

**Terra Community State College  
Course Syllabus**

**Course # EDU 1020: Introduction to Education**

**Division:** Social Sciences, Mathematics, Arts (BSMA)

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Course Number: EDU 1020                      Credit hours: 3  
Course Title: Introduction to Education  
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**Course Description:** This survey course is an introduction to the teaching profession. Candidates engage in a variety of experiences that broadly explore the purposes of schools in society and the knowledge, dispositions, and performances required to be an effective teacher today.

**Prerequisite (s):** College-level reading and writing

**Co-requisite (s):** N/A

**Entry Level Skills and Knowledge:**

Note taking, reading, writing/typing papers APA style, and test-taking skills.

Please use APA or MLA style of writing for all written assignments. You will be graded accordingly. Use 12 font, double spaced format for all papers.

**Required Texts, Supplies and Equipment:**

Webb, L.D., Metha, A., & Jordan, K. F. (2007). *Foundations of American Education, 5<sup>th</sup> ed.* Prentice Hall.

**Course Goal/Rationale:**

The goal of this course is to introduce candidates to education as a profession and a potential career. Candidates are encouraged to ask questions such as: What basic issues surround the functioning of schools in society? What is a good teacher? Would I make a good teacher? A course dealing with such questions early in the candidate's educational program enables them to make an informed decision regarding a possible teaching career. Under the goal of career exploration, candidates will explore six major themes as identified in the Course Objectives. Within each theme, candidates will be encouraged to relate to the issues involved as teachers and members of society. In exploring these

themes, an interdisciplinary approach will be used and may include many, or all, of the following disciplines as they relate to education: history, philosophy, ethics, sociology, anthropology, economics, finance and political science. Below each of the six themes there are explanations and examples of possible topics that may be useful in exploring that theme in this course.

#### Learning Outcomes:

*At the completion of the course, candidates are expected to 1) demonstrate familiarity with each of the six themes as major components of the teaching profession and 2) cite examples of specific issues for each theme and explain how they impact the field.*

1. **Standards-based Education** - Understand the programs and requirements of the Department of Education and the requirements for state licensure which guide the practice of educators in today's society.  
*Topic examples: INTASC, PRAXIS II, SPA's, NCATE/TEAC, and state academic content standards.*
2. **Professionalism** – Exploration of the process by which people are socialized into and are rewarded in the field of education, and the roles of institutions in determining what it means to be a professional educator or a member of the teaching profession.  
*Topic examples: Associations, unions, and collective bargaining, vocation, tenure, salary, licensure, the teaching market and professional conduct.*
3. **Diversity** - Exploration of the various components of diversity, including an awareness of multiple categories that teachers need to recognize and respond to in their teaching, how these influence teacher expectations and student achievement, and how diversity is related to a dynamic global society.  
*Topic examples: definitions of diversity, differences, affirmative action, expectations and bias, culture, learning styles, bilingual education/ESL, inclusion and exceptionalities.*
4. **Democratic Issues/Social Justice** – Exploration of the purposes of education historically and currently, for individuals, groups and society. Understand the societal expectations and problems that impact teaching and schools.  
*Topic examples: equity, achievement, opportunities/resources, funding, public vs. private good, purposes of education (for example, education for citizenship, economic preparation, liberal learning, social and economic sorting, etc.)*
5. **Curriculum and Instruction** - Understand how schools are organized, administered and financed. Exploration of a variety of theories of curriculum and instruction and how personal values and beliefs are related.  
*Topic examples: standards of good teaching, diversity (adaptation and developmentally appropriate practice), current trends in grade levels and subject areas, political process of defining curriculum (considerations about t=for who the curriculum is designed), technology, formal/informal curriculum, basics of instructional practice, beliefs about quality instruction.*

6. **Legal and Organizational Issues** - Understand, in general terms, the legal aspects of education and teacher's rights and responsibilities. Exploration of the legal and organizational context within which schools and teachers operate. Topic examples: liability, roles and control at the federal, state and local levels, ethical dilemmas, legislation (IDEA, ESEA), judicial decision, financing.

**Student and Instructor Rights and Obligations:**

As a student, you have the right to critique and question what you are hearing and reading, without fear of ridicule or threat of punishment. You have the right to be treated equally and with respect. You have the right to be fully informed of course requirements and grading procedures. You have the right to receive prompt feedback on your writing assignments. You have the right to receive your tuition and tax dollar's worth of learning from this course.

Your first obligation, as a student, is to give me, your classmates, and our guests, the same respect you have a right to expect. I expect you at all times to be respectful of others in discussion. I will not tolerate abuse or insult of individuals or groups. I expect you to show up for class regularly, on time, and prepared. I expect you to be focused on the issues of the classroom and not talking or giggling while others are speaking.

