TEDU 201 INTRODUCTION TO EDUCATION

Spring 2010

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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. 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 who are interested in exploring the complexity of our public school system.

Course Text/Materials:

Course Objectives:
A mission statement and a set of seven teaching and learning standards guide the teacher preparation programs at the College of Charleston. The standards describe what we expect our graduates to know and be able to do in order to make the Teaching/Learning Connection for all students.

In order to make the Teaching/Learning Connections for all students, teachers need knowledge and skills in Three Elements of Teacher Competency:

Element 1: Understanding and valuing the learner, (ETC1)
Element 2: Knowing what and how to teach and assess and how to create an environment in which learning occurs, and, (ETC2)
Element 3: Understanding of self as a professional. (ETC3)
The above elements are further defined in the School of Education Teaching and Learning Standards. Course outcomes are derived from the ETCs, the standards set forth by the SOE, and NCATE standards (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education and the teachers we prepare. EDFS 201 course outcomes follow and are organized by the Elements of Teacher Competency (ETCs). These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher for all students.

<table>
<thead>
<tr>
<th>ETC #1: OUTCOMES RELATED TO UNDERSTANDING AND VALUING THE LEARNER:</th>
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<tbody>
<tr>
<td>• Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds (SOE Standard I, III, IV).</td>
</tr>
<tr>
<td>• Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology (SOE Standard I, III, IV, V, and VII).</td>
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</table>

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<thead>
<tr>
<th>ETC #2: OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE</th>
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</table>
**ENvironments in Which Learning Occurs:**

- Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling (SOE Standard VII).
- Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE Standard I & VII).
- Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE Standard I & II).

**ETC #3: Outcomes Related to Understanding Yourself as a Professional:**

- Describe major historical events that have contributed to the overall development and organization of education in the U.S. (SOE Standard 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 Standard VII).
- Identify major political and economic issues that have influenced policy decisions in education as determined by federal, state, and local agencies (SOE Standard II, VI & V).
- Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE Standard III, V, and VII).
- Appraise individual interest and commitment to the profession (SOE Standard IV).
- Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting (SOE Standards - all).

**Course Requirements:**

This course aims at supporting teacher candidates as they begin their journey/safari to become reflective practitioners and educational leaders. Reflective practitioners are individuals who have the ability to critically examine their practice of teaching as they continue in the process of becoming a teacher. As Kiekegaard observes "We are constantly in the process/journey/safari of becoming—never arriving at the point of total absolute knowing." Educational Leaders make the teaching learning connection(s) possible for diverse learners in our schools today. They display appropriate dispositions necessary to make the Teaching/Learning Connection a possibility.

1. **Demonstration of SOE Dispositions:** Examples of how those dispositions will be evident are provided in italics.
   
   a. Belief that all students can learn
      - e.g., participation and attitudes expressed about students and learning
   
   b. value and respect for individual differences
      - e.g., interactions in class discussion, participation in group work
   
   c. value of positive human interactions
      - e.g., participation in class and group discussions
   
   d. exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
      - e.g., participation in class and group discussions, performance on graded work, degree to which you pose questions
   
   e. dedication to inquiry, reflection, and self-assessment
      - e.g., quality of journal responses, performance on graded work, participation in class and group discussions
   
   f. value of collaborative and cooperative work
      - e.g., thoughtful, constructive critiques of others’ work, participation in small group learning activities
   
   g. sensitivity toward community and cultural contexts
      - e.g., participation in class and group discussions, degree to which you vary your point of view
   
   h. engagement in responsible and ethical practice
      - e.g., performance on graded work, class attendance, participation in group activities
   
   i. development of professional mastery over time
      - e.g., performance over time in writing, thinking, and expression of knowledge
2. **Completion of all assigned readings and projects on time** (All Assignments must be type-written using the APA style guide. Obtain a copy from The Writing Lab Room 216 Education Center [http://www.cofc.edu/~csl/Writing_Lab.html](http://www.cofc.edu/~csl/Writing_Lab.html))

3. **Active participation in class** (Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. All assessments activities (**in-class activities, presentations, threaded discussions and projects**) will require responses based on the readings, class discussions and personal experience. A significant portion of the work of this course will be conducted through the students' participation in a series of small group learning activities and in-class presentations.

