



Course Information:

Course Name: EDUC10: Introduction to Teaching

Section: Refer to Canvas

Course Location

& Time: Online (with in person lab hours)

Instructor Information:

Instructor: Eric Mendoza

Office Hours: By appointment only

Phone or Video Chat: schedule appointment via Canvas

Canvas Msg: Access via Canvas (preferred method of contact)

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 at least 45 hours of structured fieldwork in K-12 classrooms.

Required Text and Materials:

- This is an OER/ZTC Course (Open Education Resource/Zero Textbook Cost)
 - All required text are provided free of cost.
- 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 supportive of the learning process, creating an environment where 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. This applies to in person and online classes.

Class Participation:

You will be expected to participate in large and small group discussions either in person, in online discussion boards, or on Online Meeting 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 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 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** messages (this is my preferred method of contact) or school email. I am a full time Elementary Teacher and involved in several extracurricular activities, because of this I receive many messages each day. I will do my best to respond in a timely manner, within 24 hours of receiving your correspondence.

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 especially important and enables the instructor to return graded assignments more quickly. I **DO** accept late work but at my discretion. I accept late work because I want my students to be successful in my class and I understand situations arise. Please reach out to me as soon as you can if you need more time to complete an assignment. 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. If you need additional accommodation, please let me know.

Writing Expectations:

You will see in the various assignment guidelines on Canvas and in the writing rubric below that writing quality is considered on all assignments. Overall writing quality includes grammar, usage, mechanics, style, and 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, Variabilities, Nuero Diversity:

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.

The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability. If you have a verified need for academic accommodation or materials in alternative media (e.g., Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible.

Academic Success:

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 can 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 if I make a recording error.

Please note that **only** your Reedley College email address is recognized by Canvas. Any messages I send to the class will be sent through Canvas and 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 with college websites or email.

Canvas Support: 844-629-6837

Use this number for Canvas questions and problems.

Honor Code:

As a community of learners, 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 to improve one's grade or obtain 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 includes 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, to 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.

Grading and Assignments

Assignment Chart:

Assignments	Possible Points	Percentage/Weight*	SLOs
Required Reading and Watching (OER Materials)	0	0	SLO: 1-3
Field Work/Lab Observation Hours and Log	15	5%	SLO: 1-3
Lab Reports (Observation Reflections)	75	20%	SLO: 1-3
Quizzes	85	25%	SLO: 1-3
Discussions	85	25%	SLO: 3
Culturally Sustaining Pedagogy Assignment	20	5%	SLO: 1-3
Universal Design for Learning Assignment	20	5%	SLO: 1-3
Educational Philosophy Assignment	40	15%	SLO: 1-3
Total Points	340	100%	_____

*Percentages are approximate

Grade Scale

Total Points	Letter Grade
203 and below	F (not passing)
204 – 237	D (not passing)
238 – 271	C
272 – 305	B
306 and above	A

Note: Assignment Chart, Assignment Weighting, and the grading scale included here are a recommendation aligned to departmental guidelines; however, the final method of grading is **still at the discretion of the individual instructor**. The instructor's syllabus must reflect the criteria by which the student's grade has been determined.

Assignment Details

Required Reading and Watching (OER) (0 Points)

This is an Open Education Resource/Zero Textbook Cost Course. All the text, media, and materials are provided for students without cost. Weekly Reading and watching is assigned but not graded. Depending on the format of the course, Synchronous or asynchronous, watching may also include live or recorded lectures by the instructor.

Field Work/Lab Observation Hours and Log (1 log at 15 points)

Student will keep a record of observation hours completed on the provided Log. This log will be submitted at the end of the course with the observation Teacher's signature approving students logged hours. (can also be approved by site admin)

Lab Reports/Observation reflections (15 written reflections at 5 points each)

Students complete 45 hours of observation over 15 weeks, 3 hours per week. These observations will consist of live observation in an in-person classroom.

Student will submit written summaries or reflections; of all the observations they complete. The writing should include a header and be 1 full page in length, not including the header (12 size font, double spaced). Students may write about techniques the teacher used, the activities the students performed, and their reflection on these lessons and activities.

