

**Dixie State College of Utah**  
**Education Department**  
**Course Syllabus**

**Course: Foundations/Introduction to Education**

**EDUC 1010.02 – Fall/2012 – CRN: 40379/46610**

**Meeting Days/Time: MWF 9:00-9:50am**

**Class Location: EFS 124**

**Credit: 3 Credit Hours**

**Instructor: W.Odil**

**E-mail: [odil@dixie.edu](mailto:odil@dixie.edu)**



**Office Phone: 435-652-7854**

**Office Location: EFS 134**

**Office Hours: 10:00am-12:00pm – MWF**

**9:00am-12:00pm – Tues. and by appointment**

**DSC Department of Education Philosophy and DESERT Model \***

  <p><b>D-Diversity</b> <b>E-Effective Pedagogy</b> <b>S-Subject Matter</b> <b>E-Environment</b> <b>R-Reflective</b> <b>T-Teaching Dispositions</b></p>	<p style="text-align: center;"><b>Program Philosophy</b></p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p>
<p style="text-align: center;"><b>D.E.S.E.R.T. Model Principles</b></p> <p><b>D-Diversity (DM1):</b> Teacher candidates understand that diversity differences (i.e. race, gender, ethnicity, culture, exceptionalities, sexual and/or religious differences) affect learning and provide culturally responsive curricula and teaching that meets the needs of all students. (TEAC QP1.4.2, Q. 1.3: Multicultural Perspectives, INTASC 2,3,9)</p> <p><b>E-Effective Pedagogy (DM2):</b> Teacher candidates can create effective and meaningful instruction and assessments for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology and implements instruction they have designed to effectively teach students and assess whether students can demonstrate the intended outcomes. (TEAC QP1.2, Technology; INTASC 4, 6, 7, 8).</p> <p><b>S-Subject Matter (DM3):</b> Teacher candidates demonstrate a strong knowledge of the subject matter (s) they will teach and facilitate the acquisition of that subject matter knowledge in their students through appropriate instruction. (TEAC QP1.1; INTASC 1, 6, 7)</p> <p><b>E-Environment (DM4):</b> Teacher candidates create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students (TEAC QP1.2, 1.3; INTASC 2, 5, 6, 8).</p> <p><b>R-Reflective (DM5):</b> Teacher candidates are active learners and reflective practitioners, individually and with their colleagues in order to improve their professionalism as teachers and their collegiality (TEAC QP1.3, Learning to Learn; INTASC 9, 10)</p> <p><b>T-Teaching Dispositions (DM6):</b> Teacher candidates foster caring and professional relationships with students that focus on acceptance and attention to their educational needs, and foster relationships with colleagues, families, and the community at large to support student success (TEAC QP1.2, 1.3, Multicultural Perspectives; INTASC 2-8).</p>	

## **Course Description**

Required prerequisite course for both the Elementary Education degree and the Secondary education Teaching (SET) programs. Provides an overview of vocational aspects of a teaching career including: certification requirements, foundations of education, current and historical issues in education an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning, inquiry methods, direct instruction, and mastery learning. **Students are required to do two full observation days in local K 12 school settings. Students applying for acceptance into the Education program must pass this course with at least a C- grade.**

**Required Textbook:** Kauchak, Donald, Eggen, Paul (2011), *Introduction to Teaching Becoming a Professional* (4th ed.), NJ: Pearson      **\*e-textbook available**

## **Course Objectives**

- \*Review the professional aspects of teaching as a career
- \*Identify social issues affecting the schools
- \*Recognize the cultural diversity in our society
- \*Describe public schooling in the United States and current aspects of our educational system
- \*Explain the historical, philosophical and other related issues influencing education
- \*Express personal philosophy of education
- \*Examine educational views, teaching styles, and school programs and practices
- \*Assess information and experiences to decide on a career in teaching

## **Course Policies**

**Attendance is very important.** Daily grades/points will be given for various daily class assignments/activities and cannot be submitted at a later time. If you must be absent for a school sanctioned event, please inform the instructor ahead of time so that a “make-up” assignment can be arranged. All other excused absences will require appropriate documentation. One letter grade penalty will be made for each calendar day a scheduled assignment is past due. All assignments are due at the beginning of the class period and must be formatted and manually submitted on the due date. Please - no email submissions.

\*If you must withdraw from this class, it is your responsibility to make this withdrawal official by completing paper work at the registrar’s office. Be sure not to miss the withdrawal deadline or you will receive a grade in this class regardless of whether or not you attend.

