INTRODUCTION TO TEACHING – EDUC. 10 – Spring 2013

**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 2:30 – 4:20 p.m., CCI 205**

Number of Units: 3 Schedule Code: #55101

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

 March 7, 2013…..….…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.

 January 21, 2013….......Martin Luther King, Jr. Day Observed (Monday) (campus closed)

February 15, 2013…….Lincoln’s Birthday Observed (Friday) (campus closed)

 February 18, 2013…….Washington’s Birthday Observed (Monday) (campus closed)

 May 13-17, 2013……...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; cultural and linguistic diversity of students; 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; end-of-term assessment to demonstrate clear understanding of course SLOs (Student Learning Objectives); 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 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! Being on time is a professional responsibility for teachers! One participation point will be deducted for each tardy after your first. Please respect the instructor’s and your classmates’ time.
* 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. 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.
* **You MUST be present for the Philosophy Statement oral presentation and the final assessment where you will be demonstrating your knowledge of the Student Learning Objectives (SLOs). Absence on the due dates for these assignments will result in a 50% loss of points before grading.**
* Only registered students may attend class.

**Assignments:**

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

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

**2. ME Box and brief written explanation of contents (Jan. 17)**  **10 points**

**2. Observation contracts signed (admin. & teachers) & returned by Feb. 7 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.

**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 if your circumstances dictate alternative options;
* 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;
* Specific instructions and requirements regarding format and presentation packets

will be provided in separate hand-outs;

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

**4. ESSAY: Personal Philosophy of Education Statement (Mar. 7) 50 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, March 7th to be eligible for full credit.
1. **Other Assignments:** (Separate handouts will be provided.) **70 points**
* Who Am I? Why Do I Want to Teach? (10 points) **(Jan 24)**
* Teacher/Administrator Interview (10 points) **(Jan. 31)**
* Four Student Interviews (10 points) **(Apr. 4)**
* Copies of appropriate CA State content/grade level standards:

BOTH new Core standards & “old, still-in-use” standards (20 points) **(Apr. 18)**

* Lesson Plan (10 points) **(Start in class ) (Due May 2)**
* Evaluation of class (10 points) **(May 16)**

 **6. FINAL: SLO (Student Learning Objectives) Assessment (May 16) 50 points**

* **Written Assessment**
* You MUST be present on Thursday, May 16th to take the SLO assessment.

**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 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 SLO assessment, 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 380.

100 points in the area of participation (26.5%).

 110 points in the area of observation/journals/contracts (29%).

 100 points in the area of mid-term & final (26.5%)

 70 points in the area of miscellaneous written assignments (18%).

 **Percentage Points**

A = 90 - 100 342 - 380 Extra credit MAY be provided IF an opportunity B = 80 - 89 304 - 341 presents itself, such as a timely TV special or C = 70 - 79 266 - 303 news/magazine article. D = 60 - 69 228 - 265

 F = 59 and below 227 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 & 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. This will allow us to end class at 4:10 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 March 7th, which is NINE weeks into the semester. **You will be dropped if you miss three classes during this nine-week period.**

#  Tentative Course Schedule (Spring 2013)

## Week Thur. Topic Assignment Due

 1 1/10 Intro Activities/Syllabus/Expectations

 ME box Demo/Lab Hours/Journals/fingerprints

 2 1/17 ME Box Presentations/Tchr. Resources **Presentation of** “ME”

 Name Games / Review Lab Hours Info in detail **Boxes**

 3 1/24 Educational Philosophies **Who Am I/Why Teach**

 **Essay**

4 1/31 Historical, Political & Financial Influences **Teacher/Admin. Interview**

 No Child Left Behind/Race to Top

5 2/7 Credential Requirements/CA & Nat’l Teaching **Signed Contracts**

 Standards/Career Paths/Interviewing/Evaluation (NO points after this date!)

 6 2/14 English Language Learners (ELL/ELD)

7 2/21 Special Needs: Special Education/GATE **Journal Progress Check**

 Alternative Education

8 2/28 Learning Styles/Multiple Intelligences

 Personality Styles

9 3/7 **Mid-Term:** Personal Philosophy of Education **Mid-Term**

 Statement *(must be present)* **Oral Presentation**

 10\* 3/14 Guest Speakers: Administrators

11\* 3/21 Guest Speakers: Beginning Teachers

###  *X 3/28 Spring Break Enjoy*

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 12 4/4 Factors Affecting Teaching & Learning **4 Student Interviews**

 Effective Teachers (may be handwritten)

 13 4/11 Classroom Management Strategies

 14 4/18 Sample Lesson Plan (Instructor Modeling) **Copies of Standards:**

 Standards: State and Common Core California and Common Core

 15 4/25 Curriculum and Instruction *Bring Copies of Standards*

####  Lesson Planning

16 5/2 Assessments **Lesson Plan**

 Data *Turn in copies of standards*

 17 5/9 DVD: 10 Things Every Child Needs **Lab Hours/Journals**

 18 5/16 **Final Exam:** SLOs (Student Learning Objectives) **Final**

*(must be present)*  **Class Evaluation**

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