

# **INTRODUCTION TO EDUCATION 1301**

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Office: *By appointment*

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## **OBJECTIVES**

**Students will:**

1. *deepen their understanding of education by focusing on four themes: schools and students, teachers, foundations and the future, and the teaching profession.*
2. *improve their academic analytical writing skills through writing assignments and field journals.*
3. *refine their problem-solving skills in preparation for leadership roles in education.*
4. *gain knowledge of current educational issues related to the philosophy, history, finance, and governance of education in the United States.*
5. *demonstrate professional behavior in their roles as observers and assistants in field placements.*
6. *examine their commitment to the teaching profession through reflection on their classroom and field experiences.*

## **COURSE DESCRIPTION**

This course is designed as an introductory course for people considering careers as teachers. The information you receive and the experiences you encounter are designed to assist you in making an informed decision about whether teaching is the right career for you.

The course begins by exploring schools and schooling in the United States, including an examination of motives for teaching, schools' functions and purposes, organization, and what life is like in schools. We'll then look at the diversity of students who populate our schools, and how they are affected by such social factors as poverty, drug abuse, and other social ills. We'll also examine various tension points (such as access and equality of educational opportunity, school choice, and gender issues) that cause controversy in our educational system. Next, the course focuses on teachers, including what constitutes effective teaching, what teachers should know about teaching with technology, and what subjects are taught as part of the school's curriculum. An examination of the foundations of education (philosophy, history, legal and ethical considerations, and governance and finance issues) that provide the intellectual underpinnings of educational practice follows. We'll also examine current reform efforts in education. We'll finish the course by looking at career issues, including job options in education, salary expectations, and what it means to be a professional teacher.

By the end of the class, students will be familiar with the important issues associated with teaching as a career choice and be able to examine schools from the perspective of a teacher rather than of a student.

## **COURSE STRUCTURE**

### **Class:**

*This class is a Hybrid class; meaning that 50% of it is online and 50% is face-to-face in the classroom. Our class meets every other Monday from 5:30-8:20 p.m. Our*

**Face-to Face meeting schedule will be:**

*Week 1: Jan. 23*

*Week 3: Feb. 6*

*Week 5: Feb. 20*

*Week 7: Mar. 5*

*Week 9: Mar. 19-MIDTERM Exam*

*Week 11: Apr. 2*

*Week 13: Apr. 16*

*Week 15: Apr. 30*

*Week 16: May 7-FINAL Exam*

Online assignments and readings will be posted on the following Mondays:

Week 2: Jan 30

Week 4: Feb-13

Week 6: Feb-27

Week 8: SPRING BREAK- no assignment

Week 10: Mar-26

Week 12: Apr. 9 (Assignment this week even though campus is closed this day)

Week 14: Apr. 23

### **Field:**

Each student is assigned to a classroom to serve as an observer to a cooperating teacher. Students are expected to dress, behave, and speak in a professional manner. They must attend all field visits and must be punctual. Students will keep a field journal in which they will write a weekly entry related to their experiences in the classroom. You are responsible for 16 hours of classroom observations in a public school setting. Your field journal and your documentation of observations will be handed in no later than APRIL 30th.

### **Texts (available at the bookstore)**

#### **Required:**

Ryan, K., and J. M. Cooper (2013). *Those Who Can, Teach* (13th ed.). Belmont: Cengage Learning.

### **CLASS HOME PAGE**

This course does have a class home page, which can be found on WebCT. This home page contains the following materials: (1) a copy of the syllabus, (2) learning objectives and study guides. You may also use the home page to provide the instructor with feedback. The class home page does require a password, which the instructor will give to you.

In addition, the publisher of your textbooks, Cengage Learning, has a website devoted to the text. This website contains the video cases featured throughout the book, sample quizzes, supplemental readings, related websites, and many more relevant materials.

### **Grading and Assignments**

*Semester grades will be based on your knowledge of educational concepts and theories and your ability to express yourself orally and in writing. Knowledge of educational concepts and theories will be evaluated through journal writings and three exams. The exams will consist of multiple-choice, short-answer, and essay questions. The midterm will deal with material covered in the textbooks, discussions, and lectures during the first half of the semester, and the final exam will be cumulative, covering material from both halves of the course.*

*Because it is so important these days for teachers to communicate their ideas to colleagues, parents, and administrators effectively, writing clear and error-free English is a priority at the School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through oral presentations and written assignments. Criteria for evaluation will be based on content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will also be taken into consideration.*

### **Course Schedule**

<i>Date</i>	<i>Topic</i>	<i><u>Those Who Can Teach</u></i>
<b>Part I:</b>	<b>Schools and Students</b>	
Week 1	Introduction Why Teach?	Chapter 1
Week 2	Schools, Diverse Students	Chapter 2, 3
Week 3	Social Problems and Tension Points	Chapter 4
Week 4	Curriculum	Chapter 5
<b>Part II:</b>	<b>Teachers</b>	
Week 5	Effective Teachers	Chapter 6

Week 6	Technology in Education	Chapter 7
Week 7	Legal and Ethical Issues	Chapter 8
<b>Part III:</b>	<b>Foundations and the Future</b>	
Week 8	Philosophy, History	Chapter 9, 10
Week 9	<b>Midterm</b>	
Week 10	Governance and Finance	Chapter 11
Week 11	Education Reform	Chapter 12
<b>Part IV:</b>	<b>The Teaching Profession</b>	
Week 12	Job Options	Chapter 13
Week 13	New Teacher Expectations	Chapter 14
Week 14	Professionalism	Chapter 15
Week 15	<b>Final Exam</b>	