\*Disruptive behavior in class may also lead to an administrative withdrawal. Disruptive behavior is defined as any behavior that interferes with the instructor’s ability to teach or the learning of other students. This would include the use of cell phones for incoming and outgoing calls and text messaging. You will be notified of your inappropriate behavior in this manner:

- >A verbal request to comply with classroom behavioral expectations
- >One written “warning” letting you know that you have not made the required behavioral adjustment
- >Administrative withdrawal

## **Assignment Requirements**

**\*Letter of Introduction** – The purpose of this letter is to introduce yourself to the teachers that you will visit on our observation days. Your letter will state your objective and serve as an overview of your background, so that the teacher and students will have a chance to know your background when you visit. It is important to highlight any experiences working with children.

**\*INTASC Principles** – These assignments are connected to the standards in teacher education with the purpose to increase the quality of the teacher preparation program. Each assignment needs to address all of the components and show evidence that you have intertwined your personal experience with the research to help assure relevance. You must attach your completed self scoring sheet with each INTASC submission.

**\*Observation Reports** – For each **required** Observation Day, you will submit a report that contains your assessment of the following components: physical setting, classroom management, instruction and your reflection on the overall effect of this experience for you. You must also attach the teacher's evaluation of you. Note: You must participate in both observations.

**\*Philosophy of Education** - You should use this assignment as a work in progress. As you continue your education and your teaching experiences, you may find that your beliefs change. Read the education philosophies in Chapter Seven: Perennialism, Essentialism, Progressivism, and Postmodernism/Social Reconstructionism. Think about how these align with your personal belief system and then construct your philosophy of education to include the following components: Purpose of Education, Curriculum, Instructional Strategies and Assessment.

## **Grading Scale**

A = 100-95%	A- = 94-90%	B+ = 89%-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-74%	C- = 73-70%	D+ = 69-67%	
D = 66-64%	D- = 63-60%	F = Below 59%		

## **Course Grading Point Values**

Attendance/Quizzes-Reading Responses – 200 points – 5 points each class session

Letter of Introduction – 20 points

Observation Reports – 40 points – 20 points for each assignment

Philosophy – 50 points

INTASC Principle Assignments – 100 points – 20 points for each assignment

Mid Term Exam – 50 points

Final Exam – 100 points    **\*required to be taken on date assigned for final exam**

## **Course Grading Scale Point Values**

560-532 = A	486-465 = B	430-414 = C	374-358 = D
531-504 = A-	464-448 = B-	413-392 = C-	357-336 = D-
503-487 = B+	447-431 = C+	391-375 = D+	335 & Below = F

\*Students should maintain assignment records for personal point totals - point total subject to change when announced

## **Disability Statement:**

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator ( Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

## **DMAIL:**

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. If you don't know your user name and password, go to <http://dmail.dixie.edu> for complete instructions. You will be held responsible for information sent to your Dmail, so please check it often.

## **Student Information Link:** <http://new.dixie.edu/reg/syllabus>

Includes:

- \*Semester Schedule

- \*Final Exam Schedule

- \*Dmail

- \*Available Resources (i.e. library, computer lab, disability resource center, IT help desk, online writing lab, testing center, tutoring center, writing center, campus map, etc.)

- \*Policy/Procedures (i.e. academic dishonesty/integrity, disruptive behavior, absences related to college functions, reasonable accommodations, etc.)

**INTASC Principle Assignments** - Interstate New Teacher Assessment and Support Consortium

**\*Choose one Principle and only one for each due date**

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<b>INTASC 1</b> Principal 2 Due: Sept. 10	Begin thinking about your role in developing responsibility in your students. Consider the age and developmental levels of the students you will be teaching. Think about the different ways teachers can develop responsibility in students at this stage of development. Consider both instructional strategies and management strategies. What specific things would you do to develop responsibility in your students? How would these suggestions change for different groups of students who were either older or younger?
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<b>INTASC 1</b> Principle 3 Due: Sept. 10	Although you are not yet prepared to deliver instruction or create instructional opportunities, you are now at least aware of some of the ways in which students are the same and some of the ways in which they are different – such as Learning Styles, Physical and Mental challenges, Socioeconomic Status, culture and language. Identify a grade level that you plan to teach and explain how you would find out about the differences among the students in your classroom.
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<b>INTASC 2</b> Principle 6 Due: Sept. 17	What 3 techniques (beyond those that are district mandated) do you anticipate using regularly to involve families in the life of your school?
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<b>INTASC 2</b> Principle 7 Due: Sept. 17	The community in which you will be teaching believes that character education should be taught in the schools. Considering the subject and/or grade level in which you plan to teach, how would you plan to include character education in your instruction?

