

**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION**

**SYLLABUS
OVERVIEW/SCHEDULE/INSTRUCTIONS**

I. COURSE NAME AND NUMBER: INTRODUCTION TO TEACHING EDUC 3003

Credit Hours: 3

Dr. Diann Megert

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Office Hours: As Posted

II. COURSE DESCRIPTION:

An introductory course in education prerequisite to most education courses; introduces students to roles of education in a democratic society, basic principles and techniques of teaching, scope and organization of public school system in United States, and the place of teachers in school and community. Additionally requires field component in the public schools. Prerequisite: Second Semester Freshman standing. Lecture 3 hours.

III. CONCEPTUAL FRAMEWORK:

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.



An educator who is COMPETENT displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:

This course addresses the Oklahoma General Competencies and the Standards as defined by the Association for Childhood Education International (ACEI), and the Cameron University Conceptual Framework for Professional Education (Competent, Caring, and Committed).

Students will

| Course Objective | ACEI Standard | OK General Competency |
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| <p>1. identify the advantages and disadvantages of teaching as a career choice through discussion and field observation</p> | <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p> | <p>The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |
| <p>2. start the process of compiling artifacts in an electronic portfolio that will exhibit competencies required for admittance into teacher education</p> | <p>Standard 2.1 Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.</p> | <p>The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology</p> |
| <p>3. identify, describe, and evaluate the philosophical views which have influenced education in the United States, and deduce the applications of each to the classroom</p> | <p>Standard 2.1 Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed</p> | <p>The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> |

| Course Objective | ACEI Standard | OK General Competency |
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| | <p>decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, <u>connection across the curriculum</u>, curricular goals, and community.</p> | |
| <p>4. discuss the social problems and issues affecting students, brainstorm possible solutions, and evaluate each solution, listing advantages and disadvantages</p> | <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p> | <p>The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being</p> |
| <p>5. describe the organizational patterns of schools and school systems and how they are governed and financed</p> | <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p> | <p>The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.</p> |
| <p>6. examine the legal and ethical issues facing teachers and critically analyze classroom scenarios involving ethical and legal dilemmas</p> | <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p> | <p>The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.</p> |

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| <p>7. identify how exceptional learning styles and diversity affect student learning</p> | <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, <u>connection across the curriculum</u>, curricular goals, and community.</p> <p>3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> | <p>The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> |
| <p>8. examine the main issues and trends in classroom management</p> | <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p> <p>3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.</p> | <p>The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self motivation and active engagement in learning, thus, providing opportunities for success.</p> |
| <p>9. explore various assessment strategies</p> | <p>4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> | <p>The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.</p> |
| <p>10. describe and analyze the lesson plan creation process by writing a reflective paper</p> | <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> | <p>The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.</p> <p>The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |
| <p>11. demonstrate the ability to reflect and summarize classroom experiences by writing an observation report based on classroom observations</p> | <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> | <p>The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> |

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| <p>12. demonstrate acceptable academic writing and critical thinking skills through a written persuasive essay</p> | <p>Standard 2.1 Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.</p> | <p>The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> |
| <p>13. demonstrate competency in the development of basic lesson plans</p> | <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, <u>connection across the curriculum</u>, curricular goals, and community.</p> | <p>The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.</p> |

V. TEACHING STRATEGIES:

This class will be taught through notes from the assigned chapters in the text, PowerPoint presentations, online class discussions and activities. Technology will also be incorporated by creating an electronic portfolio that will be used throughout the teacher education program.

VI. REQUIREMENTS AND ASSIGNMENTS:

REQUIREMENTS:

1. The student is responsible for all information in the assigned chapters of the textbook, Becoming a teacher (7th ed.) by Forrest Parkay and Beverly Stanford.
2. The student is responsible for all information presented in course documents, activities, PowerPoint presentations, and chapter reviews.
3. The student is responsible for his/her own work. Copying, plagiarism, or other forms of academic dishonesty are not acceptable behaviors. If a student represents another's work as his/her own, action will be taken in accordance with university policy (see Student Handbook).
4. **A 10 hour field component is included in this course. Your field component must be completed in the school assigned by the Coordinator of Field Experiences. Any changes in your field placement must be approved by the Coordinator of Field Experiences. Ten clock hours of observation must be completed even if assignments related to the observations are not submitted. Anyone failing to complete 10 clock hours of field placement in the assigned school has not completed course requirements and will receive an "F" in the course. The student must retake the course and will be required to complete all assignments, exams, and the full 10 hours of field experience that are part of the course.**

ASSIGNMENTS:

Templates and assignment guidelines for each assignment will be provided online. Assignments are due on **Thursday, 5:00 p.m. of the week in which they are assigned**. For example, if an assignment is listed in week 1, the due date is Thursday of week 1. Late work will be accepted no later than one week past the due date. Grading of late work will begin at 80% of the total possible points, yielding a B at best for a final grade on the assignment. Both the student and instructor will keep a written and accurate record of when assignments are submitted. See the Evaluation and Grading section for assignment scoring.

