



*Spring 2021*

## **INTRODUCTION TO TEACHING – EDUC. 10**

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**Department:** Education

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**School Phone:** 559-595-4221

**Office Hours:** By appointment only

**Class Room:** NAZ 2

**Location:** Dinuba High School/ONLINE

**Section Number:** 59428

**Class Meetings:** M-F 1:05-1:55pm

### **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: @4 hours per week 56hours total. This class is required for admission to a basic teaching credential program.

### **Student Learning Objectives**

Upon completion of this class students will be able to:

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

### **Course Objectives**

At the completion of this course, the students should be able to:

1. **Assemble information to choose career options in the teaching field.**
  - a. Identify the common and/or personal motivations for teaching, as well as the extrinsic and intrinsic rewards of the teaching profession.

b. Describe the current and projected job market in education, as well as other job opportunities for those individuals completing the teacher education program

**2. Organize leadership tasks and skills to continue their preparation for Teaching.**

- a. Distinguish between schooling and education and discuss the function of schools in our society
- b. Discuss the history of American education, to include the development of educational ideas and the evolution of education for minorities
- c. Discuss what teachers should know about technology and its impact on schools
- d. Identify and discuss the ethical and legal issues facing teachers
- e. Discuss the issues and concerns the first-year teacher might experience, as well as tips for surviving the first year.

**3. Examine the changing diversity of today's students.**

- a. Investigate what life is like in the schools
- b. Discuss the diversity of today's students and examine the differences in student cultures, learning styles, demographics, and language
- c. Identify and describe the social problems and tension points that affect today's schools.

**4. Explore issues facing students and teachers.**

- a. Determine what is taught in today's schools by defining and differentiating between the formal and informal curriculum
- b. Describe how schools are governed, influenced, and financed
- c. Identify the national efforts for educational reform and recognize the complexity of educational reform.

**5. Demonstrate a professional attitude and approach toward the teaching profession.**

- a. Identify and describe the characteristics of an effective teacher
- b. Discuss the philosophical foundations of education, and review the four philosophies of education--perennialism, progressivism, essentialism, and existentialism
- c. Discuss what it means to be a professional in the teaching field.

**Course Outline**

**I. Part One- Schools and Students-**

**1. What is a School and what is it for?**

- a. Education and Schooling
- b. Four basic Purposes of School
- c. Models of Schools
- d. Schools as a Cultures
- e. Schools as Transmitters or Re-creators of Culture
- f. What Do Studies Reveal about the Nature of Schools
- g. What is a Good School?

h. The unfinished Work of Schools

II. 2. Who Are Today's Students in a Diverse Society?

- a. Sources of Student Diversity
- b. Racial, Ethnic, and Cultural Diversity
- c. Diverse needs
- d. Diverse Abilities
- e. The school's response to Diversity
- f. The teacher's response to Diversity

III. 3. What social problem and tension points affect today's students?

- a. Social problems affecting students
- b. Tension points in America education

IV. 4. What is taught?

- a. What is curriculum?
- b. What is the present curriculum?
- c. Assessing student academic performance
- d. Additional influences on curriculum
- e. Is the existing curriculum relevant to today's society? 2000

V. Part 2- Teachers

5. What makes a teacher effective?

- a. Framework for professional practice
- b. The teacher as a reflective decision maker
- c. Aspect of reflective decision making
- d. What attitudes does the effective teacher possess?
- e. What subject-matter knowledge does the effective teacher need?
- f. What theoretical knowledge does the effective teacher need?
- g. Personal practical knowledge
- h. What teaching skills are required of an effective teacher?

VI. 6. What should teachers know about technology and its impact on schools?

- a. A brief look at education's technological past
- b. How are schools being pressured to change?
- c. How are technologies affecting student learning?
- d. How are technologies affecting teaching?
- e. How are computer technologies organized for student use?

f. What are key issues in educational technology?

