

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

**SYLLABUS
OVERVIEW/SCHEDULE/INSTRUCTIONS**

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

Credit Hours: 3

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II. COURSE DESCRIPTION:

An introductory course in education prerequisite to most education courses; introduces students to role of education in a democratic society, basic principles and techniques of teaching, scope and organization of public school system in United States, and place of teacher 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
<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
	<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>

<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>

<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 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 lecture, class discussion, group work, and student presentations. Technology will be used in 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 class.
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 in class. Assignments are due at the beginning of class on the date noted on the schedule. 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 (or 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, and

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. 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, and Record of Field Experiences. 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)

VIII. EVALUATION AND GRADING:

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 (Nelson Denny, Lesson Plan, Record of Field Experiences and Observation/Reflection paper)	20 points
One (1) classroom observation report.....	50 points
Three (3) research reviews (10 pts., 10 pts., 15 pts.).....	35 points
Three (3) exams	
Exam 1 (Chapters 1-3).....	100 points
Exam 2 (Chapters 4-6).....	100 points
Exam 3 (Chapters 8-10).....	100 points
 TOTAL	 500 points

90-100%=A 80-89%=B 70-79%=C 60-69%=D 0-59%=F

If a student cannot be present on an exam day, the exam(s) may be made up finals 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 be present for regularly scheduled exams.

There will be no opportunities to make up missed class activities. Activities may or may not be announced and may be given at any time. Students must be present on the date in-class assignments are given to receive credit.

IX. ATTENDANCE/WITHDRAWAL POLICY:

1. You are expected to attend class. You are responsible for material presented in class and assignments given for completion at home whether you are present or not. Handouts and assignments will be given out in class only. If you are absent, make arrangements for someone to obtain a handout/assignment for you.
2. Class attendance is important. Students who are absent will not benefit from class activities which provide practice in using the concepts covered in the course. You are here to learn and if you are not in class I will assume you have a valid reason.
3. Points for attendance will not be given. Points will not be deducted for nonattendance. However, if you miss 1/5 of the classes in this course you have missed valuable experiences, discussions, content, and information necessary for minimal competency in Introduction to Teaching, regardless of the points you may have earned.
4. A sign-in roster will be used to record attendance during each class period. In the event a student is within 5 points of a higher grade after all points have been tabulated, attendance and the field observation evaluation form completed by the teacher of the public school classroom in which the student observed will be examined. Only students who receive over 80% of the possible points on their evaluations and who have no more than 1 absence will receive the higher grade in such a circumstance.
5. Students who cease to attend 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 attend 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

X. COURSE OUTLINE AND SCHEDULE

DATE	TOPIC	ITEMS DUE
August 21	Syllabus & Field Experience Placement Request	
August 23	Nelson Denny Reading Test	
August 28	Chapter 1 Observation Report	
August 30	Chapter 1-2	
September 4	Chapter 2 Persuasive Essay Introduction	Persuasive essay due on Thursday, September 13
September 6	Chapter 2 (cont.)	
September 11	Chapter 3 Lesson Plan Introduction	
September 13	Lesson Plan group work & presentations	Persuasive essay due today!
September 18	Chapter 3-4 Observation Report & Reflection Introduction	Observation Report due on Thursday, November 8
September 20	Chapter 4 (cont.)	Lesson Plan #1 due today!
September 25	Chapter 4 & Review	
September 27	EXAM #1	EXAM #1 Chapters 1-4
October 2	Chapter 5	Lesson Plan # 2 & Reflection due (include graded copy of LP #1) due today!
October 4	Chapter 5 (cont.)	
October 9	Chapter 6 Introduction of e- Portfolio	Required portion of e- Portfolio due on Thursday, October 25

October 11	Chapter 6	
October 16	Chapter 7	
October 18	Fall Break-no class	
October 23	Chapter 7	
October 25	Chapter 7 & Review	Required portion of e-Portfolio due today!
October 30	EXAM #2	EXAM #2
November 1	Chapter 8	Chapters 4-6
November 6	Chapter 8	
November 8	Chapter 9	Observation Report & Reflection due today!
November 13	Chapter 9	
November 15	Chapter 10	
November 20	Chapter 10	
November 22	Thanksgiving-no class	
November 27	Chapter 12	
November 29	Chapter 12	
December 4	Chapter 13	
December 6	Chapter 13 & Review	
Week of Final Exams	EXAM #3 Thursday, December 13- 3:00-5:00 pm	EXAM #3 Chapters 8-10

This schedule is tentative. It is the responsibility of the student to be in 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.

XI. BIBLIOGRAPHY:

- Adams, B.A. (2001). *Developing a teacher portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, NJ: Prentice-Hall.
- Armstrong, D. G., Henson, K. T., & Savage, T. V. (2005). *Teaching today: An introduction to education* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Diaz, C. F., Pelletier, C. M., & Provenzo, E. F. (2006). *Touch the future: Teach*. Boston: Pearson.
- Good, T. & Brophy, J. (2002). *Looking in classrooms*. New York: Longman.
- Kauchak, D., & Eggen, P. (2005). *Introduction to teaching: Becoming a professional* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.
- 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.
- Ryan, K., & Cooper, J. M. (2007). *Readings in education*. Boston: Houghton-Mifflin.
- Sadker, M. P., & Sadker, D. M. (2005). *Teachers, schools, and society* (7th ed.). New York: McGraw-Hill.
- Webb, L. D., Metha, A., & Jordan, K. F. (2007). *Foundations of American education* (5th ed.). Upper Saddle River, NJ: Pearson Education.