COURSE SYLLABUS

COURSE: Introduction to Education -- Secondary (EDUC 250, Section 2)

INSTRUCTOR: Dave Bass

OFFICE: McFarland Hall 326D

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TERM: Fall 2014

SCHEDULE 8:00 M W F

CLASS LOCATION: McCarthy 257

CREDITS: 3

OFFICE HOURS: 8:00-10:00 T R 1:00–3:00 T R 1:00–3:00 M W F (after 9/23/13)


CATALOG DESCRIPTION
An introduction to the professional education sequence. The course examines the teaching profession, including historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including effective use of planning, implementing, evaluating, and reflecting. The course requires a 40-hour field experience in an elementary or secondary classroom. Prerequisite: 24 hours of college credit completed. (Fall, Spring)

PURPOSE
This course provides candidates an introduction to the professional role of educators in the classroom. The VCSU teacher education conceptual framework will be introduced so candidates begin the application process for admission into the program. Candidates will participate in all classroom activities and will reflect on experiences gained during class and field activities.

VCSU EDUCATION ABILITIES
This course introduces students to the four VCSU Educational Abilities: planning, implementing, evaluating, and reflecting. Students will develop a lesson plan and a formative assessment to evaluation student learning, implement that lesson during their field experience, and develop a written reflection after they have taught the lesson.

Guidelines for this project will be posted in Blackboard “Course Documents.”
VCSU UNIVERSITY ABILITY PROJECT
Students will complete a University Ability project by writing a “Philosophy of Education paper” that demonstrates the university Communication Ability in the form of Written Skill (level 3). Following completion of chapter 8, each learner will develop a three-page philosophy statement that identifies the educational philosophy the student has chosen, a description of instructional strategies and activities that will demonstrate that philosophy, and a description of how the classroom environment will align with that philosophy. Guidelines for this project will be posted in Blackboard “Course Documents.”

STATE AND INTASC STANDARDS

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<th>EDUC 250 -- Introduction to Education (Secondary)</th>
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<tbody>
<tr>
<td>Curriculum alignment with INTASC Standards, VCSU University Abilities, and Teaching for Learning Capstone (TLC)</td>
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<tr>
<td>InTASC Standard #7 -- Planning for Instruction: Lesson plan template and checklist</td>
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<tr>
<td>InTASC Standard #9 – Professional Learning and Ethical Practice: Philosophy of Education project checklist</td>
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<tr>
<td>VCSU University Ability: Communication Level 3 Written Skill Project: Philosophy of Education paper Assessment: Project checklist</td>
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COURSE OBJECTIVES
Upon successful completion of this course, learners will be able to:

A. list and explain the major categories of the VCSU teacher education conceptual framework;
B. initiate the process for admission into the VCSU teacher education program;
C. identify dispositions modeled by professional educators;
D. summarize philosophical foundations of education;
E. articulate influences from historical foundations of education;
F. show relationships between social foundations of education (politics, funding, NCLB) and current educational practices;
G. demonstrate awareness of diversity in the classroom and the importance of global education in current educational practices;
H. demonstrate a foundational ability to develop learning objectives and lesson plans;
I. articulate belief in the concept that all students can learn;
J. communicate reflections from the forty hour classroom field experience;
K. create an entry level portfolio as an initial step toward meeting the VCSU graduation portfolio requirement.

LEARNING ACTIVITIES AND OUTCOMES
The following activities will be used to help students demonstrate achievement in stated learning objectives for the course. These activities will supplement daily classroom instruction using assigned readings, lecture, discussions, presentations, and projects.