7. What are the ethical and legal issues facing teachers?

- a. The ethics of teaching
- b. The teacher and the law
- c. Lifestyle and the teacher
- d. Law, religion, and the school
- e. Student and the law

Part 3: Foundations and the Future

8. What are the philosophical foundations of American Education?

- a. What is philosophy?
- b. The terrain of philosophy
- c. Schools of educational philosophy
- d. The influence of psychological theories
- e. Your philosophy of education

9. What is the history of American education?

- a. Themes in American education
- b. Elementary education
- c. Secondary education
- d. Private education
- e. Education of minorities

10. How are schools governed, influenced, and financed?

- a. Who legally governs public education?
- b. Who influences American public education?

11. How should education be reformed?

- a. What ought to be the elements of educational reform?
- b. Current reform initiative
- c. The current state of schools

Part 4: the teaching profession

12. What are your job options in education?

- a. Will there be job openings in education?
- b. How do you obtain a teaching position?
- c. How do you become licensed?
- d. If you don't teach, what then?

13. What can the new teacher expect?

- a. The school milieu: the shock of the familiar
- b. Administrators: mixed bag and many hats
- c. Peers: a mixed blessing
- d. Instructions: so much to learn
- e. Students: friends or fiends
- f. Parents: natural allies with different agendas
- g. Surviving the first year of teaching

14. What does it mean to be a professional?

- a. The status of teaching: a profession or not?
- b. Professional associations
- c. Your own professional development

15. Why teach?

- a. Motivations for teaching
- b. The rewards of teaching
- c. Sources of useful experiences
- d. Case studies in the motivation to teach

**Tentative Schedule:**

	<b>Topic/Unit</b>
• Week 1-	Intro: Schools and Students
• Week 2-	Students in a Diverse Society
• Week 3-	What social problem and tension points affect today's students?
• Week 4-	What is Taught?
• Week 5-	What is Taught? Continued
• Week 6-	Effective Teaching
• Week 7-	Teachers and Technology
• Week 8-	Ethical and Legal Issues for Teachers
• Week 9-	Philosophy of Teaching
• Week 10-	History of American Education

• Week 11-	How are Schools Governed?
• Week 12-	Opportunities in Education
• Week 13-	Expectations of New and Old Teachers
• Week 14-	Professionalism
• Week 15-	Why Teach?
• Week 16-	CBEST Prep
• Week 17-	CBEST Prep
• Week 18-	Final Project

## **Grading**

The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

### **Percentage**

A = 90-100

B = 80- 89

C = 70 -79

D = 60 69

F = 59 and below

Test material is constructed from class discussions, assigned readings, lectures, presentations and special assignments. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

## **Assignments and Corresponding labs:**

Chapter 1-Pause Reflect Questions (10)

Chapter 2- Pause Reflect Questions (10)

Chapter 3- Pause Reflect Questions (10)

Chapter 4- Pause Reflect Questions (10)

Chapter 5- Pause Reflect Questions (10)

Chapter 7- Pause Reflect Questions (10)

Chapter 8- Pause Reflect Questions (10)

Chapter 9- Pause Reflect Questions (10)

Chapter 10- Pause Reflect Questions (10)

Chapter 11- Pause Reflect Questions (10)

Chapter 12- Pause Reflect Questions (10)

Chapter 13- Pause Reflect Questions (10)

Chapter 14- Pause Reflect Questions (10)

Chapter 15- Pause Reflect Questions (10)

Resume (10)

Group Project (30)  
Attendance sheets must be maintained, signed by the teacher (50)  
Weekly Reflections (10per)  
Classroom Observations (5per)  
Philosophy of Education (20)  
Lesson plans (20per)  
Portfolio (100)  
Finals S/F (100 )

### **Course Requirement**

Junior, Senior in high school and over 2.0 GPA

### **Required or Recommended Textbooks and Materials:**

-(Provided for students) Ryan and Cooper (2004), *THOSE WHO CAN, TEACH*, 10th Edition, Houghton Mifflin Company.  
-pen or pencil  
-writing paper

### **Cancellation Class Notification**

Check high school website for any notification, Foggy Day Schedule, etc.

### **Attendance/General Expectations:**

Attendance policies as documented in the Selma High School Handbook will be followed. Make up work is accepted with a reduced score as determined by the instructor. Extra credit may be assigned as determined by the instructor.

