



Course Information:

Course Name: EDUC10 – Intro to Teaching

Section: 53033 Fall '21

Course Location: Online/Hybrid (Hybrid due to in – person lab hours)

Course Times: 100% Online

Instructor Information:

Instructor: Eric Mendoza

Office Hours: By appointment only

Phone or Video Chat: schedule appointment via Canvas

Canvas Msg: Access via Canvas site or app

Email: eric.mendoza@reedleycollege.edu

Course Description:

This course introduces students to the concepts and issues related to teaching diverse learners in contemporary schools, kindergarten through grade 12 (K-12). Topics include teaching as a profession and 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 of structured fieldwork in K-12 classrooms. Because of the current restrictions on schools due to the COVID pandemic, you will be doing these observations virtually (online).

Required Text and Materials:

- Eggen, D.K. P. (2016). *Introduction to Teaching*.
- Regular Use of Canvas
- Regular Use of college email
- Regular use of computers & technology

Student Learning Outcomes (SLOs): In the process of completing this course, students will...

1. Demonstrate a competent proficiency in analyzing global educational issues and implementing established educational protocols and standards
2. Identify and list three intrinsic reasons for becoming a teacher
3. Identify implication of various teaching philosophies on classroom teachers' curriculum design, delivery, and assessment; classroom management; and instructional approaches

Course 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. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits
5. Demonstrate an understanding of educational issues in a global context
6. Demonstrate knowledge of the impact of cultural contexts on learning
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges

8. Demonstrate skill 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 a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to
 - Recognize and describe examples of teaching events that implement some elements of the CSTP and 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

Course Expectations

Classroom Behavior:

The online classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this environment that respect for the rights of all class participants. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion. Disrespectful behavior to peers or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme cases, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a respectful manner; it is never ok to disrespect another student or instructor for expressing their views.

Class Participation:

You will be expected to participate in large and small group discussions via discussion boards and other online platforms. **Active participation** is likely to enhance your understanding of the course material and facilitate a higher level of learning. You will be

encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials **prior** to class is **important**. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are the ultimate goals.

Attendance Policy:

The Instructor of this course believes that, though not always measurable, important learning occurs in the online when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that any students in this class, who miss three (3) or more weeks of class assignments, for any reason, will not receive credit for the class, regardless of scores earned on work completed. You are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is **your** responsibility to communicate with a classmate or the professor for notes and information.

Communication:

All course communications should come to me through the **Canvas** messaging system. I am a full time Elementary Teacher and also involved in several extracurricular activities, because of this I receive a large amount of electronic messages each day. I will do my best to respond in a timely manner, within 48 hours of receiving your correspondence. I will respond quickly via Canvas messaging, if you email me you will receive a delayed response.

Office and Weekend Hours:

I do not have an office on campus and I do not keep regular office hours. I am glad to meet with students via zoom or phone with an appointment. Please use canvas to send a message requesting an appointment.

Submitting Assignments:

Most papers must be turned in using the "Turn It In" link found on Canvas. If the assignment does not require an electronic submission you can submit the assignments on the appropriate assignment page. All assignments will be typed and completed using college level writing (see writing expectations)

Late Assignments:

Turning assignments in on time is very important, and enables the instructor to return graded assignments more quickly. Some assignments such as discussions boards will not be allowed to arrive late. Of the remaining assignments **ONE** assignment per student will be accepted up to **ONE WEEK** late and will automatically lose **20%** of the available points. All written assignments will be submitted through Turn It In through Canvas. Assignments submitted electronically have until 11:59 p.m. on the due date.

Writing Expectations:

You will see in the various assignment guidelines on Canvas as well as in the writing rubric below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable. All outside assignments are to be typed.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter; it matters here and ***it will matter in your profession***. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

College Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

Academic Success:

In order to succeed at the highest level in college, be sure to utilize the college services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The Instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

Writing & Tutoring Assistance:

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Also the Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

Canvas:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. You will use your Reedley College username and password to login. Through Canvas you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and Instructor. You will also be able to use Canvas to check your grades online. Please monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester in the event that I make a recording error.

Please note that **only** your Reedley College email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and through your Reedley College email address. You are responsible for information disseminated through email, if you do not have access to email from home please utilize our campus resources.

Technical Assistance

District Help Desk: 559-499-6070

Use this number for help with login problems, WebAdvisor, or email.

Canvas Support: 844-629-6837

Use this number for Canvas questions and problems.

Honor Code:

As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

Penalties for cheating and plagiarism range from losing all points on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college’s policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

Assignment Chart

Assignments	Possible Points	SLOs
Class Observations and Write Ups	60	SLO: 1-3
Quizzes/Exams	80	SLO: 1-3
Discussion Boards	68	SLO: 3
Educational Philosophy Assignment	50	SLO: 1-3
Misc Assignments	30	_____
Total Points	288	_____

Grading Scale

Total Points	Letter Grade
260 - 288	A
231 - 259	B
202 - 230	C
173 – 201	D
172 and below	F

Assignments

(Please see rubrics at the end of the syllabus)

Class Observations Write-Ups (15 Assignments at 4 points each)

You are required to observe 45 hours of classroom instruction. You will complete these 45 hours over 15 weeks. 3 hours per week, 2 hours in a virtual classroom and 1 hour either by watching recorded teaching practice videos or also in your designated classroom. These observations will consist of live observation in a assigned virtual classroom and viewing pre recorded classroom videos.

You will submit written summaries and critiques of all the observations you do. These should be 1 full page in length (12 size font, double spaced) and include the subject of the lesson/observation, the techniques the teacher used, the activities the students performed, and your reflection on this lesson. Each Observation and Write up is worth 10 points. Half of this amount will be awarded for completion of your 45 hours of viewing, and the other half will be awarded based on your observation write - ups, which will be graded.

