Course Syllabus – Fall 2019

EDU 1120
Introduction to Teaching (AST)
3 Credit Hours

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Jackson, TN 38301
731.424.3520 ext: 50394 Office location Nelms Classroom Building room 215C

Course Information

Course Description:

In this course attention will be given to the historical, philosophical, and sociological foundations underlying the American educational institution. The role of schools and the role of local, state, and federal agencies will be emphasized. Experience will be gained in the development and use of instructional applications in technology including computers, ipads, and educational software. An introduction to teaching and to applications of technology will assist in efficient management and effective learning within the school environment. Field experience is required in a classroom setting.

Course Objectives:

Upon successful completion of this course, students will:

In this course, the primary focus will address Standards 1 and 8 of the Tennessee Teacher Licensure Standards for Teaching Strategies, Communication, and Technology. This course will also address as a secondary focus the other noted professional standards below:

Learning Objectives:

- **Standard 1 – Discipline Taught**
  Candidates know, understand and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.
• **Standard 2 – Student Learning and Development**
  Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

• **Standard 3 – Diverse Learners**
  Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

• **Standard 4 – Learning Environment**
  Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

• **Standard 5 – Planning**
  Candidates plan instruction based upon knowledge of subject matter, students, the community, and self-motivation.

• **Standard 6 – Assessment and Evaluation**
  Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

• **Standard 7 – Reflective Practitioner**
  Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
- **Standard 8 – Colleagues, Parents, and Community**
  Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.
  - to think critically about the issues, and gain a knowledge base that is useful for solving real world problems when teaching with the Internet to contribute to the learning of others in the class in a very active way by sharing thoughts, knowledge, resources, experiences, etc.
  - to engage in authentic types of learning experiences and produce projects that will be used by yourself as well as others.

**Learning Outcomes:**

<table>
<thead>
<tr>
<th>Outcomes - Introduction to Education/Teaching - Fall 2019</th>
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<tbody>
<tr>
<td>1. Recognize how historical, political, social, economic factors, and diverse cultures currently affect American education.</td>
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<td>2. Create his/her own philosophy of teaching and learning.</td>
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<td>3. Explore the role of the K-12 teacher and decide whether or not to pursue a career in education.</td>
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<td>4. Utilize technology as an integrated tool in the teaching and learning process.</td>
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<td>5. Collaborate through authentic problem based learning activities.</td>
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<td>6. Demonstrate professionalism.</td>
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<td>7. Discuss current issues, trends, and reform in public education.</td>
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<td>8. Discuss legal liabilities and responsibilities in the teaching profession.</td>
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<td>9. Explore curriculum standards and the use of these in lesson planning.</td>
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You are expected to read the entire syllabus before beginning the course and address any questions or concerns about the course to the instructor on the discussion board (Content and D2L Questions).

**Prerequisites and Co-requisites:**

ACT ENGL 18 ACT

ACT READ 19

**Course Topics:**

The course is organized around 13 lessons organized into four modules. Each module includes materials presented on web pages, textbook chapter study guides, assignments and class discussions on your reaction to and reflection to the materials presented. Topics for study include:

1. Do I Want to Be a Teacher?
2. Changes in America Society: Their Influence on Today’s Students
3. Student Diversity: Culture, Language, Gender, and Exceptionalities
4. Education in the United States: Its Historical Roots
5. Educational Philosophy and your Teaching
6. Choosing a School
7. Governance and Finance: Regulating and Funding Schools
8. School Law: Ethical and Legal Influences on Teaching
9. The School Curriculum in an Era of Standards
10. Classroom Management: Creating Productive Learning Environments
11. Becoming an Effective Teacher
12. Educational Reform and You
13. Developing as a Professional

**Specific Course Requirements:**

- The course requirements include a 20-hour observation of classrooms
- A background check to observe- cost vary- $32.00- 40.00
- Student Liability Insurance (STEA)- $25.00 yearl
Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

*Introduction to Teaching by Don Kauchak and Paul Eggen; 6th edition*
*Pearson Publishing* - Can be purchased and accessible through DEI (Digital Engagement Initiatives) - via Redshelf in elearn - Getting Started Module.

**PC users** - Communications software: Internet Explorer, Google Chrome, or Firefox  
Microsoft Word, Microsoft PowerPoint, Microsoft Access, Microsoft Excel, and Adobe Acrobat software.

**Mac users** - Communications software: Internet Explorer, Google Chrome or Firefox  
Microsoft Word, Microsoft PowerPoint, Microsoft Access, Microsoft Excel, and Adobe Acrobat software

Instructor Information

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information. A student can expect to receive a response from the instructor within 24-48 hours of a student's email to the instructor unless notified of extenuating circumstances.