- 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.
- Attendance will be taken at the start of class. *Being on time is a professional responsibility for teachers!* Please respect the instructor's and your classmates' time.
- If you must miss a class, please send the assignment to class with a friend or email to me.. It is your responsibility to ask a classmate for notes and any materials handed out. HINT: Find a buddy!!!
- 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!
- **Students have to complete the 56 hours of observation at an accredited k6 institutions to pass the course.**

**Subject to Change:**

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

### **Evaluation:**

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale. The instructor reserves the right to adjust scores as it may be required throughout the semester.

Unit Assignments	10%
Tests & Quizzes	20%
Projects	40%
Final Exam	20%

Your grade in this course will be based on the following scale:

A	– 90 – 100%
B	– 80 – 89%
C	– 70 – 79%
D	– 60 – 69%
F	– 59% and below

### **Attendance**

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. A “tardy” is considered an absence unless the student contacts the instructor at the end of class to change the status from absent to tardy. Two tardies will count as an absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor (i.e., class meets two times per week, 4 absences; class meets 1 time per week, 2 absences).

Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: There will be no make-ups for quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by High School Attendance Office. Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

### **Grading Policy/Scales/Evaluation Criteria**

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be accepted late up to the test for that unit of the course or 2 weeks past the deadline, whichever is sooner; however, late assignments will be penalized 1/5 of the possible points. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 1/5 of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.



## **College Policies:**

### **Cheating & Plagiarism**

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

#### **Cheating is:**

- A. Copying someone else's class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else's work as your own.
- E. Text messaging and multi-media messaging.

#### **Consequences, Per School Year:**

**1st Offense** - The teacher shall send a referral to office. Student shall receive an "F" or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

**2nd Offense** - The teacher shall send a referral to the office. The student shall receive an "F" or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a "W/F" for the semester.

**3rd Offense** - Recommendation for transfer.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program.

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

### **Accommodations for Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

**Reedley College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic adjustments or auxiliary aids, students must be registered with the DSP&S office on campus. DSP&S can be reached at (559) 638-3332. If you are already registered with the DSP&S office, please provide your Notice of Accommodation form as soon as possible.**

**Work Ethic** - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- **Punctual:** It is customary to arrive at least 5 minutes before work begins. Individuals will be terminated if they are not punctual.

- **Responsible:** It is expected that an employee works every scheduled work day. Individuals will be terminated if they are not responsible.
- **Prepared:** It is expected that an employee be prepared with he/she arrives for work. Students must have work shirts, safety glasses, and appropriate footwear to participate in the laboratory. If a student is not prepared, he/she cannot participate and will receive a zero (see “responsible”).

**Language** - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

### **Behavioral Standards**

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop. Please do so.
- There is no smoking, chewing tobacco, alcohol, or drugs allowed in classrooms, shops, or school vehicles.
- This class is set for the semester. All doctor’s appointments, interviews, meetings with counselor, and other types of appointments should be scheduled during your time outside of class.

### **Important Dates Spring 2021**

- January 11 (M) Start of Spring 2021 semester
- January 11 - March 12 (M-F) Short-term classes, first nine weeks
- January 18 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)
- January 22 (F) Last day to drop a Spring 2021 full-term class for full refund
- January 29 (F) Last day to register for a Spring 2021 full-term class in person
- January 29 (F) Last day to drop a Spring 2021 full-term class to avoid a “W” in person
- January 31 (SU) Last day to drop a Spring 2021 full-term class to avoid a “W” on

#### **WebAdvisor**

- February 12 (F) Last day to change a Spring 2021 class to/from Pass/NoPass grading basis
- February 12 (F) Lincoln Day observance (no classes held, campus closed)
- February 15 (M) Washington Day observance (no classes held, campus closed)
- March 12 (F) Last Day to drop a full-term class (letter grades assigned after this date)
- March 15 - May 21 (M-F) Short-term classes, second nine weeks
- March 29 - April 1 (M-Th) Spring recess (no classes held, campus open)
- April 2 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 5)

- May 17-21 (M-F) Spring 2021 final exams week

May 21 (F) End of Spring 2021 semester

May 31 (M) Memorial Day holiday (campus closed)

\*\* Withdrawal (W): A student will be assigned a grade of “W” for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a “W” (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.