Recommendations:

1. Do not assign observations or reflections the first 2 weeks of the course to allow students time to find placements.
 - a. Do not assign an observation or reflection the last week of the course to allow students time to complete course assignments.
2. See attached rubric below.

Quizzes (17 quizzes at 5 points each)

Quizzes have 5 questions drawn from information provided in the weekly reading and watching. The quizzes will usually include true/false questions, multiple choice questions, and short answer questions.

Recommendations:

1. Do not assign a quiz the last week of the course.

2. Recreate the syllabus quiz (week 1 Quiz) to align to your own syllabus

Discussions (17 Discussions at 5 points each)

Online Discussion Board or Live “in-class” discussions on diverse topics related to the learning.

Recommendations:

3. Do not hold a discussion the last week of the course.
4. See attached rubric below.

Universal Design for Learning Assignment – (1 assignments at 20 points)

Info (See attached assignment sheet)

Educational Philosophy Assignment – (1 assignments at 40 points)

Info (See attached assignment sheet)

(Generic Assignment) – (1 assignments at 20 points)

This assignment can be created custom by the instructor. Some pertinent options may be: Culturally Sustaining Pedagogy, Educational Technology, Student Diversity, Project Learning, etc.

Rubrics

Discussion Boards

NO GRADE	Weak	Needs Improvement	Satisfactory	Good	Excellent
0	1	2	3	4	5
<p>Assignment not completed.</p> <p>OR</p> <p>does not meet any of the necessary requirements.</p>	<p>Student initiates at least one thread that comments on topic/topics discussed in the material.</p> <p>First post is less than 200 words and not (½ to 1 page long)</p> <p>The first post does not show reflection on and analysis of the topic.</p> <p>Students do not engage in active discussion with class or make superficial comments on classmates' posts.</p>	<p>Student initiates at least one thread that comments on topic/topics discussed in the material.</p> <p>First post is less than 200 or More words (½ to 1 page long)</p> <p>First post somewhat shows reflection on and analysis of the topic.</p> <p>Students engage in some active discussion with class and make some relative comments on at least 1 classmate's post.</p>	<p>Student initiates at least one thread that comments on topic/topics discussed in the material.</p> <p>First post is at least 250 or More words (½ to 1 page long)</p> <p>Comments somewhat show reflection on and analysis of the topic.</p> <p>Students engage in active discussion with class and make some relative and substantive comments on 2 classmates' posts.</p>	<p>Student initiates at least one thread that comments on topic/topics discussed in the material.</p> <p>First post should be at least 250 or More words (½ to 1 page long)</p> <p>Comments Clearly show reflection on and analysis of the topic.</p> <p>Student engages in active discussion with class and makes relevant and substantive comments or evaluations on 2 classmates' posts.</p>	<p>Student initiates at least one thread that comments on topic/topics discussed in the material.</p> <p>First post should be at least 250 or More words (½ to 1 page long)</p> <p>Comments clearly show reflection on and analysis of the topic.</p> <p>Students engage in active discussion with class and make relevant and substantive comments or evaluations on 2 classmates' posts AND provide opportunity for classmates to continue the conversation.</p>

Classroom Observation Reflections

NO GRADE	Weak	Needs Improvement	Satisfactory	Good	Excellent
0	1	2	3	4	5

Assignment not completed. OR does not meet any of the necessary requirements.	Observation Write up lacks' substantive reflection and engagement. Minimal to no analysis, personal connections, and self-reflection are present.	Observation Write up's reflection is shallow and lacks engagement with the topic or experience. Limited analysis, personal connections, and self-reflection are evident.	Observation Write up reflects a basic level of engagement with the topic or experience. Writer offers some analysis, personal connections, and limited self-reflection.	Observation Write up displays thoughtful reflection and engagement with the topic or experience. Writer presents relevant analysis, personal connections, and shows a genuine attempt at self-reflection.	Observation Write up demonstrates exceptional depth of reflection and engagement with the topic or experience. Writer provides insightful analysis, personal connections, and meaningful reflection.
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Other Assignments

Syllabus Disclaimer

This syllabus constitutes a contract between this course's instructor and the student enrolled. 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 outlined 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. (06)

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