Testing, Evaluation, Attendance, & Punctuality:

Testing Procedures:

The tests are on-line, timed and students are only given one attempt. The beginning date and deadline date for each test is indicated on the Course Calendar. There will be a study guide posted in the Course Content D2L Discussion Board for each test, before the test date begins. You will have a week to complete the test.

Evaluation Procedures:

Your grade in Introduction to Teaching will be determined by the following procedure. As you complete activities and class work, submit the materials to the instructor for evaluation as directed in the assignment. The instructor will evaluate your materials and award points. Points awarded are viewable by clicking on “The instructor will also include comments clarifying the evaluation.
Attendance and Punctuality:

1. Attendance is a requirement for successful class completion. Students are expected to be in class on time and attend the entire class period. This class meets once a week. If you miss, **five** times or more you will not pass the course. Beginning with the second absence and beyond - **50 points** will be deducted from the final grade for each absence. Documented proof is required (illness/hospital stay, Dr. Excuse for sickness, jury duty) for the second absence and a determination will be discussed if points are deducted. If a catastrophe event occurs, we will discuss options.

2. Any student who is absent is responsible for the content of the class missed and any assignments given. In-class assignments cannot be made up.

3. The last day to drop a course or withdraw from College is **Friday November 1, 2019**.

GRADED DISCUSSIONS - 4 topics X 50 pts. max. each = **200** max

Discussion participation will be evaluated as to the student’s ability to participate in class discussions by making relevant comments to the class and responding to the posts of others on the discussion board. Comments should contain opinions concerning the topic but should also demonstrate a knowledge of the subject gained through in-class and out-of-class study. You will the topic and then post and reply to one other person in the course. Each post and reply is required to be 100 words. Submit in the discussion board by the due date. Discussion topics include:

- DISC 1 - The Pros and Cons of Teaching
- DISC 2 - Characteristics of Children who Bully
- DISC 3 - Discuss Models for Effective Instruction
- DISC 4 - Teachers discuss the Pros and Cons of Teaching-video
ACTIVITIES - 6- Writing Assignments/Activities = 700 points

2-Writing Assignments X 100 points max. each = 200 points max.
Educational Journals

1- Activity Assignment = 200 points- Submit using Power Point-
instructions emailed (developing a school website information)

1- Portfolio- 100 points submit using power point (example will be
emailed)

1- Activity= 100 points - Elementary or Middle School Teacher
Interview

1- Take the Praxis Core Practice Test- 100 points Write a summary,
submit Test results

Praxis Core Practice Test Information:

Go to the JSCC Library web site and look at “Featured Resources” on the
right. Click on Testing and Education Reference Center at the bottom.

Praxis Core Practice Test Information:

Go to the JSCC Library web site and look at “Featured Resources” on the
right. Click on Testing and Education Reference Center at the bottom.

Then type in Praxis in the search box

The student would click on the item and then would be asked to set up a
username and password for that item (in order to save their work and come
back to it).
Topics include:

**Writing Assignment 1**: Tennessee Common Core State Standards
**Writing Assignment 2**: Motivating Students or Classroom Management

**Activity**: Elementary or Middle School Teacher Interview - interview an elementary or middle school teacher

**Activity Assignment submit on line**: Develop an Elementary School Website

**Take the Praxis Core Practice Test**

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**CLASSROOM OBSERVATION**

**ASSIGNMENT**: By the date specified in the class calendar (approximately 1 week before the end of class) the student will submit to the instructor the completed Classroom Observation Form and Classroom Observation Log. The Classroom Observation is to be submitted to the instructor using the Dropbox. It is strongly recommended this assignment be worked on from the beginning of the term.

This assignment is worth 300 points (maximum).

**OVERVIEW**: A 20-hour, school-based classroom observation is required of all Introduction to Teaching students. This assignment provides the student the opportunity to experience a classroom from the perspective of an outside observer. The goal of this assignment is to help each student assess realistically his or her interest in becoming a teacher. The objectives of this assignment are:

- to be aware of the diversity of the students found in the classroom.
- to understand the school as an institution and its effect on students.
- to develop observational skills that will help the prospective teacher understand student responses to the instruction observed.
- to apply summarizing skills for self-improvement in teaching.
Before you go to observe a classroom, you must get permission from the administrator of that school and from the teacher. You may observe in your own hometown (do NOT observe a relative). Observe two teachers, two grade levels, and 10 hours each.