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**INTASC 3**

Principal 5  
Due: Oct. 5

If you walked into a classroom at a specific grade level, what behaviors indicate the existence of positive social interaction?

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**INTASC 3**

Principle 10  
Due: Oct. 5

If an ethical dilemma arises, what should a relatively new teacher do? Should the teacher seek advice? Under what circumstances might a teacher develop decisions based on personal ethics without consulting another teacher or an administrator?

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**INTASC 4**

Principle 8  
Due: Oct. 31

Go to the assessment section of the Washington County School District's website: <http://assessment.washk12.org/> and write a brief summary of the following 5 assessments - **CRT DWA Iowa UALPA UBSCT**

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**INTASC 4**

Principle 9  
Due: Oct. 31

From Table 2.4 on page 58 of your text, select a teacher's professional organization that interests you. Using the website provided, explore the different services described there. Find out what it cost to join and what the membership benefits are. Summarize your findings. (Note : you did not research adequately if you say there are no membership fees for this organization. Therefore, you have not completed the assignment and it will negatively impact your grade)

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**INTASC 5**

Principle 1  
Due: Nov. 12

Consider INTASC Principle 1. Determine which branch of philosophy you think the standard addresses most readily and explain why.

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**INTASC 5**

Principle 4  
Due: Nov. 12

Until the mid 1990's, there was little or no mention of technology in standards. Why are guidelines now necessary for technology use in the schools? Why is it important for teachers to know about and use many different resources and tools in the classroom?

**Assignment Format****INTASC Principal**

Name:  
EDUC 1010  
INTASC Principle #  
Assignment

**\*Attach self scoring sheet to the back of completed assignment**

### **Letter of Introduction**

Greeting:

Objective:

Your Background:

Experience Working With Children:

Closing:

### **Observation Report**

Name:

EDUC 1010

Name of School – Grade Level or Subject

Observation Report – Physical Setting/Classroom Management/

Instructional Strategies -

Reflection -

Teacher's Evaluation of you – stapled to your report

### **Philosophy of Education**

My Philosophy of Education

Name:

Purpose of Education:

Curriculum:

Instructional Strategies:

Assessment:

### **Self Regulated Tracking Record**

Attendance/Daily Points – 5 per class -

NTASC Principles Completion Points -

Assignment #1 \_\_\_\_ Assignment #2 \_\_\_\_ Assignment #3 \_\_\_\_ Assignment #4 \_\_\_\_

Assignment #5 \_\_\_\_

Letter Of Introduction Completion Points - \_\_\_\_

Observation Completion Points – 1-\_\_\_\_ 2- \_\_\_\_

Philosophy Of Education Completion Points - \_\_\_\_

Mid Term Points - \_\_\_\_

Final Exam Points - \_\_\_\_

## **Course Reading Assignments/Assessments/Due Dates**

**\*Subject to change when announced**

**August 20**– Discuss Syllabus/Class Requirements

**22 - Chp. 1 reading complete – Do I Want To Be a Teacher?**

24 - Chp. 1 - Do I Want To Be a Teacher?

**27 - Chp. 2 reading complete - Developing as a Professional**

29 - Chp. 2 - Developing as a Professional

**31 - Chp. 3 reading complete - Changes in American Society: Their Influences on Today's Student's**

**Sept. 5 - Letter of Introduction due – Chp. 3 - Changes In American Society: Their Influences on Today's Students**

**7 - Chp. 4 reading complete - Student Diversity: Culture, Language and Gender**

**10 - INTASC 1 Assignment due (Principles 2/3) – Chp. 4 - Student Diversity: Culture, Language and Gender**

**12 - Chp.5 reading complete - Student Diversity: Development, Ability & Exceptionalities**

14 - Chp. 5 - Student Diversity: Development, Ability & Exceptionalities

**17 - INTASC 2 Assignment due (Principles 6/7) – Education in the U.S.: Its Historical Roots**

**19 - Chp. 6 – reading complete – Education In the U.S.: Its Historical Roots**

21 - Chp. 6 - Education In The U.S.: Its Historical Roots

24 - Chp. 6 - Education in the United States: Its Historical Roots – Review Observation Expectations