4. **Utilization of internet, word processing, and email.**

*Progress in the course will be measured by performance in the assignments listed below.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social and Cultural Self-Awareness Study</td>
<td>50</td>
<td>01/23</td>
</tr>
<tr>
<td>2. Philosophy of Education</td>
<td>75</td>
<td>02/06</td>
</tr>
<tr>
<td>3. Elements of Teacher Competency Reflection</td>
<td>60 (total)</td>
<td>(02/12) Element 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(02/22) Element 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(03/04) Element 3</td>
</tr>
<tr>
<td>4. Group Research Project (individual papers)</td>
<td>100</td>
<td>04/16</td>
</tr>
<tr>
<td>5. Participation in Class Discussion &amp; Activities</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Final Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Research Project Presentation</td>
<td>50</td>
<td>04/06, 04/13, 04/20 &amp; 05/04</td>
</tr>
<tr>
<td>TOTAL</td>
<td>435</td>
<td></td>
</tr>
</tbody>
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*The facilitator retains the privilege of making changes at her discretion.*

**Grade Formulation:**

To determine your course grade throughout the term, simply divide the number of points you have earned by the number of points available at the current time in the semester.

Example: There have been four assignments worth a total of 300 points. You have earned a total of 245 points for them. Your grade at this point in the term would be:

\[
\frac{245}{300} = .816 = 82\% \quad (C+)\]

**Assignment Descriptions:**

**Assignment #1: Social And Cultural Diversity-Self-Awareness Study**

An important focus of this course is to understand the interplay of culture in schools, classrooms, and individuals. Self-awareness and understanding of where our values and world view/s have come from, and what effect these values and worldviews have on our behavior as teachers/educators is crucial. Our values and world views shape/influence our conceptions of education, behavior and relationships with others. This assignment provides an opportunity for you to reflect on yourself as a culture bearer and on the influence of education in your life. Consider the following in your two page (maximum) reflection:

- Economic history of your family
- Educational history of your family
- Ethnic and cultural names used to describe your family
- Geographical history of your family
Assignment #2: Group Research Project

Working in groups of three to four, you will further develop the multiple lenses through which you are able to observe and critique schools. This project will give you the opportunity to apply many of the ideas and theories discussed in class.

As a group you will select a school level (elementary, middle, high). You will then select three representative schools from that level (low income, middle class, upper class). You will visit the school assigned to you a minimum of two times. You may also use the district’s web site (as well as other online data sources) to gather information.

From your observations and data collection, you will create a profile of the school assigned to you. Each profile must be in essay form and must be a minimum of 1000 words. The profiles must include a detailed description of the following:

1. Socioeconomic status of student body
2. Use of technology in classroom instruction
3. School faculty (certification status, years of experience, etc.)
4. Evaluation of school safety (discipline issues, gangs, structural problems, neighborhood, etc.)
5. Average class sizes
6. Your overall evaluation of your school’s profile
7. Any other information you feel is appropriate

Assignment # 3: Philosophy of Education

As part of our study of the Philosophy of American Education, each student will prepare a philosophy of education. This is an articulation of your beliefs about students, teaching, learning, knowledge, what is worth knowing etc. You must address the following in your paper:

❖ Belief Statement 1. What is the purpose of public school education and education in general? What should be learned? What is worth knowing?
❖ Belief Statement 2. What is the role and behavior of teachers? What is their relationship to teaching and learning? How do you envision yourself as a teacher?
❖ Belief Statement 3. What do you believe about children and youth? What are they like? Who should be taught? What should they expect? How do they learn?

Your philosophy of education is a very important document as it is one of the items you will need to include in your teaching portfolio. Please spend time thinking and articulating your philosophy. Your paper should be 2-3 typed pages (double spaced).