Chapter Quizzes (16 assignments at 5 points each)

There will be 1 chapter/lecture quiz every week. The quizzes will consist of 10 questions that draw from information provided in the chapter reading and my uploaded lecture.

The quizzes will usually include true/false questions, multiple choice questions, and short answer questions. Make sure that you answer the short answer questions thoughtfully, completely, and in your own words. I expect complete sentences and a thorough discussion of the question using relevant examples and analysis. You will be evaluated on the quality of your answers as well as the content.

Discussion Boards (17 assignments at 4 points each)

This class will require you to participate in class discussions on various topics in online discussion boards. For each discussion board assignment, you will be responding to/reflecting on a question or issue from the material covered in the unit and replying to two posts from your classmates. You will need to put some time and thought into your posts. A

simple post of "I liked this chapter" or a simple response of "I agree" is not sufficient for full participation credit. You need to analyze and reflect on topics presented in the material and/or assigned discussion questions. It is in your best interest to participate as much as possible in the discussion boards. You will find that your active participation will make the class more interesting and help you in learning the material.

Your initial thread should be 200 words or more (1/2 – 1 page). Your responses to your classmates should be relevant and substantive to receive maximum points. Discussion Posts cannot be submitted late.

Educational Philosophy Assignment – (1 assignments at 50 points)

Near the end of the semester you will be completing your Educational Philosophy Assignment. This assignment gives you the opportunity to reflect on everything you have learned over the semester and formulate your own philosophy as a future educator. You will be given multiple options to complete this assignment including writing a 2 page essay and creating a digital presentation. More information will come later in the semester.

Misc Assignments – (2 assignments at 15 points)

Culturally Sustaining Pedagogy Assignment (more information to come)

AND

Universal Design for Learning Assignment (more information to come)

Course Schedule

Week	Class Date	Topic	Assignments Due
1	August 9 th – 15 th	Introductions & Syllabus	Syllabus Quiz Assignment Intro's Discussion Board
2	August 16 th – 22 nd	Do I want to be a Teacher?	Discussion Board Chapter Quiz
3	August 23 rd – 29 th	Changes in American Society: Their Influences on Today's Students	Discussion Board Chapter Quiz Observation Write Up
4	Aug 30 th - Sept 5 th	Student Diversity: Culture, Language, Gender, and Exceptionalities	Discussion Board Chapter Quiz Observation Write Up
5	September 6 th – 12 th	Student Diversity: Culture, Language, Gender, and Exceptionalities (Part 2)	Discussion Board Chapter Quiz Observation Write Up
6	September 13 th – 19 th	Education in the United States: Its Historical Roots	Discussion Board Chapter Quiz Observation Write Up
7	September 20 th – 26 th	Choosing A School/School Structure	Discussion Board Chapter Quiz Observation Write Up
8	September 27 th – October 3 rd	Governance and Finance: Regulating and Funding Schools	Discussion Board Chapter Quiz Observation Write Up
9	October 4 th – 10 th	School Law: Ethical and Legal Influences on Teaching	Discussion Board Chapter Quiz Observation Write Up
10	October 11 th – 17 th	The School Curriculum in an Era of Standards	Discussion Board Chapter Quiz Observation Write Up

Week	Class Date	Topic	Assignments Due
11	October 18 th – 24 th	Classroom Management: Creating Productive Learning Environments	Discussion Board Chapter Quiz Observation Write Up
12	October 25 th – 21 st	Becoming an Effective Teacher	Discussion Board Chapter Quiz Observation Write Up
13	November 1 st – 7 th	Educational Reform and You	Discussion Board Chapter Quiz Observation Write Up
14	November 8 th – 14 th	Developing as a Professional, CSTPs, and TPEs	Discussion Board Chapter Quiz Observation Write Up
15	November 15 th – 21 st	Introduction to California Academic Content and Performance Standards	Discussion Board Chapter Quiz Observation Write Up
16	November 22 nd – 28 th	Thanksgiving Break No Class	NONE
17	November 29 th – December 5 th	Culturally Sustaining Pedagogy	Discussion Board Chapter Quiz CSP Assignment
18	December 6 th – 10 th	Educational Philosophy and Your Teaching	Discussion Board Chapter Quiz Educational Philosophy Assignment

Rubrics:

Discussion Boards

	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	Score
	0	1	2	3	4	
Discussion Boards	Assignment not completed OR does not meet any of the necessary requirements.	Student initiates at least one thread that comments on topic/topics discussed in the material. First post is less than 200 words and not (½ to 1 page long) Comments do not show reflection on and analysis of the topic. Student does not engage in active discussion with class or makes superficial comments on classmates' posts.	Student initiates at least one thread that comments on topic/topics discussed in the material. First post should be at least 200 or More words (½ to 1 page long) Comments somewhat show reflection on and analysis of the topic. Student engages in active discussion with class and makes relative comments on 1 classmates' posts.	Student initiates at least one thread that comments on topic/topics discussed in the material. First post should be at least 200 or More words (½ to 1 page long) Comments somewhat show reflection on and analysis of the topic. Student engages in active discussion with class and makes relevant comments or evaluations on 2 classmates' posts.	Student initiates at least one thread that comments on topic/topics discussed in the material. First post should be at least 200 or More words (½ to 1 page long) Comments clearly show reflection on and analysis of the topic. Student engages in active discussion with class and makes relevant and substantive comments or evaluations on 2 classmates' posts.	

Classroom Observation Write-ups

TBA

Other Assignments

TBA

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course.

The student's decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment due dates, are subject to change. Students will be notified through canvas, email, or in class of any changes.
4. the student's understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.