

INTRODUCTION TO TEACHING – EDUC. 10 – Fall 2019

Instructor Information:

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Course Description:

Wednesday 4:00-5:50 p.m. EDUC-10 58174 CCI 205

Number of Units: 3 {2 Lecture Hours per week; 3 Lab Hours per week}

If you are accepted to class from the “wait list”, you must officially add the class & be entered on Web Advisor.

August 12, 2019 (M).....Start of Fall semester

August 23, 2019 (F).....Last day to DROP a full-term class for full refund

August 30, 2019 (F).....Last day to register for full-term class or to drop a full-term class to avoid a “W”

September 2, 2019 (M).....Labor Day (no classes, campus closed)

October 11, 2019 (F)..... Last day to drop a full-term class (letter grades assigned after this)

November 11, 2019 (M)..... Veterans’ Day (observed)

November 28-29, 2019 (Th-F).....Thanksgiving (no classes, campus closed)

December 9-13, 2019 (M-F).....Final Exam Week

Course Description/Goals (RC Catalog):

This course introduces students to the concepts and issues related to teaching diverse learners in contemporary schools, Kindergarten through grade 12 (K-12). Topics may include (*but are not limited to*) teaching as a profession or career, historical and philosophical foundations of the American education system, contemporary educational issues, California’s content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours (*as mandated by the state of California*) of structured fieldwork in K-12 classrooms that represent California’s diverse population, and includes cooperation with one carefully selected and campus-approved certificated classroom teacher. Students need to do their observation in a classroom that is in line with their degree plans. Single-subject majors (History, Math, English, etc.) need to observe in a subject area at a high school or junior high/middle school. This course requires verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past twelve months.

Advisories: English 1A, (A, CSU, UC) (C-ID EDUC 200) (Requires 3 arranged hours each week.)

Objectives:

In the process of completing this course, students will:

1. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher;
2. Articulate basic purposes of schooling and trace the history of their development;
3. Demonstrate an understanding of educational issues in a global context;
4. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges;
5. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
6. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.
7. Demonstrate knowledge of the impact of cultural contexts on learning;
8. Demonstrate skills in implementing established protocols for visiting schools and classrooms;
9. Demonstrate skill in implementing observation protocols;

10. Relate course content to real classrooms through satisfactory completion of 54 hours (*as mandated by Reedley College*) of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to:
- Recognize and describe teaching events that implement some elements of the CSTP & TPEs;
 - Observe the use of state adopted academic content and performance standards;
 - Compare and contrast classroom environments;
 - Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

General Expectations:

- Introduction to Teaching (EDUC 10) is designed to accomplish two goals: 1) To introduce students to concepts and issues related to teaching diverse learners in contemporary schools, Kindergarten through grade 12; and 2) To serve as the "gateway" class to Liberal Studies/Multiple Subject credential programs and for Single Subject credential programs at many colleges and universities; therefore, this class is to be taken seriously.
- It is assumed that you have **chosen** to take this class because you are interested in becoming an educator. You are expected to attend and participate in ALL classes, especially since we only meet once a week, and we will cover quite a bit of material in our 100 minutes each week. Much of this class will be discussion and group participation. Your regular attendance and active participation are 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.**
- Teaching requires the ability to communicate verbally with students, parents, and colleagues. If you tend 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!
- I will send out announcements, assignments, worksheets, and reading material to you via Canvas. Be sure you know how to access this. You may send me messages through Canvas or email, BUT if you need an answer to a question or concern in a hurry, **please feel free to call (or text) me on my cell phone.** I much prefer actually talking to you. If I am unavailable, be sure to clearly leave your name & number.
- 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!
- Please turn off/mute cell phones 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 situation that might require you to receive a call, please put your phone on vibrate and leave the room quietly to deal with the problem.
- Only registered students may attend class.

Attendance:

- Verbal attendance will only be taken on the first day of class. Each day a sign-in sheet will be passed during class as a way to keep attendance without wasting class time. It is your responsibility to sign in and also to be honest about putting a "T" next to your name if you are tardy. Tardiness is not acceptable behavior for one who wishes to be a teacher. *Being on time is a professional responsibility for teachers!* Please respect the instructor's and your classmates' time.
- The final day to drop this class to avoid receiving a grade is Friday, October 11th, which is NINE weeks into the semester.
- **You will be dropped on the day of your 3rd absence during this first nine-week period (which equates to a grade of 'C' or 76%),** unless you have met with me ahead of time to explain possible extenuating circumstances.
- Think ahead and do not schedule medical or other appointments during our class times.