1. Persuasive Essay
The purpose of the persuasive essay is to provide practice for the Oklahoma General Education Test (OGET) which is required for entrance into Teacher Education at Cameron University. You are required to choose a controversial subject in education from a list of subjects and defend one side of the issue in a two page paper.
(OK 6; ACEI 3)
2. Lesson Plan

You are required to develop an original lesson plan that follows Cameron University Education Department's format. You will submit the original lesson plan for a grade, then make the corrections in the lesson plan as required by your instructor for a second grade. (OK 14; ACEI 3)

3. Reflection Paper

You are required to write a two page reflection paper, based on the guidelines provided, about the **lesson plan creation process** (not the lesson plan itself). The reflection paper will be placed in the electronic portfolio. (OK 7, 9; ACEI 5)

4 Portfolio Submission

You will create an electronic portfolio and add four artifacts to that portfolio (Nelson Denny test results, Lesson Plan, Record of Field Experiences, and Reflection Paper). You will submit the portfolio for assessment to your instructor with the artifacts placed in the correct competencies. (OK 4; ACEI 2, 3)

5 Observation Report

You are required to create and submit to your instructor a five page reflective report detailing your experiences during your classroom observation. (OK 9; ACEI 5)

VII. TEXTBOOK/MATERIALS

REQUIRED:

Parkay, F. W. & Stanford, B. H. (2004). *Becoming a teacher* (7th ed.). Boston: Allyn and Bacon.

Chalk & Wire access code (Electronic Portfolio) – only available through Cameron's bookstore. You cannot receive a grade of "A" without this code and your grade will most likely be diminished if you do not have the code. See *Evaluation and Grading for further details*.

VIII. EVALUATION AND GRADING:

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| Persuasive essay | 25 points |
| Two (2) lesson plans | |
| First trial lesson plan | 15 points |
| Second final lesson plan | 30 points |
| One (1) Reflection Paper | 25 points |
| Portfolio submission – <u>Requires a Chalk and Wire Code</u> (Nelson Denny, Lesson Plan, Record of Field Experiences and Reflection Paper) | 20 points |
| One (1) classroom observation report..... | 50 points |
| Class activities, discussion board participation | 40 points |
| Three (3) exams | |
| Exam 1 (Chapters 1-3) | 65 points |
| Exam 2 (Chapters 4-6) | 65 points |
| Exam 3 (Chapters 8-10) | 65 points |
| TOTAL | 400 points |

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|-------------|-------------|-------------|-------------|-------------------|
| 90-100%=A | 80-89%=B | 70-79%=C | 60-69%=D | 0-59%=F |
| 360-400 pts | 320-359 pts | 280-319 pts | 240-279 pts | less than 240 pts |

All exams must be taken at an authorized testing facility. The testing facility and proctor must be approved by the instructor of the class. If a student cannot take the test on the assigned exam day, the exam(s) may be made up final's week during a time arranged by the professor. Make-up exams will be given using alternate forms and may be more difficult than the original exams. Because it is to your advantage to be evaluated on material recently studied, make every effort to take the exams at the scheduled times.

There will be no opportunities to make up missed class activities or discussions. Students must also submit assignments on the dates set in the schedule to receive credit.