Assignment #4 A Reflective chart on the Elements of Teacher Competency (ETC1, 2 & 3)

This assignment is part of an on-going assessment in which you will participate throughout your teacher education program. The same questions will be asked of you at each level of growth and development. The important part of the assignment at this level is to record exactly where you think you are in relationship to becoming a competent teacher. Each chart will be different.

In this assignment you are to address the three Elements of Teacher Competency: 1) Understanding and valuing the learner; 2) Knowing how to teach and assess; 3) Being a professional using the table format below. A minimum of three reflections is required under each heading.
ETC 1: Understanding and Valuing the Learner

<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
<th>HOW I KNOW IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are individuals</td>
<td>Personal experience, observation, text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT I NEED TO KNOW</th>
<th>MY PLAN TO LEARN IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to be able to communicate with Spanish speaking new students and make them feel at ease</td>
<td>Get a good Spanish-English dictionary; one with pictures; volunteer in a school with this population</td>
</tr>
</tbody>
</table>

ETC: Knowing What to Teach, How to Teach and Assess, and How to Create an Environment in Which Learning occurs

<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
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ETC 3: Understanding Self as a Professional

<table>
<thead>
<tr>
<th>WHAT I KNOW</th>
<th>HOW I KNOW IT</th>
</tr>
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<thead>
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Policies

1) Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. A copy of this statement is included as a part of this syllabus. Please note that it is departmental policy that students may miss no more than 15% of class time. Students with more than 5 hours and 15 minutes of absences may be dropped from this course regardless of the time of the semester. A student may be dropped from a course for excessive absences (i.e., missing 6 classes) for classes that meet three times a week.

2) More than three absences will negatively impact your grade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments Due &amp; Class Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/12</td>
<td>Introductions</td>
<td>Class Discussion</td>
</tr>
</tbody>
</table>
| 01/19  | Educational Philosophies and Theories **PFBT Chapter 3 | (1) Topic discussion & class activities  
(2) WebCT  
(3) Decide who you will work with and meet with your group to begin discussion of your research project. |
| 01/26  | Educational Philosophies and Theories **PFBT Chapter 3 | (1) Topic discussion & class activities  
(2) Discuss ETC Chart |
| 02/02  | History of American Education *SFBT Chapter 3 | (1) Turn in form for group project.  
(2) Discussion & sharing of findings from essays |
| 02/09  | History of American Education *SFBT Chapter 3 | Class Activities Discussion |
| 02/16  | Political Influences *SEBT Chapter 1 **PFBT Chapters 1 & 2 | Class Activity Discussion |
| 02/23  | Political Influences *SFBT Chapter 1 **PFBT Chapters 1 & 2 | Class Activity Discussion |
| 03/02  | Issues in Education  
• Cultural Diversity  
• Gender  
• Poverty *SFBT Chapters 4 & 5 | Class Activity Discussion |
| 03/16  | Issues in Education  
• Violence  
• Drugs  
• Class *SFBT Chapters 4 & 5 | Class Activity Discussion |
| 03/23  | The Teaching Profession  
• Certification requirements  
• Professional Organizations  
• Code of Ethics **PFBT Chapter 4  
*SFBT Chapters 2 & 6 | Class Activity Discussion |
| 03/30  | The Teaching Profession  
• Professional Behavior  
• Legal Rights  
• Legal Responsibilities  
• Societal Views **PFBT Chapter 4  
*SFBT Chapters 2 & 6 | Class Activity Discussion |
| 04/06  | Standards, Assessment and Accountability **PFBT | Class Activity Discussion  
Begin Final Presentations |
| 04/13  | Program Development in Education | Class Activity Discussion  
Continue Final Presentations |
| 04/20  | Final Presentations | |
| 05/04  | Final Presentations | |

*Social Foundations of Becoming a Teacher  **Political Foundations of Becoming a Teacher
Group Members

__________________

__________________

__________________

__________________

Schools Selected

Low-Income _______________________________________

Middle Class _______________________________________

Upper Class _______________________________________