Objective A: Review VCSU Teacher Education Handbook and Conceptual Model

Objective B: Complete required admission forms; submit a transcript for review (GPA and written communication grades); complete or schedule the Praxis I (PPST) Test; successfully complete the forty hour field experience requirement

Objective C: Complete a survey on teacher professionalism; participate in class discussions; written assessment from textbook chapter and lecture; positive Disposition Evaluation from cooperating teacher during field experience

Objective D: Select one educational philosophy and participate in a group report to provide knowledge about that philosophy to classmates; participate in discussion and classroom sessions related to textbook chapter and lecture; written assessment

Objective E: Participate in classroom sessions related to textbook chapter and lecture about historical foundations in education; participate in class discussions; written assessment

Objective F: Complete textbook and handout reading assignments about social foundations in education; participate in class discussion; reflections from field experience observations; written assessment; guess speakers

Objective G: Complete textbook and handout reading assignments about diversity issues in education; participate in class discussion; reflections from field experience observations; written assessments

Objective I: Complete textbook and handout reading assignments about positive classroom environments; participate in class discussions; assigned written individual philosophy statement; reflections from field experience observations
Objective J: Participate in class discussions and share experiences (while practicing confidentiality standards) from forty hour field experiences; complete written journal reflections

Objective K: Complete assigned portfolio project

COURSE CONTENT: INSTRUCTIONAL UNITS

Unit 1 VCSU Knowledge Base and Conceptual Framework
Unit 2 Professionalism and Dispositions
Unit 3 Historical, Philosophical, Social, and Legal Foundations of Education
Unit 4 Diversity and Global Education
Unit 5 Curriculum and Instruction, Learning Environments, Standards and Assessment
Unit 6 TLC Portfolio: Reflection and Assessment

COURSE EXPECTATIONS/REQUIREMENTS:

Note: Assignments submitted during the semester will typically be returned at the beginning of the next class period.

1. Attendance is expected at every class session. Class will begin promptly at 8:00 a.m. If you are unable to attend any class session, you will be expected to contact me prior to that scheduled session. Contact is encouraged through e-mail, phone, or personal conversation. Contact information is included on the first page of the syllabus.

2. Assigned readings from the text and related resources will be given on a regular basis. You will be expected to complete each reading assignment prior to the next scheduled class session.

3. Drop quizzes will be used to check preparation, comprehension, and application from reading assignments and previous class sessions. Quizzes cannot be made up unless the absence is cleared prior to the class session when the quiz is used.

4. Unit tests. Unit tests will be announced in advance and study guides will be provided for each test. You will be expected to take the test on the scheduled test date. Any changes in the test schedule must be cleared prior to the test date.
5. Participation in class discussion is expected on a regular basis. Discussions will include both small and whole group activities. Individual learner participation in class discussion will be a factor in the final grading process.

6. Written assignments. Individual written assignments will be used to supplement daily class session activities and to demonstrate knowledge and application skills for selected course topics, including written objectives and a lesson plan.

7. **University Ability Project.** Each learner will write a three-page summary of his/her educational philosophy with examples of how that philosophy will be implemented.

8. Field experience. Each learner will be assigned a 40 hour observation experience in an elementary or secondary classroom. Once the placement has been made, you will be expected to meet with that cooperating teacher and develop a schedule for observation visits. A final evaluation from the cooperating from the cooperating will become part of your permanent file in the Teacher Education Office. (See additional handouts with information about this requirement.)

9. Praxis I test. Each learner will be required to register for and schedule a test session to complete the Praxis I (Pre-Professional Skills Test—PPST). You have the option to take this test on one of the national testing dates or take the test at a computer-based testing site. Your final grade for this course will be posted as “incomplete” until you either take the test or provide a confirmation number that you have scheduled a test date.

**DAILY SCHEDULE**
A daily schedule for the semester has been developed and is posted in Blackboard Course Documents. Refer to this schedule to help you prepare in advance for each class session.

**FINAL ASSESSMENT**
Our final assessment is also noted in the daily schedule. Our final class session will be **Thursday, December 18 at 10:00.**

**EVALUATION**
Final grades will be determined by total points earned during the course. A variety of assessments will be used includes daily quizzes, chapter/unit tests, written assignments, and presentations. The following breakdown will be used to determine letter grades:

A: 92% and above  
B: 85-91%  
C: 77-84%  
D: 70-76%  
F: below 70%
UNIVERSITY POLICIES AND SERVICES
Students are encouraged to review each of the links listed below to become aware of various policies and services available to all VCSU students.

Academic Integrity Policy:  http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1

General Support Services: http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1

Disability Support Services: http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1

Library Services: http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1

Learning Center Services: http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1