**26 - 1<sup>st</sup> Observation Day**

**27 - 1<sup>st</sup> Observation Day**

28 – Chp. 7 - Educational Philosophy: The Intellectual Foundation of American Education

**Oct. 1 – Observation Report due - Chp. 7 - Educational Philosophy: The Intellectual Foundation of American Education**

**3 – Chp. 7 - reading complete - Educational Philosophy: The Intellectual Foundation of American Educ.**

**5 - INTASC 3 Assignment due (Principles 5/10) – Chp. 7 Educational Philosophy: The Intellectual Foundation of American Education**

**Oct. 8 - Mid Term Exam**

10 - ^

**15 – Chp. 8 – reading complete - The Organization of American Schools**

**17 – Philosophy of Education Assignment due - Chp. 8 - The Organization of American Schools**

**19 - Chp. 9 reading complete - Governance & Finance: Regulating and Funding Schools**

22 - Chp. 9 - Governance & Finance: Regulating and Funding Schools – Review Observation Expectations

**24 - 2<sup>nd</sup> Observation Day**

**25 - 2<sup>nd</sup> Observation Day**

**26 - Chp. 10 reading complete - School Law: Ethical and Legal Influences on Teaching -**

**29 - Observation Report due - Chp. 10 - School Law: Ethical and Legal Influences on Teaching**



31- **INTASC 4 Assignment due (8/9)** – Chp. 10 – School Law: Ethical and Legal Influences on Teaching  
**Nov. 2** - Chp. 10 – School Law: Ethical and Legal Influences on Teaching  
5 - **Chp. 11 reading complete - The School Curriculum in an Era of Standards and Accountability**  
7 - Chp. 11 - The School Curriculum in an Era of Standards and Accountability  
9 - **Chp. 12 reading complete - Creating Productive Learning Environments: Classroom Management**  
12 - **INTASC Assignment 5 due (1/4)** – Chp. 12 - Creating Productive Learning Environments: Classroom Management  
14 - Chp. 12 – Creating Productive Learning Environments: Classroom Management  
16 - ^  
19 - ^  
26 - **Chp. 13 reading complete - Instruction in Today's Schools**  
28 - Chp. 13 - Instruction in Today's Schools  
30 - ^  
**Dec. 3** - **Chp. 14 reading complete - Assessment, Standards and Accountability**  
5 – Chp. 14 – Assessment, Standards and Accountability  
7 - ^  
**Dec. 14 – Final Exam – 10:00-12:00**

### **Dixie State College Important Dates:**

Aug. 20	Class work Starts
Aug. 24	Last Day to Add Without Signature
Sept. 3	Labor Day
Oct. 10	Mid-Term Grades Due
Oct. 11-12	Semester Break
Nov. 9	Last Day for Complete Withdrawal
Nov. 12	Spring Registration open to Seniors (90+ credits)
Nov. 13	Spring Registration open to Juniors (60+ credits)
Nov. 13	Career Day (no classes before 4:00 p.m.)
Nov. 14	Spring Registration open to Sophomores (30+ credits)
Nov. 15	Spring Registration open to all Students
Nov. 21-23	Thanksgiving Break
Dec. 7	Class work Ends
Dec. 10-14	Final Exams

### **Useful Phone Numbers- (435) 652-XXXX**

Problems Registering - 7708  
Admissions Issues - 7706  
Need Advisement - 7690  
Tuition Questions - 7605  
Campus Operator - 7500

## **\*DSC Department of Education Program Standards**

Being familiar with the education standards is an important factor in becoming an educator. The DESERT Model indicated below delineates the Dixie State College education program standards. Additionally, national teaching standards such as INTASC and TEAC standards are important to your success. Listed are websites where these and other national education standards can be found.

Teacher Accreditation Education Council (TEAC)

<http://www.teac.org/accreditation/goals/index.asp>

Utah Effective Teaching Standards

[http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-StandardsTS Full Documents-9-4-11.aspx](http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-StandardsTS%20Full%20Documents-9-4-11.aspx)

Interstate Teacher Assessment and Support Consortium (InTASC)

[http://www.ccsso.org/Resources/Publications/InTasc Model Core Teaching Standards A Resource for State Dialogue %28 April 2011%29.html](http://www.ccsso.org/Resources/Publications/InTasc%20Model%20Core%20Teaching%20Standards%20A%20Resource%20for%20State%20Dialogue%20April%202011.html)