**NOTE:** Be aware the some school officials will request a letter from me before allowing you into their schools. Feel free to give me their contact information and I will help you make arrangements. Also, be aware that many school systems are overwhelmed by requests for student observations and you may not get your first choice of school, teacher, or dates. Start this assignment early enough in the term so that alternative arrangements can be made if necessary.

**OBSERVATION TOPICS:** We do not learn as much from experience as we learn when we reflect upon that experience. Write anecdotal notes during and immediately following each visit. Respond in writing to the observed activities. When you take notes, describe what you "saw" and reflect upon these events.

**YOUR FIRST VISIT:**

1. Find some time to talk to your cooperating teacher (perhaps even the principal and support staff) to discuss goals and expectations. Be sensitive to the needs and challenges faced by all personnel in your assigned classroom, and be supportive of the roles and responsibilities they assume. Record what you have learned from this meeting.

2. Describe the primary characteristics of you classroom site, the kind of school, general information about the students, the grade or subject of your assigned classroom.
CLASS VISITS:

1. Use the following format to record your observations for each of your visits.
   
   - **Sequence** - List what took place during your observation time.
   - **Lessons** - Provide a detailed description of events you observe.
   - **Analysis** - This is the most important piece - your interpretation of teaching/learning events, why it was significant, questions raised in your mind, and what you have learned from the observation.

2. Become involved in the class. It is important that you work with your cooperating teacher to determine your appropriate level of involvement. Your previous experience, level of expertise, and degree of comfort in working with young people are important factors to discuss. It is also important to remain flexible and to demonstrate willingness to adapt to whatever opportunities and/or limitations characterize the observation assignment.

3. Reflect upon and record your experiences.

AFTER YOUR VISIT:

1. Complete the Classroom Observation Form and Classroom Observation Log Form

2. Submit the materials to the Classroom Observation Dropbox.

ADDITIONAL SCHOOL SYSTEM IMPOSED REQUIREMENT:

Jackson-Madison County System additional Requirements:

Students observing in the JMCSS must meet the following requirements:

- Successfully pass a Background Check
- Successfully pass a drug screen
- STEA – Student Teacher Education Association Insurance $25.00 yearly
- Observation must be scheduled by the JSCC Education Department
EVALUATION: The complete (20 hours) of observation is worth 300 points (maximum). The observation form will be evaluated using the following rubric.

CLASSROOM OBSERVATION FORM - one total form summarizing your Classroom Observation experience.

**COMPLETENESS** - The form will be evaluated as to whether all questions were answered and the form is completed. 100 pts. max.

**NEATNESS** - The form is completed with no typographical, spelling, or grammatical errors. 25 pts. max.

**REFLECTIVE THOUGHT** - Attention was paid to the reflective narration of your experiences, that is, report what you observed and add meaning to it from your experiences and the context of the classroom and school situation. Comments provide the reader with specific thoughtful statements. 75 pts. max.

CLASSROOM OBSERVATION LOG - reporting classroom observation hours.

**COMPLETENESS** - The form will be evaluated as to whether all questions were answered and the form is completed. 50 pts. max.

**NEATNESS** - The form is completed with no typographical, spelling, or grammatical errors. 20 pts. max.

**ATTENTION PAID TO DETAIL** - Attention was paid to supply the reader with detailed information on the experiences observed. 30 pts. max.
A FINAL WORD: Please remember to conduct yourself in a professional manner at all times and under all circumstances. This includes your language, your demeanor, and your dress. You are a representative of your home institution and your performance may directly determine the availability of future opportunities for education students at your site. If you find yourself in a difficult or adverse situation, please inform your instructor immediately. Your acceptance of the assignment is viewed as a contract, a professional commitment that must be honored with integrity and responsibility.

TERM PAPER - 1 activity X 300 pts max. = 300 pts max. (In Summer Only)

This assignment provides the candidate the opportunity to write an in-depth paper on a topic introduced in the course content. The Paper will be due on the date listed on the Calendar, usually the last week of the term, and will be accepted, with penalty, until the cut off date listed in the Dropbox.