IX. ATTENDANCE/WITHDRAWAL POLICY:

1. You are expected to access course at least twice a week; once by Wednesday 11:00 p.m. of each week and once by Saturday 11:00 p.m. You are responsible for material presented in the course and assignments given for completion. Handouts and assignments are available online.
2. Class participation is important. Students who do not participate in the online discussions will not benefit from the ideas and interpretations of others in the class. These discussions provide practice in using the concepts covered in the course. You are here to learn and you must participate in the class discussions.
3. If you miss 1/5 (20 percent) of the class discussion in this course you have missed valuable experiences, content, and information necessary for minimal competency in Introduction to Teaching, regardless of the points you may have earned. Therefore, failure to participate in at least 80% of the class discussions may result in a loss of one letter grade in the class.
4. Students who cease to access the class and who do not bring an official Cameron drop form for my signature will receive an "F" in the course regardless of their grade at the time they cease to access the class. Current Cameron policy prohibits giving a "W" in such a circumstance. The drop dates for this semester are as follows:

- Last date to enroll or add a class...August 27, 2007**
- Last date to drop without entry on transcript...August 31, 2007**
- Last date to drop with a full refund... August 31, 2007**
- Last date to withdraw with an automatic 'W'...November 14, 2007**
- Last date to withdraw from a class...December 3, 2007**

VIII. COURSE OUTLINE AND SCHEDULE

| | Task | Assignments Due |
|---------------|---|------------------------|
| Week 1 | Read Syllabus Read Chapter 1 Read Field Placement Request Form guidelines | |

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| Week 2 | Read the Nelson Denny Information View Chapter 1 Presentation Read Notes for Chapter 1 Complete Chapter 1 Activities and Review | Field Placement Request Form submitted |
| Week 3 | Read Persuasive Essay documents Read Chapter 2 | Nelson Denny Reading Test (TBA) |
| Week 4 | View Chapter 2 Presentation Read Notes for Chapter 2 Complete Chapter 2 Activities and Review | Persuasive Essay submitted |
| Week 5 | View Introduction to Lesson Plans presentation Review Sample Lesson Plan and Lesson Plan Rubric documents Read Field Experience Reports introduction Read Reflection Paper Information and Observation Report documents | |
| Week 6 | Read Chapter 3 View Chapter 3 Presentation Read Notes for Chapter 3 Complete Chapter 3 Activities and Review | First Lesson Plan submitted |
| Week 7 | EXAM #1 Read Chapter 4 View Chapter 4 Presentation Read Notes for Chapter 4 | Exam 1 – Chapters 1-3 (Thurs.) |
| Week 8 | Complete Chapter 4 Activities and Review Read Chapter 5 View Chapter 5 Presentation Read Notes for Chapter 5 | |
| Week 9 | Complete Chapter 5 Activities and Review View E-Portfolio Information presentation Read Chalk & Wire documentation | Modified Lesson Plan submitted |
| Week 10 | Read Chapter 6 View Chapter 6 Presentation Read Notes for Chapter 6 Complete Chapter 6 Activities and Review | Reflection Paper submitted |
| Week 11 | EXAM #2 Read Chapter 8 | Exam 2 – Chapters 4-6 (Thurs.) |
| Week 12 | View Chapter 8 Presentation Read Notes for Chapter 8 Complete Chapter 8 Activities and Review | Required portions of E Portfolio submitted |
| Week 13 | Read Chapter 9 | Observation report submitted |
| Week 14 | View Chapter 9 Presentation | |

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| | Read Notes for Chapter 9 Complete Chapter 9 Activities and Review Read Chapter 10 | |
| Week 15 | View Chapter 10 Presentation Read Notes for Chapter 10 Complete Chapter 10 Activities and Review EXAM #3 | Exam 3 – Chapters 8-10 (Thurs.) |

This schedule is tentative. It is the responsibility of the student to access the class and know where we are in the reading, etc. Unless unforeseen circumstances arise, exam dates and assignment due dates will not change.

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

IX. BIBLIOGRAPHY:

- Adams, B.A. (2001). *Developing a teacher portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, NJ: Prentice-Hall.
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- Diaz, C. F., Pelletier, C. M., & Provenzo, E. F. (2006). *Touch the future: Teach*. Boston: Pearson.
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- Martin, D. J. & Loomis, K. S. (2007). *Building teachers: A constructivist approach to introducing education*. Belmont, CA: Thomson Wadsworth.
- McNergney, R. F., & McNergney, J. M. (2004). *Foundations of education: The challenge of professional practice* (4th ed.). New York: Pearson.
- Morrison, G. S. (2006). *Teaching in America* (4th ed.). Boston: Pearson.
- Newman, J. W. (2006). *America's teachers* (5th ed.). Boston: Allyn-Bacon.
- Ryan, K., & Cooper, J. M. (2001). *Those who can, teach*. Boston: Houghton-Mifflin.

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Webb, L. D., Metha, A., & Jordan, K. F. (2007). *Foundations of American education* (5th ed.). Upper Saddle River, NJ: Pearson Education.