As the instructor, it is my obligation to respect your rights and act in accordance with them. I will treat criticisms and questions with the full respect they deserve, apply rules equally, inform you fully of course requirements and grading procedures, return graded work promptly, and provide a quality classroom experience. If I do not know the answer to a question, I will try to find it or refer you to someone who knows the answer.

It is my right, as the instructor, to remind you of violation of the rights of others to encourage a respectful and focused classroom environment.

Please inform me if you have a special learning need so that I can adjust the course to meet those needs.

**Field Experience:**

This may fulfill one or more of the following purposes:

1. to ground theory in experience
2. to assist in career exploration
3. as an introduction to the culture of teaching

**Purpose of Assignment:**

To provide students with an opportunity to observe and interview teachers in order to gain first-hand knowledge regarding the teaching profession; to note the differences and similarities between various classroom settings: Early (pre-k-3<sup>rd</sup> grade), Middle (4<sup>th</sup> grade-8<sup>th</sup> grade), and Secondary Education (9<sup>th</sup> grade –12<sup>th</sup> grade) and to reflect on their own abilities and gifts and provide a rationale for the program. Whenever possible there should also be a variety of settings, such as rural, suburban, and urban schools.

**Field Experience Policy:**

Students are expected to treat their field experience in a professional manner. **The field experience observations will be arranged by the student.** Students are expected to call the principal and teacher to set up the day of their visits. (Observation will take place while children are present) Students are expected to keep their field appointments. Students must successfully complete this field-based experience in order to receive credit for this course. The questionnaire must be signed by the teacher at the end of their visit.

**Field Experience Assignment:**

- observe/participate for an entire school day in two of the three different classroom settings. (ex. One day in Early Childhood and one day in Middle Childhood, or one day in Middle Childhood and one day in Secondary Education)
- interview the teacher (questions provided)
- have teacher sign both the verification form and the bottom of questionnaire

**Portfolio Development**

The professional portfolio can be used as a self-evaluation strategy, as an assessment tool to evaluate candidates for teaching positions, and to document competence for licensing/certifying agencies. The National Board for Professional Teaching Standards (NBPTS) has used the portfolio as a basis for national certification of Master Teachers, and a number of states require teacher portfolios prior to receiving a permanent teaching certificate.

The portfolio is an organized, goal-driven collection of evidence or artifacts. The purpose of the portfolio is to demonstrate the teacher's knowledge, skills, and abilities. The audience can be either the teacher or external reviewers. The artifacts include a wide variety of materials: lesson plans, units of study, written reports, self-reflections, essays, videotapes, photographs and other professional documents. Reflections include written thoughts about the evidence contained in the portfolio. The portfolio serves as both a

record of accomplishments and a tool for evaluating professional growth over time. You should continue to revisit/revise your portfolio throughout your education and career.

One of the first steps in developing a portfolio is to consider how you will organize the types of evidence or artifacts that you choose to include. Three-ring binders, labeled file folders, or file boxes are typically used for organizing the materials that will comprise your portfolio. Should you plan to share your portfolio with an audience other than your immediate supervisor or state licensing agency, you will need to consider the legal issues involved with sharing such information. Release forms signed by parents/guardians are necessary if you plan to share any samples of students' work, or photographs or videotapes of students. An important rule of thumb is to make sure that you have blocked out any student's name. It is especially important to protect the identity of any student with special needs.

Answer the following to begin the process of portfolio development. Be thoughtful and thorough in your answers.

1. There are multiple reasons why individuals select teaching for a career. Reflect on Herbert Kohl's questions for prospective teachers presented in the Ask Yourself feature on page 7 of the textbook. Using these reflections as a guide, write an essay in the box below about your own reasons for choosing to pursue or continue a career in teaching. Revisit Kohl's questions and your essay throughout your training and career to determine how your early ideas have shaped your thoughts or experiences.
2. After examining INTASC principle 3, review the various ethnic and racial differences in school achievement that are discussed in chapter 8. Begin to collect artifacts (instructional materials) that have been adapted to diverse learners, including those learners who represent a variety of ethnic, racial, and social class differences. Summarize what you've collected (include any relevant urls or website addresses).
3. Imagine that today is December 26, 2024. You are making plans to celebrate the arrival of the year 2025. For the past two decades, you have religiously prepared a New Year's resolution. As you ponder the arrival of 2025, consider the following questions. Will you still be involved in some form of instruction or education? If the answer is "No," what do you anticipate you will be doing instead? If you anticipate that you will continue to be an educator or instructor, prepare a New Year's resolution that enumerates what you plan to do to improve your ability to help your students cope with the uncertainty of the future, while achieving a satisfying and fulfilling life. Write out your New Year's resolution plan.

**Course Requirements:**

Below are the course requirements. You are responsible for reading, understanding and following these requirements.

