Instructor: Reid Adams
Office: 86 Wentworth; Rm 329
Office Hours: Tuesdays 1:00-3:00 & Wednesdays 1:00-4:00
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Course Description:
This course is the first in a series of learning experiences for those who have chosen or are exploring education as their major and profession. This course is a survey of the American public school system with an emphasis on current trends and issues, the development of teaching as a profession, the organization and control of schools and the history of education. Introduction to Education is a prerequisite to all other education courses and a requirement for admission to the teacher certification program. This course must be completed with a grade of "C" or better for you to apply to the Teacher Education Program. In addition, the instructor will complete a Disposition Assessment Form about you at the end of the course. While this course is primarily designed for those who are preparing to teach and includes specific school based experiences, it is open to all College of Charleston students – holding a class rank of sophomore or above – who are interested in exploring the complexity of our public school system.

Required Texts:

Additional Sources: Additional readings and/or information will be drawn from additional sources throughout the semester.

Course Objectives
All teacher preparation programs in the College of Charleston’s School of Education (SOE) are guided by a commitment to the conceptual framework of “Making the Teaching and Learning Connection.” Three Elements of Teacher Competency (ETCs) are fundamental to this framework; teachers must (1) understand and value the learner, (2) know what and how to teach and assess within a conducive learning environment, and (3) understand themselves as professionals. In addition, these competencies are foundational to the learning and assessment in this course, facilitating the development of knowledge, skills, and dispositions necessary for becoming an effective teacher.

Below are the specific end-of-course outcomes, derived from the (1) ETCs, (2) standards set forth by the School of Education (SOE), and (3) National Council for
Accreditation of Teacher Education (NCATE) standards.

Outcomes related to the first ETC – understanding and valuing the learner:
- Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds (SOE I, II, IV)
- Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships, and methodology (SOE I, III, IV, V, and VII).

Outcomes related to the second ETC – Knowing what and how to teach and assess within a conducive learning environment
- Demonstrate understanding of the beliefs, values, and assumptions that contribute to your understanding of schooling (SOE VII).
- Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE I and VII).
- Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE I and II).

Outcomes related to the third ETC – Understanding oneself as a professional.
- Describe the major historical events that have contributed to the overall development and organization of education in the United States (SOE VII).
- Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice (SOE VII).
- Identify major political and economic issues that have influenced policy decisions in education as determined by federal, state, and local agencies (SOE II, VI, and V).
- Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE III, V, and VII).
- Appraise individual interest and commitment to the profession (SOE IV).
- Predict some future outcomes of education in the United States and internationally (SOE IV and VII).
- Demonstrate consistently the communication skills of reading, writing, speaking, listening, and interpreting (SOE – ALL).

Course Exit Outcomes
The exit outcomes required for the successful completion of 201 are as follows.
The student shall:
- Demonstrate an emerging understanding of the teaching competencies.
- Become knowledgeable of the processes and requirements for a teaching certificate/license in South Carolina.
- Develop a beginning personal philosophy of education.
- Discuss and demonstrate an understanding of major, overarching educational philosophies.
• Apply multicultural educational concepts/ideas to personal and educational philosophies.
• Discuss and demonstrate a working knowledge of major trends and issues in contemporary public education.
• Participate, civilly, in discussions of controversial educational issues.
• Link knowledge of the history of American education with contemporary issues and trends.
• Apply reflective practices to strengthen an understanding of educational issues and self.
• Demonstrate positive dispositions for teaching.

Course Requirements:
Demonstration of SOE Professional Behavior and Dispositions
Examples of how dispositions are evident are provided in italics.
• Belief that all students can learn, participation and attitudes expressed about students and learning
• Value and respect for individual differences, interactions in class discussions and participation in group
• Value of positive human interactions, participation in class and group discussions
  • Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments
• Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions; performance on assessments
• Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work participation in class activities
• Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and respectfully listening to differing points of views
• Engagement in responsible and ethical practice, performance on assessments, class attendance, and participation in group activities
• Development of professional mastery over time, performance over time in writing, thinking, and expression of knowledge

Utilization of Computer Applications (Available in the CofC managed computer labs located in JC Long, Library, and other campus sites.)
• Internet
• Word processing
• Email

Completion of all assigned readings and assignments ON TIME.
See Course Assignments below for detailed descriptions.

Responsibility for ALL course content
Including lecture, text, outside reading, handouts, research, etc.
Responsibility for keeping up with grades and attendance
If you miss a class, ask a classmate for the missed assignments and notes.

Attendance and Participation
If you are absent for any reason, you are responsible for getting announcements, notes, handouts and assignments. Carefully read the required text and other materials on a regular basis since exams and class discussions will be based on the readings. Material covered in class will be drawn from many sources; therefore, you are responsible for studying the material on your time. You are expected to participate in class discussions and group activities. Excessive absences (i.e., more than 15% (5.25 hours/4 classes) may result in receiving a “WA/F.”

If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision. SNAP students must see the professor within the first two weeks of the course if they wish special accommodations or as soon as they find out about potential accommodations if determined mid semester.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Course Assignments:
Due dates for course assignments, as well as scheduled exams, are listed in the syllabus. Any changes will be announced in class. All assignments must be turned in on the date due. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. DO NOT give assignments to School of Education personnel.

