INTRODUCTION TO TEACHING – EDUC. 10 – Spring 2014

**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, management, and assessment; and teaching multicultural/multilingual and special needs students. Current issues and trends will also be explored and discussed. Classroom observation required: @3-4 hours per week - 54 hours total. This class is required for admission to a basic teaching credential program.

**Wednesdays 2:30 - 4:20 p.m., CCI 205**

Number of Units: 3 Schedule Code: #52711

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

 January 20, 2014…………….Martin Luther King, Jr. Day (Monday) (No Classes)

 January 31, 2014…………….Last day to add; last day to drop to avoid a “W”

 February 14/17, 2014………..Lincoln’s/Washington’s Birthdays (Fri/Mon) (No Classes)

 March 14, 2014….....…..........Last day to drop full-term class; letter grades assigned after this date.

 Students are responsible for dropping class to avoid a letter grade.

 April 14-18, 2014…...............Spring Break (No Classes)

 May 19-23, 2014…………....Finals Week (Commencement: May 23)

**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 in education; research on effective schools and teaching practices; curriculum and instruction; cultural and linguistic diversity of students; No Child Left Behind and Race to the Top legislation; National teaching standards; Common Core 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 54 hours and keep an observation journal; read articles on education-related topics and issues; create a portfolio of materials provided during class; write a personal philosophy statement at the mid-term; end-of-term assessment to demonstrate clear understanding of course topics and SLOs (Student Learning Objectives); interview students at four different grade-levels; interview educators; copy CA State/Common Core standards and use them to create lesson plans.

**Course Outcomes (Student Learning Objectives):**

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/General Expectations:**

* It is assumed that you have **chosen** to take this class. You are required to attend and participate in all classes. Much of this class will be discussion and group participation. Your regular attendance and active participation is critical to getting the most from this class, and your classmates depend on your presence in group work and discussions. Classroom experiences missed cannot be duplicated. It will be impossible to fully “make up” the content of most classes.
* Attendance will be taken at the start of class until enrollment settles down and I am familiar with names. A sign-in sheet will be passed during each class as a back-up for my attendance records. Be sure you sign it and be honest about putting a “T” next to your name if you are tardy. *Being on time is a professional responsibility for teachers!* Two participation points will be deducted for each tardy (not counting the first day of class). Please respect the instructor’s and your classmates’ time.
* If you must miss a class, please email to me any assignment that was due by midnight of that day. It is your responsibility to ask a classmate for notes and any materials handed out.
* If you find it necessary to leave early for personal reasons, notify the instructor at the start of class. Please don’t make this a habit or take advantage of my willingness to acknowledge true emergencies. Participation points will be deducted if this occurs more than once.
* 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.
* If everyone is in agreement, we will skip the 10 minute break and work straight from 2:30-4:10 p.m.
* Only registered students may attend class.

**Assignments:**

 **1. Active Class Participation** Five (5) points per class session (18)  **90 points**

 **2. Course Binder** to organize notes & collected materials **(May 14)**  **36 points**

**3. ME Box and brief typed explanation of contents (Jan. 22)**  **20 points**

**4. Observation contracts signed (admin. & teachers) & returned (Feb. 5) 20 points**

 Points will be earned ONLY if these are turned in by the due date!!!

 If these contracts are NOT signed and returned to me by the drop date, you will be dropped.

**5. Classroom Observation: 54 hours (3-4 hours per week)** **108 points**

 **Observation Journal: One per week/15 weeks (5 points each) 75 points**

* Arrange to observe in a classroom at the grade level/subject of your choice;
* K-12 schools only; see me if your circumstances dictate alternative options;
* A timesheet must be maintained and signed by the teacher;
* A journal of observations and reflections of teaching methods, curriculum,

classroom management, etc. must be kept on a weekly basis;

* Specific instructions and requirements regarding periodic deadlines and journal

format will be provided in a separate hand-out;

* *PLEASE NOTE: Some districts require you to be fingerprinted (fee required).*

**7. ESSAY: Personal Philosophy of Education Statement (Mar. 12) 75 points**

* Write a 3-5 page Philosophy Statement; guidelines 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 Wednesday, March 12th to be eligible for full credit.
1. **Other Assignments:** (Separate handouts will be provided.) **150 points**
* Who Am I? Why Do I Want to Teach? (20 points) **(Jan. 29)**
* Teacher/Administrator Interview (20 points) **(Feb. 12)**
* Questions for both groups of guest speakers (10 points each group) **(Apr. 2)**
* Four Student Interviews (20 points) **(Mar. 19)**
* Copies of appropriate CA State content/grade level standards:

new Common Core Standards &/or CA State Standards (25 points) **(Apr. 23, 30, May 7)**

* Group Lesson Plan (25 points) **(In class) (Apr. 23, 30, May 7)**
* Evaluation of class (20 points) **(May 14)**

 **6. FINAL: SLO (Student Learning Objectives) & Course Topics (May 21) 75 points**

* **Oral Presentations**
* You MUST be present on Wednesday, May 21st to be eligible for full credit.

**General Information Regarding Assignments and Assessments:**

* All assignments (except for the student interview assignment) must be typed in an easy-to-read size 12 font and 1.5-spaced. **Handwritten assignments will be docked 30%**.
* LATE PAPERS WILL NOT BE ACCEPTED. This is because assignments are used as the basis of class instruction and discussion. Being prepared is critical to a successful exchange of ideas and to maximize learning opportunities.
* You MUST be present for the Mid-Term Philosophy Statement oral presentation and the Final assessment where you will be demonstrating your knowledge of the Student Learning Objectives (SLOs). Turning in just the written portion of the assignment will result in 50% loss of credit before grading.
* Be sure both your first and last names are on all assignments to receive credit. If I can’t figure out to whom it belongs, it goes in the “round file”.
* Save on computer or make a copy of everything you turn in, just in case!
* REMINDER: Identify one or two members of the class that you can call to get assignments and handouts when you must be absent.

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:** Total available points equal 649.

146 points in the area of participation (23%).

150 points in the area of written work (23%)

203 points in the area of observation/journals/contracts (31%).

 150 points in the area of mid-term & final (23%)

 **Percentage Points**

A = 90 - 100 585 - 649 Extra credit MAY be provided IF an opportunity B = 80 - 89 520 - 584 presents itself, such as a timely TV special or C = 70 - 79 455 - 519 news/magazine article. D = 60 - 69 390 - 454

 F = 59 and below 389 and below

**Miscellaneous:**

* Be advised that Reedley College will be communicating with you via Reedley College email. If you have not done so, please be sure to set up your school email as soon as possible.
* I will send out announcements, assignments, worksheets, and reading material to you via Blackboard, no later than the Monday evening before each class on Wednesday. Please be sure you know how to access this.
* While I do check my email and use Blackboard to communicate with you regularly, 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 & number if I am unavailable when you call.
* 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, meaning…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! *(If you are the first to find a mistake in this syllabus, you will be rewarded with a piece of candy!!!)*
* 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!
* We are ALL busy people….school, work, family, church and community activities…..sometimes life just gets in the way of our best intentions and our best laid plans. If life gets in your way this semester and threatens your success in this class, please don’t wait to let me know what is going on. Together we have a better chance of finding a solution!
* The final day to drop this class is March 14th, which is NINE weeks into the semester. **You will be dropped if you miss two classes during this nine-week period.**