Instructor: Beth Lloyd, Ph.D.
Office: School of Education, Health, and Human Performance, Room 227
Office Phone: 953-7432
Email: LloydB@cofc.edu
Office Hours: Mon: 9-9:45 am & 11:15 am - 4 pm; Wed: 9-9:45 am & 3-4 pm; or by appointment

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 Text:

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

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 work
- 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 CoF managed computer labs located in JC Long, Library, and other campus sites. If unfamiliar with these applications, set up a time for tutoring with me.)
- 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.

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 during the class session on the date due. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. Otherwise, each late course assignment will receive a five-percent deduction per 24 hours that it is late. DO NOT give assignments to School of Education personnel. Assignments will NOT be accepted via email (unless specified explicitly).

For all assignments that have a corresponding rubric, please staple the rubric to the front or back.

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% - approximately 5 hours/6 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, if they wish special accommodations, must see the professor within the first two weeks of the course 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.

In addition to general participation and regular attendance, there will be four to five out-of-class small assignments that must be completed in order to be able to fully participate in subsequent classes. Failure to come to class prepared with these assignments completed on time will result in a deduction of participation points.

Understanding Culture in Individuals (Details of assignment borrowed from Dr. McKenna)
Part of the focus for this course is to better understand the interplay of culture in schools, classrooms, and individuals. This particular two-part assignment will help you reflect upon (1) yourself as a bearer/disseminator of a culture and (2) the influence education has had on your life. To get you thinking about this assignment, consider the following questions:

1. How long has your family been in the United States? When (approximately) did they arrive? From where did they come? Did they come voluntarily?
2. What is considered your family’s home base in this country? How did the family happen to settle there? What other places did your family live before settling in that location?
3. What is the economic history of your family? In what kinds of work have members of our family engaged?
4. What is the educational history of your family? When did family members first begin to avail themselves to formal schooling?
5. What ethnic label does your family use to describe itself? What adjustments have family members had to make in order to be accepted in the wider American society?
Part I: You are to complete a creative piece (poem/song/collage) related to your role as a culture bearer. In addition to turning in your project to me, be prepared to present it to your classmates in no more than 5 minutes. The presentation should include your family background (as indicated in the above questions) and a reading of your poem/song or description of your collage. This assignment will be discussed in class and specific directions, as well as an example, will be provided.

Part II: You are to write a short one- to two-page, double-spaced reflection on this activity following the presentations.

If you would like to express your understanding of culture in individuals in another creative manner, please see me to discuss alternatives.

**Part I Due: January 22\textsuperscript{nd}**
**Part II Due: January 25\textsuperscript{th}**

**Issues Presentation**
You will select one of a set of issues that you want to investigate. Two to three other students will select related issues and, together, you will prepare a 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). Presenters also are judged on how they draw the class into discussion regarding their broad issue. Thoughtful and engaging questions should be asked at the class to help classmates think deeply and critically about the presented issue.

In addition, you are required to write a two- to three-page critical reflection on the issue. 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**

**School Visits and Teacher Interview Project** – Interview, visit, and project to be done in pairs; papers to be written individually
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 project 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 if that is preferred). 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.

You and your partner will take 7 to 10 minutes to present your findings to the class.

**Due: March 3\textsuperscript{rd}**

**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 two stages. In the first stage, you will share a rough draft with a classmate for peer editing. 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.
Draft: March 17th (Failure to bring in a draft will result in a deduction of participation points.)
Final draft due: March 22nd

Elements of Teacher Competency (ETC) Assignment
This assignment builds throughout the semester, and successful completion of the ETC paper fulfills one of the
requirements for entry into one of the teacher education programs. Throughout the semester, you will be exposed to
the myriad of knowledge, skills, and dispositions that effective, competent teachers have and are able to use. This
paper is a synthesis of what you know and have learned through your coursework and experiences to date. In this
assignment, please share with me (a) what you know in relationship to each area of competency, (b) how you know
it, (c) what you want or think you still need to learn in each area of competency, and (d) how you will learn it. The
following template is provided to guide your reflection. Be sure to keep an electronic and hard copy of your ETC
Assignment because you will be asked to review and revise it in future courses.
Non-mandatory draft of ETC 3 due: January 29th
Non-mandatory draft of ETC 1 due: March 1st
Final ETC assignment due: April 14th

NOTE: FAILURE TO COMPLETE THIS ASSIGNMENT WILL RESULT IN AN F.

Please work in the table format below. Your finished paper will have an introduction, six tables (two for each ETC),
and a short conclusion. A minimum of five reflections is required under each heading. There is no maximum limit.
Label the tables as follows.