PORTFOLIO - 1 activity x 100 pts max. = 100 pts maximum

The teacher candidate is to develop a professional portfolio. A professional portfolio is a coherent set of materials including work samples and reflective commentary on the work completed. It is compiled by a pre-service teacher to represent his or her activities and future teaching practice as related to the learning and activities completed during the class. In general, a professional portfolio, is a way to describe and document the student’s professional accomplishments. Specifically, it characterizes the candidate as a future teacher by highlighting their strengths and accomplishments in an educational context. The recommended length is 8 - 10 pages; lengthier items such as completed work can be included in the appendices. The Portfolio is expected to demonstrate the candidate's ability to summarize the work completed, synthesize the information gained in the course and communicate to the reader an understanding of the course material. The Portfolio will be evaluated as to neatness, organization, and completeness. The Portfolio will be due on the date in the Calendar and submitted in the drop box.
Test - 4 chapter test X 50 pts max. each = 200 pts max

Quizzes will be evaluated as to accuracy and student demonstration of an understanding of the material. Quizzes will be announced in the Events (Calendar). Quiz questions will be of the alternate response type (multiple choice, or true/false). Quizzes will cover materials introduced in the textbook. All quizzes are administered on-line, are timed, and proctors are not needed. The quizzes are to be completed by the due date listed in the Calendar. The date that Quizzes are available and due are listed in the Calendar. Usually, the quizzes are available for a period of one-week.

Test 1 - Chapters, 1,2,3
Test 2 - Chapters 4,5,6,7,8
Test 3 - Chapters 9,10,11
Test 4 - Chapter 12 and 13

TOTAL POINTS = 1400 pts maximum

Extra Credit Opportunities:

Interview a Principal or Assistant Principal- 50 points

Education Box tops – 30 points – 1 point each box top- found on various breakfast and grocery store items- mail box tops by due dates, or drop off at faculty office:

Attend various speaking events on campus, write a report, volunteer Mentor U- up to 50 points

JSCC
Nancy Hickey, Education Department
2046 North Parkway
Jackson, TN 38301
731.424.3520 ext: 50394
Office location- Nelms Classroom Building room 215C- leave in brown plastic bin attached to office door
Grading Scale

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Assigned Grade</th>
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<tbody>
<tr>
<td>1270 - 1400 Points</td>
<td>A</td>
</tr>
<tr>
<td>1269 - 1139 Points</td>
<td>B</td>
</tr>
<tr>
<td>1138 - 1008 Points</td>
<td>C</td>
</tr>
<tr>
<td>1007 - 877 Points</td>
<td>D</td>
</tr>
<tr>
<td>876 &amp; under Points</td>
<td>F</td>
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Class Participation:

You are expected to participate in all interactive aspects of the course. For example, you must communicate with other students via emails and discussion board exchanges. You are expected to communicate with your instructor on a regular basis and check the course "Content and D2L Questions" and calendar daily for announcements. You must actively participate in threaded discussion events. Students are expected to work at a pace conducive to collaborative learning. The class is designed to support student interaction.

1. Standards of Conduct:

Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

2. Academic Integrity/Academic Honesty:

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.
Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam,
- to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Read more about [How to Avoid Plagiarism](#).

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student’s home institution. [Start here to find your institution's policy on student conduct.](#)

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

**Other Course Rules:**

- Assignments will be presented as noted in the Calendar.
- You will have until the due date on the calendar to complete each assignment.
- You are expected to communicate with other students, learn how to navigate in the Course Management System (CMS), and stay aware of course announcements.
- You should use your assigned CMS email addresses for all e-mail communication.
- You should address any technical problems to your instructor immediately.
- You should observe course netiquette at all times.
- Plagiarism, cheating, and other forms of academic dishonesty are prohibited and will result in course and college disciplinary action.
- All work is to be completed by the teacher candidate enrolled in EDU 1120. Work done by anyone else will be considered cheating and will result in the grade of "F" for the course.
- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in D2L
- Keep abreast of course announcements
- Use the assigned course management (D2L) e-mail address rather than a personal e-mail address
- Address technical problems immediately: Contact JSCC Distance Education office 731.425.2623
- Absence for hybrid course, second miss -50 points, -50 after thereafter for each absence, this course only meets once a week.

Guidelines for Communications

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Discussions:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
• Be cooperative with group leaders in completing assigned tasks.
• Be positive and constructive in discussions.
• Respond to discussion topics or questions in a thoughtful, helpful timely and thorough manner

**Library**

There will be an embedded Librarian in the course to answers questions about educational journals and documentation. The Librarian will be under the discussion board listed, “Ask the Librarian?".

**Students with Disabilities**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at JSCC. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at JSCC. It is the student's responsibility to initiate contact the DRC (Disability Resource Center) at JSCC. All information about a student's actual disability (ies) is kept confidential.

The DRC is located in the Counseling and Career Services Office in the Student Center. Please contact the Dean of Students, Linda Nickell, at 731-424-3520 x50354 or at Inickell@jscc.edu. Information also is available on the JSCC website at: http://www.jscc.edu/about-jackson-state/student-services/disabled-student-services.html.

**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.