1) Understanding Culture in Individuals
This assignment is written in the form of a letter to one of your K – 12 teachers. Select a teacher who had a profound impact on who you have become, either positive or negative. Explain how you are becoming more aware of the interplay of culture in schools, classrooms, and individuals. Describe to this teacher how the culture you brought to the classroom interacted with the culture permeating the classroom (include both compatibilities and incompatibilities if appropriate). Go on to describe to this teacher additional cultural influences on who you have become since you were in her classroom. You do not have to send the letter to the teacher. If you would like to express your understanding of culture in individuals in another creative manner, please see me to discuss alternatives. Due: September 3rd

2) Issues Presentation
You will select one of a set of issues that you want to investigate. Two other students will select related issues and, together, the three of you will prepare a ten-minute
presentation, demonstration, or performance on the broad issue. Individually you are responsible for investigating your specific issue. Research on each of the specific issues should include at least one scholarly article and several current examples of the issue in magazines and/or newspapers. As a group, you need to determine how to present the larger issue so that each of your supporting issues is addressed adequately and fairly. The presentations will be judged on thoroughness, clarity, and creativity. Do not hesitate to take a risk in presenting through alternative means (e.g., poems, dance, video, drama, art). In addition, you are required to write a one to two page critical reflection on how the issue and practice of presenting/performing and leading a discussion has impacted you personally and professionally. In the reflection be sure to cite properly the research articles and newspapers or magazines you used (using APA format). You will sign up in class for the topic and date of your presentation. Due: See schedule for assigned week

3) Article review
An important part of this class is to become familiar with the professional literature. I have selected a number of articles from recent editions of a very well respected education journal, Teachers College Record, for you to read, summarize and present. The articles delve deeply into issues that we will cover lightly in class. Two people will read the same article and will be responsible for discussing it with classmates. Your three to four-page article review should: 1) summarize key points of the article, 2) link the points made in the article to discussions we have already had in class or, if we have not addressed this issue in class, raise points that you hope we will discuss, and 3) link the article to past experiences you have had and/or plans you have for your future as an educator.

4) Philosophy of Education
As part of our study of the philosophy of education, you will articulate a philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some difficult questions such as the meaning of life and reality, which translate into how you teach and interact with students, colleagues, and families. The philosophy of education allows you to articulate your beliefs about knowledge, learning, students, and teaching. We will work collaboratively on this task. This assignment will be done in three stages. The first stage results in a series of belief statements you will write and submit to your professor. These statements will serve as the basis for a rough draft of a philosophy of education. You will share the rough draft with a classmate for peer editing (stage two). The final stage of this assignment is completion of a final draft of your philosophy. Be sure to keep an electronic and hard copy of your philosophy because you will be asked to review and revise it in future courses.
Belief statement due: October 13th Draft to peer editor: October 29th Final draft due: November 19th

5) Representations of Education in Popular Culture
For this assignment you will view/read a “school film” or a “school doc” of your own choosing and respond to it in a short paper. The idea is to relate the representations of
schooling (teachers, students, education) in the films with the readings and discussions we have throughout the semester. This is NOT a review of the film; it is an analysis. We will discuss this assignment in more detail during class. I will need to approve the film for this assignment. Due: Nov. 5

6) Midterm
A midterm exam provides an opportunity for me to check your understanding of concepts and material covered in class and in your reading assignments. In order to make the class engaging and thought provoking, I often do not go over the material covered in the textbook. YOU WILL NEED TO READ THE TEXTS TO DO WELL ON THE MIDTERM. The midterm covers material discussed in class and presented in the texts and other readings. Oct. 6

7) School Visits and Teacher Interviews
One important way to gain information about the teaching profession is to talk with teachers currently in the field and to observe classes; it is especially important for you to get a better idea of the classroom experience in schools that differ from those you attended as a child. For this assignment you will identify a school unlike schools you attended (e.g., if you went to a suburban school serving primarily white, middle class students you should select a rural or urban school with a different student population) and arrange to observe and interview one teacher. It is a good idea to find a teacher who teaches a grade or subject you hope to teach. It is fine to select a friend or relative as long as the school differs from your home school. If you cannot identify a teacher I will help you arrange interviews. We will develop a set of common interview questions in class and will discuss proper procedures for gaining permission from the school administrator and teacher to observe and interview (including assurance that their identity will not be revealed). You should spend at least one hour observing in the classroom and the interview should take approximately 30 minutes. The interview must occur in person. Due: Dec. 3

8) Final Exam
The final exam provides an opportunity for you to demonstrate your understanding of key concepts and ideas explored in the class. The exam will draw from class discussions and readings. Date and time: TBA

Written and Oral Communication
Students are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. The Writing Lab is located on the first floor of Addlestone Library (Monday through Thursday 9:00 am to 9:00 pm and Friday 9:00 am to noon). Further, it is imperative that Students use correct grammar in all oral communication. Student peers and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.
Evaluation
It will be possible to earn 430 points during the semester. They will be distributed as follows:
Attendance and Participation – 40 pts
Understanding Culture in Individuals – 40 pts
Issues Presentation – 40 pts
Article Review – 50 pts
Philosophy of Education – 60 pts
Education in Popular Culture Response – 40 pts
Midterm – 40 pts
School Visit and Teacher Interview – 60 pts
Final Exam – 60 pts

Total Points - 430

Evaluation Scale
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Respectful Conduct Students are expected to be respectful and considerate of one another. Cell phones should be turned off while in class. Laptops should only be used for note taking; connection to the Internet during class is acceptable only by instructor permission; if laptops appear to be a distraction, I will ask that they be put away.

CofC Honor System
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

**ADA Accommodations**
In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.