

# INTRODUCTION TO TEACHING – EDUC. 10 – Fall 2012 (#2)

## 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 - 45 hours total.

## Thursdays 1:00 – 2:50, CCI 205

Number of Units: 3 Schedule Code: #55104

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

Aug. 24, 2012.....Last day to drop full-term class for a refund

Aug. 31, 2012.....Last day to register for full-time class & to drop full-term class to avoid a “W”

Oct. 12, 2012.....Last day to drop full-term class; letter grades assigned after this date

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

Nov. 12, 2012.....Veterans’ Day Observed (Monday) (campus closed)

Nov. 22-23, 2012.....Thanksgiving (campus closed)

Feb. 20, 2012.....Washington’s Birthday (campus closed)

Dec. 10-14, 2012.....Finals Week

## 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; be keenly aware of key concepts; interview students at four different grade-levels; interview educators; copy 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/Expectations:

- Attendance will be taken at 1:00 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. A sign-in sheet will be passed during each class as a back-up for my attendance records.
- Much of this class will be discussion and group participation, so your regular attendance and active participation is encouraged. It will be impossible to fully "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 or take advantage of my willingness to acknowledge true emergencies.
- 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 for the Philosophy Statement Essay and the Final Reflection Essay presentations. Absence on the due dates for these assignments will result in a 50% loss of points.**
- Only registered students may attend class.

## Assignments:

- 1. Active Class Participation** **85 points**
  - Five (5) points per class session. (17)
- 2. ME Box and brief written explanation of contents (Aug. 23)** **10 points**
- 2. Observation contracts signed (admin. & teachers) & returned by Sept. 6** **10 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.
- 3. Classroom Observation and Journal (45 hours) (3-4 hours per week)** **90 points**
  - Observation must be done in two different classrooms at two different grade levels;
  - K-12 schools only. See me regarding alternative options if the need arises;
  - There will be two journal progress checks: 1) Sept. 20; 2) Oct. 25
  - Incomplete lab hours/journals will result in loss of points (one point per hour & per entry);
  - A separate timesheet must be maintained and signed by each teacher;
  - Record your observations/reflections per required format; I suggest you type these up on a weekly basis;
  - Staple each teacher's packet separately with its own cover sheet (NO folders, please!!!)  
Specific requirements for packets will be provided by instructor;
  - PLEASE NOTE: Some districts require you to be fingerprinted (fee required).
- 4. ESSAY: Philosophy of Education Statement (Oct. 4)(A week ahead of "mid-term")** **25 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 Thursday, Oct. 4<sup>th</sup> to receive full credit.
- 5. Assignments:** (Separate handouts will be provided.) **70 points**

- Who Am I? Why Do I Want to Teach? (10 points) **(Aug. 30)**
- Teacher/Administrator Interview (10 points) **(Sept. 6)**
- Four Student Interviews (10 points) **(Oct. 11)**
- Copies of appropriate CA State content/grade level standards: BOTH new Core standards & “old, still-in-use” standards (10 points) **(10/25, 11/15, 11/29)**
- “Current Event/Issue in Education” Article and Critique of it. (10 points) **(Nov. 1)**
- Lesson Plan (10 points) **(Start in class Nov. 15) (Due Nov. 29)**
- Evaluation of class (10 points) **(Dec. 13)**

**6. ESSAY FINAL: Reflection Essay (Dec. 13)**

**25 points**

- Write a 3-5 page reflective essay; guidelines will be provided;
- Be prepared to read/share/discuss your reflections in class;
- You MUST be present on Thursday, Dec. 13<sup>th</sup> to receive full credit.

**General Information Regarding All Assignments:**

- All assignments must be typed in an easy-to-read size 12 font and 1.5-spaced. **Handwritten assignments will not be read or graded** except for the student interview assignment.
- 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”.
- Most assignments are the basis for class discussions and/or activities, 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!**
- LATE PAPERS WILL NOT 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 the philosophy statement essay, final reflection essay, 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:**

Total available points equal 315.

95 points in the area of participation (30%).

100 points in the area of observation/journals/contracts (32%).

130 points in the area of major essays (19%) & miscellaneous written assignments (22%).

Percentage	Points
A = 90 - 100	282 - 315
B = 80 - 89	251 - 281
C = 70 - 79	219 - 250
D = 60 - 69	188 - 218
F = 59 and below	187 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. 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 and number if I am unavailable when you call.
- In this class you are entitled to a ten-minute break. **IF** most of you are agreeable, we will skip the break. This will allow us to end class at 2:40 p.m. You are welcome to leave class if necessary for a quick visit to the restroom.
- 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 happen to find mistakes 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 October 12<sup>th</sup>, which is NINE weeks into the semester.  
**You will be dropped if you miss three classes during this nine-week period.**

## Tentative Course Schedule (Fall 2012)

<b>Week</b>	<b>Thur.</b>	<b>Topic</b>	<b>Assignment Due</b>
1	8/16	Intro Activities/Syllabus/Expectations ME box Demo/Lab Hours/Journals/fingerprints	
2	8/23	ME Box Presentations/Tchr. Resources Name Games / Review Lab Hours Info	<b>Presentation of “ME” Boxes</b>
3	8/30	History of Education/Historical Influences Educational Philosophies	<b>Who Am I/Why Teach Essay</b>
4	9/6	Political & Financial Influences No Child Left Behind/Race to Top/TESTING	<b>Teacher/Admin. Interview Signed Contracts</b>
5	9/13	Credential Requirements/CA & Nat’l Tchg. Standards/Career Paths/Interviewing	
6	9/20	English Language Learners (ELL/ELD) Special Needs/Alternative Ed/GATE	<i>1<sup>st</sup> Journal Progress Check</i>
7	9/27	Learning Styles/Multiple Intelligences/ Personality Styles	
8	10/4	<b>ESSAY:</b> Personal Philosophy of Education Statement ( <i>Must be present to earn full credit.</i> )	<b>Essay/Oral Presentation</b>
9	10/11	Factors Affecting Teaching and Learning What makes an effective teacher?	<b>4 Student Interviews</b>
10	10/18	Classroom Management Strategies Surviving the 1 <sup>st</sup> Days of School	
11*	10/25	Guest Speakers: Beginning Teachers (BTSA Review)	<b>Copies of Standards</b> <i>2<sup>nd</sup> Journal Progress Check</i>
12	11/1	Round Table Discussion Current Events/Issues in Education	<b>Article and Critique</b>
13*	11/8	Guest Speakers: Administrators	
14	11/15	Standards/Curriculum & Instruction/Lesson Planning/Assessment/Data	<i>Bring Copies of Standards</i>
X	11/22	<b>Thanksgiving</b>	<b>Enjoy!</b>
15	11/29	Topics of 11/15 Continued	<i>Bring Copies of Standards</i> <b>Lesson Plan</b>
16	12/6	DVD: 10 Things Every Child Needs	<b>Lab Hours/Journals Due</b>
17	12/13	<b>FINAL ESSAY:</b> Reflection Essay and Test ( <i>must be present for full credit</i> )	<b>Reflection Essay/Sharing Class Evaluation</b>

\*\*\*\*\*Guest Speaker dates are scheduled based upon their availability.\*\*\*\*\*