1. There will be three exams. On these days you will be answering multiple choice questions that will require you to both understand and apply course material. Each exam will carry a point value of 100 points. **Make-ups will be given only with an authorized medical excuse or prior approval from the instructor.** Make-up exams may be different content and format from the original exam. The exams will require you to integrate course material from readings, lectures, discussions, and videotapes covered up to the point of the exam. You will not do well if you have not read the material and taken notes in class. The final exam will not be cumulative.
2. There will be a group project worth 100 points. This project will be researched and presented by all group members. There is a minimum of three professional references for this projects (one reference can be electronic in nature). Each presentation will last approximately 15 minutes. Grades will be based on knowledge of subject and class participation. Following are topics for presentations:
  - Charter Schools
  - Single-sex schools
  - Standardized testing
  - Intelligence
  - Bilingual education
  - Homeschooling
  - Mainstreaming
  - Corporal punishment
3. The Field Experience/Portfolio is worth 100 points. More information and forms will be provided as we begin the semester.

Total percentage scores will be graded as follows:

- 90 or greater = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

Cheating and/or plagiarism may result in student's dismissal from this course.

This syllabus is intended for student and instructional planning only. It is subject to change at the discretion of the instructor. It will be followed to the extent possible, but will only serve as a guideline.

## COURSE SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Assignment</u>
1	8/21 8/23	Intro Chapter 1-Status of the Profession
2	8/28 8/30	Chapter 2-Development of the Profession Chapter 3- The Major Philosophies
3	9/4 9/6	No class-Labor Day Chapter 4-The Impact of Educational Theories on Educational Practice Chapter 5- American Education: European Heritage and Colonial Experience
4	9/11 <b>9/13</b>	Group Formation and Study Session <b>Exam 1</b>
5	9/18 9/20	Chapter 6- American Education: From Revolution to the Twentieth Century Chapter 7- Modern American Education: From the Progressive Movement to the Present
6	9/25 9/27	Chapter 8- School and Society Chapter 9- Responding to a Diverse and Multicultural Society
7	10/2 10/4	Chapter 10- Students at Risk Chapter 11- Legal Framework for the Public Schools
8	10/9 <b>10/11</b>	No class-Fall Break <b>Exam 2</b>
9	10/16 10/18	Chapter 12- Teachers, Students, and the Law Chapter 13- Governance and Financing of Elementary and Secondary Schools
10	10/23 10/25	Chapter 14- The School Curriculum: Development and Design Group Project Collaboration

11	10/30 11/1	Chapter 15- Instructional Practices in Effective Schools Portfolio Work Day
12	11/6 11/8	Chapter 16- Education for the New Millenium <b>Portfolio Due</b>
13	11/13 11/15	Controversial Issues-Case Studies Group Project Collaboration
14	11/20 11/22	Controversial Issues-Case Studies (continued) No Class- <b>HAPPY THANKSGIVING</b>
15	11/27 11/29	Group Projects Group Projects
16	12/4 12/7	Wrap up Preparation for Final Exam
Week of Dec. 11 <sup>th</sup>		Final Exam

**Alignment with PRAXIS II Principles of Learning and Teaching:**

16 I.B.6 - Students as Diverse Learners

17 IV.A.1, 2, &amp; 3 - The Reflective Practitioner

18 IV.B.1, 2, 3, &amp; 4 - The Larger Community

**Possible Specific INTASC/Ohio Standards Knowledge, Dispositions, and Performances addressed:**

Standard C: The candidate understands differences in how students learn and provides instruction to accommodate such diversity. The candidate:

## Knowledge

- knows about areas of exceptionality in learning-including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

## Dispositions

- believes that all children can learn at high levels and persists in helping all children achieve success.
- appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- is sensitive to community and cultural mores. The teacher makes students feel valued for their potential as people, and helps them to learn to value each other.

## Performances

- creates a learning community in which individual differences are respected
- seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.)

Standard I: The candidate analyzes past experience and pursues professional development opportunities to improve future performance. The candidate:

## Knowledge

- understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities).

#### Dispositions

- is committed to reflection, assessment, and reaming as an ongoing process.
- recognizes his/her professional responsibility for engaging in and supporting professional practices for self and colleagues.

#### Performances

- uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

Standard J: The candidate works with parents/family members, school colleagues, and community members to support students' learning and development. The candidate:

#### Knowledge

- understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which he or she works.
- understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

#### Dispositions

- is willing to consult with other adults regarding the education and well-being of his/her students.
- respects the privacy of students and confidentiality of information.

#### Performances

- makes links with the learners' other environments on behalf of students, by consulting with parents, teachers of other classes and activities within the schools, counselors, and professionals in other community agencies.
- establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- acts as an advocate for students.