INTRODUCTION TO TEACHING – EDUC. 10 – Spring 2011

**Instructor Information:**

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**Course Description:**

This class surveys the teaching profession including: historical, philosophical, political, and financial influences; pathways to becoming a teacher; curriculum and standards; classroom instruction, assessment, and management; and teaching multicultural/multilingual and special needs students. Current issues and trends will also be explored and discussed. Classroom observation required (3 hours per week = 45 hours).

**Thursdays 2:00 – 3:50, CCI 205**

Number of Units: 3 Schedule Code: #55101

Students are responsible for dropping themselves from class in order to avoid a letter grade.

If you are accepted into class from the “wait list” you must officially add the class.

Jan. 21, 2011………Last day to drop full-term class for a refund

Jan. 28, 2011……....Last day to register for full-time class & to drop full-term class to avoid a “W”

Mar. 11, 2011……..Last day to drop full-term class; letter grades assigned after this date

Jan. 17, 2011…........Martin Luther King, Jr. Day Feb. 18, 2011……...Lincoln’s Birthday

Feb. 21, 2011……...Washington’s Birthday Apr. 18-22, 2011…..Spring Break

**Course Goals:**

To gain knowledge and skills related to the teaching profession including, but not limited to the following: teacher responsibilities and student learning; educational philosophy; current trends and practices in education; educational reform; historical, political, and financial influences on education; research on effective schools and teaching practices; curriculum and instruction; No Child Left Behind and Race to the Top legislation; California and National teaching and content standards; lesson planning; classroom organization and management; teacher selection process; California credential requirements.

Students will: actively participate in class activities and discussions; observe in classrooms for 45 hours and keep an observation journal; read articles on education-related topics and issues; write a personal philosophy statement at the mid-term and a reflective essay at the end of class; interview students at four different grade-levels; interview educators; copy state standards and use them to create lesson plans..

**Course Outcomes:**

Upon completion of this class students will be able to:

* Define the demands and expectations of classroom teaching, curriculum and standards, general school operations, current issues and best practices affecting teachers and basic concepts of public education.
* Practice personal sensitivity to the cultural and linguistic diversity of students and apply teaching methods that best suit the needs of students.
* Apply theories to present trends in education.
* Explain California credential requirements (admission, completion, and continuing education requirements.)
* Identify one’s beliefs and assumptions about experiences with teachers and teaching.

**Attendance/Expectations:**

* Attendance will be taken at 2:00 p.m. If you are not here by the time I finish taking attendance, you will be marked tardy. One participation point will be deducted for each tardy after your first. Please respect the instructor’s and your classmates’ time.
* If you are late, sign in on the clipboard near the door, and see me after class to be sure I have marked you present.
* Much of this class will be discussion and group participation, so your regular attendance and active participation is encouraged. It will be impossible to “make up” the content of most classes.
* If you cannot attend class, it would be prudent to have another student pick up handouts and share notes, etc. Hint: Choose a buddy!!!
* If you must leave early for personal reasons, notify the instructor at the start of class. Please don’t make this a habit.
* Please turn off cell phones and pagers during class. Talking on your cell or texting during class is rude and disruptive to your classmates, and if not to them, it is to me. Please don’t do either. If you have a sick child or some other possible emergency that might require you to receive a call, please put your phone on vibrate and leave the room quietly to deal with the problem.
* **You MUST be present on the days of the mid-term and the final. Absence on either of these dates will result in a “0” on the assignments/presentations.**
* Only registered students may attend class.

**Assignments:**

**1. Active Class Participation**  **90 points**

* Five (5) points per class session. (18 )

**2. ME Box**  **10 points**

**2. Observation contracts signed (admin. & teachers) & returned by Feb. 3rd  20 points**

Points will be earned ONLY if this is turned in by the due date!!!

**3. Classroom Observation and Journal (45 hours)** **180 points**

* Observation must be done in two different classrooms at

two different grade levels; K-12 schools only. No pre-schools, no college classes;

* All hours must be completed by **Thur. May 12th** ;
* Incomplete lab hours will result in loss of points (two points per hour & per entry);
* A weekly timesheet must be maintained and signed by teachers;
* Record your observations per required format;
* I suggest you type these up on a weekly basis;
* Staple each packet separately with its own cover sheet (NO folders, please!!!);
* PLEASE NOTE: Some districts require you to be fingerprinted (fee required).

**4. Mid-Term: Philosophy of Education Statement (March 10) 50 points**

* Format will be provided;
* Be prepared to share your paper with the class or in groups;
* Students are encouraged to take notes during these presentations

and ask relevant questions for clarification and discussion;

* You MUST be present on Thursday, March 10th to receive credit.

1. **Other Assignments:** (Separate handouts will be provided.) **150 points**

* Why do I want to teach? Who am I? (30)
* Four Student Interviews (20)
* Teacher/Administrator Interview (20)
* “Current Event/Issue in Education” Article and Critique of it. (30)
* Copies of appropriate CA State content/grade level standards (20)
* Lesson Plan (in class) (30)

**6. Final – Reflection Essay (Thur. Dec. 19th) 70 points**

* Write a 2-3 page reflective essay.
* Be prepared to read/share/discuss your reflections in class.
* You MUST be present on Dec. 19th to receive credit.

