov	Planning for Instruction:	Chapter 7	P3: Assessment Development
3-9	Assessment Development		Advice Column 11
Week 12: Nov	Planning for Instruction:	Chapter 5, pgs 104-108	P4: 5-Step Plan
10-16	Five Step Lesson Plan	Supplemental reading	Advice Column 12
Week 13: Nov 17-23	Planning for Instruction: Instructional Methods	Chapter 6	P5: Instructional Strategies Draft: Lesson Plan (I do, We do, You do) Advice Column 13
Week 14: Nov 24-30 (Thanksgiving)	Accommodations and Modifications	Chapter 4 pgs 64; Supplemental reading	Draft: Lesson Plan (Opening Closing, Homework, Assessment) Advice Column 14
Week 15: Dec 1-7	Lesson Plan Workshop	Supplemental reading	Draft: Lesson Plan (Accommodations and Modifications) Advice Column 15
Week 16: Dec 8-14	Final Presentation: Lesson Plan Delivery		Submit Lesson Plan & Deliver Advice Column 16

All work associated with this course is due by Friday, December 14th at noon. Please note, no extensions will be allowed so please submit work according to the scheduled weeks.