**INTRODUCTION IN PARAGRAPH FORM**

**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>EX: Learners are individuals</td>
<td>EX: 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>EX: I would like to be able to communicate with Spanish speaking new students and make them feel at ease.</td>
<td>EX: Get some Spanish-English dictionary – one with pictures and volunteer in a school with this population</td>
</tr>
</tbody>
</table>

**ETC 2: 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>
<th>How I know it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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></td>
<td></td>
</tr>
</tbody>
</table>

**ETC 3: Understanding Self as a Professional**

<table>
<thead>
<tr>
<th>What I know</th>
<th>How I know it</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What I need to know</th>
<th>My plan to learn it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**CONCLUSION IN PARAGRAPH FORM**

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 presenting to and discussing 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, (3) critically examine the issues brought about in the article (similar to the critical reflection piece for your issues paper/presentation), and (4) link the article to past experiences you have had and/or plans you have for your future as an educator.

**Due: April 19th**

**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. The exam will be held on the last day of regular class.

**Date: April 26th**

**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 450 points during the semester. They will be distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>70</td>
</tr>
<tr>
<td>Understanding Culture in Individuals</td>
<td>50</td>
</tr>
<tr>
<td>Issues Presentation</td>
<td>50</td>
</tr>
<tr>
<td>School Visit and Teacher Interview</td>
<td>60</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>60</td>
</tr>
<tr>
<td>Elements of Teacher Competency</td>
<td>50</td>
</tr>
<tr>
<td>Article Review</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

**Evaluation Scale**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>≥69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**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.

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 which 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 which 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 which 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).
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.

EDFS 201 Tentative Weekly Schedule
*Readings are for the assigned week.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS*</th>
<th>DUE</th>
</tr>
</thead>
</table>
| Jan. 11, 13, & 15 | Introduction to course  
Culture in individuals: *I, too, am an American*  
Gaining perspective: Using the SF lens  
& Explain Out-of-class assignment (OOCA #1) | Articles (TBA) | Culture in individuals assignment #1 (1/20)  
Culture in individuals presentation/project (1/22) |
| Jan. 18, 20, & 22 | Culture: Making the familiar strange  
Culture: Unintended consequences  
Culture in individuals presentations | S Ch. 1 | Culture in individuals reflection (1/25)  
ETC 3 draft (1/29)  
Issue #1 (1/29) |
| Jan. 25, 27, & 29 | Aims and purposes of education  
Teaching as a profession  
Issue #1 | S. Ch. 2 | Issue #2 (2/5) |
| Feb. 1, 3, & 5 | History of American education  
Issue #2 | S. Ch. 3 | Issue #3 (2/12) |
| Feb. 8, 10, & 12 | Diversity & social reality: Minority education and school failure  
Issue #3 | S. Ch. 4  
Articles (TBA) | Issue #4 (2/19) |
| Feb. 15, 17, & 19 | Diversity & social reality: Minority education and school failure Part II  
Issue #4 & Explain OOCA #2 | S. Ch. 5  
Articles (TBA) | Issue #5 (2/26) |
| Feb. 22, 24, & 26 | Gender debate  
Class debate  
Issue #5 | Articles (TBA) | Out-of-class assignment #2 (2/22)  
Issue #2 (2/26) |
| March 1, 3, & 5 | Class and race debate  
Teacher interview/observation presentations | Articles (TBA) | ETC 1 draft (3/1)  
Teacher interview/observation projects (3/3) |
| March 8, 10, & 12 | Spring Break – No class | Readings to help prepare philosophy draft TBA |
| March 15, 17, & 19 | Philosophy of education  
Peer editing of philosophy drafts  
Issue #6 | P. Ch. 1 & 3 | Rough draft of philosophy (3/17)  
Issue #6 (3/19) |
<p>| March 22 | Politics | | |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>24, &amp; 26</td>
<td>Comparative education: Introduction Issue #7 &amp; Explain OOCA #3</td>
<td>P. Ch. 2 Article (TBA)</td>
<td>Philosophy of Education (3/22) Issue #7 (3/26)</td>
</tr>
<tr>
<td>March 29, 31, &amp; April 2</td>
<td>Comparative ed: Culture &amp; schooling Comparative ed: Preschools 3 cultures Issue #8</td>
<td>Articles (TBA)</td>
<td>Out-of-class assignment #3 (3/29) Issue #8 (4/2)</td>
</tr>
<tr>
<td>April 5, 7, &amp; 9</td>
<td>School law: Meet in library School law Present law cases &amp; Explain OOCA #4</td>
<td>P. Ch. 4</td>
<td>Law presentations (4/9)</td>
</tr>
<tr>
<td>April 12, 14, &amp; 16</td>
<td>Leadership Equity, standards, &amp; accountability Issue #9</td>
<td>P. Ch. 5 &amp; 6</td>
<td>Out-of-class assignment #4 (4/12) ETC (4/14) Issue #9 (4/16)</td>
</tr>
<tr>
<td>April 19, 21, &amp; 23</td>
<td>Issue #10 &amp; Article-critique presentations Article-critique presentations cont. &amp; Course wrap up Exam review</td>
<td>P. Ch. 5 &amp; 6</td>
<td>Issue #10 (4/19) Article critique (4/19)</td>
</tr>
<tr>
<td>April 26</td>
<td>Final exam</td>
<td>STUDY!!!</td>
<td>Final exam (4/26)</td>
</tr>
</tbody>
</table>