**General Information Regarding All Assignments:**

* All assignments (except student interviews) must be typed in an easy-to-read size 12 font and double-spaced. **Handwritten assignments will not be read or graded.**
* Be sure both your first and last name is on all assignments to receive credit. If I can’t figure out to whom it belongs, it goes in the “round file”.
* Most assignments are the basis for class discussions, so being prepared is critical to a successful exchange of ideas.
* **Save on computer or make a copy of everything you turn in, just in case!**
* NO LATE PAPERS WILL BE ACCEPTED, except… you will be given one **“goof”,** which means, if necessary, you may turn one assignment in one week late with no loss of points. This late paper must be turned in the next class period with the “goof” attached. No papers will be accepted if they are more than one week late even with the “goof”! **NOTE**: This does NOT apply to “long term” assignments: mid-term, final, journals or lab hours.
* Identify one or two members of the class that you can call to get assignments and handouts when you must be absent. HINT: Choose a buddy!!!

If you have any special needs as addressed by the American with Disabilities Act (ADA) including alternate media requests, please notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences. (RC Catalog, page 44)

**Grading Scale:**

**Percentage Points**

A = 90 – 100 511 - 570

B = 80 - 89 454 - 510

C = 70 - 79 397 - 453

D = 60 - 69 340 - 396

F = 59 and below 339 and below

**Miscellaneous:**

* Be advised that Reedley College will be communicating with you via Reedley College email. Please be sure you set up your school email as soon as possible.
* Occasionally, I may send out announcements to you via Blackboard. Please be sure you know how to access this.
* I am working on improving my overall computer skills and use of email and Blackboard, BUT

if you need an answer to a question or concern in a hurry, please feel free to call me on my cell

phone. I much prefer actually talking to you!!! Be sure to clearly leave your name and number if

I am unavailable when you call.

* In this class you are entitled to a ten minute break. **IF** the majority is agreeable, we will skip the break which will allow us to end class at 3:40 p.m. You are welcome to leave class as necessary for a quick visit to the restroom. No sneaking in cell phone calls please…after 40 years of teaching, I’ve developed x-ray vision and a sixth sense for guilty faces!!!!!!!!!!!
* Written assignments will be graded based on content AND grammatical and structural correctness. If you wish to be a teacher you must strive to write in a professional manner which means…as few mistakes as possible!!!! Trust me…kids will find your mistakes if you don’t and the older they are, the more joy they will get from pointing them out to you!
* Teaching requires the ability to communicate orally with students, parents, and colleagues. If you have a tendency to be quiet and shy, you need to take a DEEP breath and jump into our class discussions and activities. I will do all I can to provide a safe, comfortable environment in which you may practice!

# Tentative Course Schedule (Spring 2011)

## Week Thur. Topic Assignment Due

1 1/13 Intro Activ./Syllabus/Expectations/Lab Hrs.

\_\_\_\_\_\_\_\_\_\_\_\_ Questionnaire/ ME box Demo\_\_(fingerprints)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 1/20 ME Box Presentations **Presentation of**

Name Games **“ME” Boxes**

3 1/27 DVD: 10 Things Every Child Needs **Why I Want to Teach**

\_\_\_\_\_\_\_\_\_\_\_\_\_Explore Teacher Resources/Educ. Organiz.\_\_\_\_\_\_**Essay**

4 2/3 Learning Styles/Personality Styles/ **Signed Contracts**

Multiple Intelligences \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 2/10 Educational Philosophy

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6 2/17 History of Education/Historical Influences

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7 2/24 Political and Financial Influences **Teacher/Admin.**

**\_\_\_\_** No Child Left Behind/Obama’s Race to Top **Interview**

8 3/3 Credential Requirements/CA & Nat’l Tchg.

­­­\_\_\_Standards/BTSA/Career Paths/Interviewing

9 3/10 Mid-Term: Personal Philosophy of Education **Essay/Oral Presentation**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Statement *(Must be present)*

10 3/17 Factors Affecting Teaching and Learning 4 **Student Interviews**

What makes a “good” teacher???

11 3/24 Classroom Management Strategies

\_\_\_\_\_\_\_\_\_\_\_\_\_Surviving the 1st Days of School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 12 3/31 Round Table Discussion **Article and Critique**

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13 4/7 English Language Learners (ELL/ELD)

\_\_\_\_\_\_\_\_\_\_\_\_ Special Needs Students/GATE Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14\* 4/14 Alternative/Vocational Education **Copies of Standards**

Possible Guest Speaker(s)

X 4/21 Spring Break Enjoy!

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15 4/28 Standards/Assessment/Data/Curriculum and **Bring Copies of**

#### Instruction/Lesson Planning **Standards**

16 5/5 Lesson Plans will be developed and

\_\_\_\_\_\_\_\_\_\_\_\_\_turned in before leaving class\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17\* 5/12 Possible Guest Speaker(s) **Lab Hours/Journals**

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18 5/19 Final *(Must be present)* **Reflection Essay**

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\*\*\*\*\*Guest Speakers will be invited and scheduled depending upon their availability.\*\*\*\*\*