- If you must miss a class, please send me a text ahead of time giving the reason for your absence and be sure to email any assignments that are due to me that day by 6:00 p.m.
- If you find it necessary to leave early for pressing 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.
- Rather than assign participation points, I will “drop” your lowest quiz or “daily” homework assignment grade if you miss no more than two classes over the course of the semester. (When I say “daily” assignments, this does NOT include the following: Educational Narrative essay, Personal Philosophy of Education essay, the final exam, and Lab hours & journals, since you will know about these assignments well in advance of the due dates.)

Assignment Criteria:

- I do not believe in “busy work”! 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. I acknowledge that life sometimes “gets in the way” of our best laid plans, so extenuating circumstances (such as serious illness, hospitalization, death in the family) will be considered on a case-by-case basis.
- **LATE WORK WILL NOT BE ACCEPTED.** If you must miss a class, please send any assignment due with a friend, leave it in my mailbox, or email the assignment to me by 6:00 p.m. on the day it is due. It is your responsibility to ask a classmate for notes and any materials handed out. **HINT: Find a buddy!!!**
- There will be a few quizzes this semester based on the most important topics covered in lectures and handouts. **Quizzes should not be taken lightly and may NOT be made up.** (Many questions on the final exam will be taken from these quizzes.) **HINT: Study**
- All assignments must be typed in an easy-to-read size 12 font and 1.5-spaced. Handwritten assignments will not be accepted unless specified by me.
- 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!!!! Always use spell and grammar check and ask someone to proofread/edit your work before turning it in.
- Keep all lecture notes (yes, you should take notes) and handouts in an organized binder. This will enable you to easily access them for quizzes, exams and future discussions. One hallmark of a successful teacher is organization.
- Be sure both your first and last names are on all assignments to receive credit. Save or make a copy of every assignment.

Classroom Observation Procedures and Protocol (LAB Hours)

1. Schools expect professional behavior of persons functioning in a professional role with students...this means YOU! ED 10 students are guests of our host schools and representatives of Reedley College and myself. Your appearance when visiting schools is expected to be appropriate to a professional setting. I will give you specific suggestions during our first weeks of class.
2. At the beginning of your observation time check with your host teacher about special dress days, early dismissal and other special schedule days such as testing, game days, foggy days, etc.
3. Schools are Drug Free Zones. Do not smoke, drink, or use drugs before or during your visit to a school site. If you live in the area near where you are observing, watch your behavior outside of class as well. You never know when or where you may run into students and/or their parents.
4. Gum and hats are not allowed on most campuses.
5. Do not eat in the classroom unless invited by the teacher.
6. Cell phone calls and texting should be done outside the classroom and only when absolutely necessary.
7. All schools require you to sign in and out on a visitor's log & most require that you wear a name badge.
8. Notify the school site if you must miss a scheduled visit; leave a message for your host teacher. IF the teacher is willing to share his/her cell phone number, a text to him/her would also be acceptable.

9. If, for some reason, you decide you need or want to drop this class, please be courteous enough to let me know and also to let the school and your host teacher know so that they are not left wondering what happened when you fail to show up for observations. Just “disappearing” reflects poorly on you and me and Reedley College.
10. Host teachers serve on a completely volunteer basis. It is imperative that you honor your scheduled times in the classroom. The teachers and students count on you being there when you say you will. Don’t disappoint them.
11. It would be considerate to leave the teacher and the class a thank you note/card on your last visit.

Lab Hours/Classroom Observations – Instructions/Requirements

1. The college requires a minimum of three Lab hours per week...18 weeks times 3 = 54 hours total. The State requires only a minimum of 45 hours total. Because it is impossible for you to do any hours during the first week or two and during finals week, we will make up the nine-hour difference in ways I will explain. **However, be advised...if you DO NOT COMPLETE THE STATE MANDATED 45 HOURS, YOU WILL NOT BE ABLE TO PASS THIS CLASS, regardless of how well you do otherwise in this course.**
2. You may, of course, choose to spend more than the required 45 hours in the classroom. Many students do this because once they bond with a teacher and/or the students, they wish to spend additional time in the classroom.
3. It is your responsibility to find a teacher and arrange hours with him/her as soon as possible. Your “contracts” must be completely filled-in, signed, and returned to me according to the dates below or you will forfeit points for this assignment, and I will still be bugging you to turn them in as I am accountable to the college for having your observation locations on record. **If you do not have this done by the “late” date, you run the risk of being dropped from this class.**
- **Contract Deadline: Wednesday 8/28/19 (30 pts.); Late Deadline: Wednesday 9/4/19 (15 pts.)**
4. Some students ask if they may go into classrooms for one week straight to “get it over with.” Practical question, questionable attitude and the answer is NO!!!! One purpose of this class is to give you the opportunity to go into a classroom, observe changes and growth in both the students and the teachers, and share concerns and questions with each other over the course of the semester.
5. **Journals MUST be typed.** Please follow the basic format which will be provided on a separate handout.
6. There are four (4) deadlines (You must turn in a lab “packet” at each deadline.)

\$ LAB Deadline #1 {Wed. 9/11}

Time sheet (plus a copy, as I need the original for RC records)
 Four journals
 1-2 samples of student worksheets (optional)
 Copy of the teacher’s daily schedule

\$ LAB Deadline #2 {Wed. 10/9}

Time sheet (plus a copy, as I need the original for RC records)
 Four journals
 1-2 samples of student worksheets (optional)

\$ LAB Deadline #3 {Wed. 11/6}

Time sheet (plus a copy, as I need the original for RC records)
 Four journals,
 1-2 samples of student worksheets (optional)

LAB Deadline #4 {Wed. 12/4}

Time sheet (plus a copy, as I need the original for RC records)
 A two-page essay about your total observation experiences
 A one-page interview with the teacher
 The teacher’s evaluation (required for RC records)

NOTE: You need to make three (3) copies of the Time Sheet as a new one must be turned in with each deadline. If you observe two teachers, you need a separate time sheet for each one and you’ll need more copies.

ED 10 Assignments/Points – Fall 2019

1. **ME Box – Typed list (10 pts.) and presentation in groups (20 pts.)** **30 points**
Start of Semester Assignment (2 paragraphs) **20 points**
2. **LAB Observation contracts signed (admin. & teachers) & returned** **30 points**
30 points on contract deadline; 15 points on late deadline
3. **Classroom Observation: 45 hours (3-4 hours per week) (5 points per hour)** **225 points**
Journals, 12 required: (10 points each) **120 points**
Two-page summary of your observation experience **20 points**
Teacher Interview (one-page) **10 points**
Observation Teacher’s Evaluation of your performance **10 points**
 - Arrange to observe in a classroom at the grade level/subject(s) of your choice;
 - K-12 schools only (Sorry, NO preschools, NO private schools);
 - A timesheet must be maintained and signed by the teacher or substitute;
 - A journal of observations and reflections of teaching methods, curriculum, classroom management, etc. must be kept on a weekly basis;
 - Four deadlines and requirements are in the syllabus;
 - PLEASE NOTE: Some districts require you to be fingerprinted (fee required) and possibly receive school board approval, which could take up to three weeks.
4. **Inspirational Video Presentations** (accounts for 6 of the 9 extra hours RC requires over the state mandated 45; the other 3 are earned by the time you spend finding a teacher & securing signatures.)
5. **ESSAY: Educational Narrative** (Specific guidelines will be provided) **100 points**
6. **ESSAY: Philosophy of Education Statement** (Specific guidelines will be provided) **200 points**
7. **Lesson Plan** (Guidelines will be provided) **30 points**
 - Written plan (10 points)
 - Group presentation of lesson to class, if time allows (20 points)
8. **Written Assignments:** (Separate handouts/instructions will be provided.) **80-110 points**
 - Four Student Interviews (40 points)
 - ED 10 Class Evaluation (30 points)
 - Article critiques (10 points each) # will vary depending on time
9. **Printing Assignments:** **60 points**
 - Print copy of your choice of CA state credential(s), which include: multiple subject, single subject, special education (20 points);
 - Print copy of Common Core and/or CA State standards needed for lesson plan (20 points);
 - Print copy of selected pages of ELD standards (20 points).
10. **Quizzes** (Time constraints may dictate changes (+/-)) **100 (+/-) points**
 - Educational Philosophies (30 pts.)
 - Classroom Management (25 pts.)
 - Learning Styles; Multiple Intelligences (25 pts.)
 - Second Language Learners; Special Needs (20 pts.)
11. **FINAL: Material from quizzes, lecture notes and Critical Thinking Short Essay Responses** **200 points**

Grade Scale: A = 90-100 B = 80-89 C = 70 – 79 D = 60-69 F = 59 and below

No textbook is required for this class, however, I use the following book as a resource for some of our lessons, and it can be a good resource for you as well, as you prepare for a career as an educator (older editions may be less expensive):

Those Who Can, TEACH (Fourteen editions)

Authors: Kevin Ryan, James Cooper, Cheryl Mason Bolick

Publisher: Cengage Learning

ISBN: 978-1-305-07769-0

You might also find this title useful at some point in your educational journey:

The First Days of School, How to be an Effective Teacher (Five editions)

Authors: Harry K. and Rosemary T. Wong

Publisher: Harry K. Wong Publications, Inc.

ISBN: 978-0-9764233-8-6

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.

From the RC Catalog/Handbook:

CHEATING: Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

PLAGIARISM: Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.