



Syllabus: *EDU 200 Introduction to Education*

Course Information

Course Prefix/Number: EDU 200
Semester: Spring 2017
Class Days/Times: T & TR 10:30-11:45

Credit Hours: 3
Course Title: Introduction to Education
Room: TBD

Instructor Information:

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and by appointment.

Course Description:

Provides students with an initial perspective of Education. Topics include: purposes of schools and schooling; characteristics of effective schools; diversity and its effects on schools, teachers, and students; social problems affecting schools; comparative education; curriculum issues and controversies; and technology's impact on schools and schooling. This also includes philosophical, legal, and financial issues facing today's schools; history of American education; and current trends in education reform. This class requires a 10-hour field work experience.

Course Objectives:

This course focuses on education in the historical and current aspect of society in the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this

country often have been conflicting and the outcomes of schooling complicated. Americans have wanted a great deal of their schools, but equipped them weakly to achieve those aspirations. Diversity has been at the center of the American educational story, as society has continued to struggle with competing goals of assimilation and diversity, opportunity and competition. The American dream that promises a better life through education has played out unevenly for different groups. Over time, as the struggles of a diverse society were compounded in schools, Americans have expected more and more of their educational system. And as purposes multiplied, critiques proliferated as well. Meanwhile, the opportunities and outcomes for different groups diverged. The aim in this course is to help you develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. No other societal institution as extensively affects each person's life as does schooling. And no other institution so profoundly reflects and shapes who we are, as individuals and as a society. Throughout your life, you will continue to be engaged with education—as a voter and taxpayer, as a citizen, maybe as a student, perhaps as a parent, and even possibly as a professional in education or in some field that intersects schools. You might become a teacher, or you might work in policy, or in government. Perhaps you will work with youth in some other context. To understand more about schooling in this multicultural society is likely to be useful for a host of different reasons. You may find yourself critical of a class or a school, and you may want to advocate for change. You may want to evaluate the education platform of different presidential candidates. You may be faced with a key local millage vote. You may also work in education. Learning about education in this diverse society is also important personally because it can help you understand who you are and how you have come to be who you currently are, as well as to know more about the educational experiences of others different from you. Learning about schooling, however, poses some special challenges. You have already spent almost 13,000 hours in school. It is familiar. You know what teachers do—or so it may seem. You know You cannot help but assume that your experiences are like those of others. Teachers, classrooms, schools—you have an insider's experience with education. And of course, this experience is an asset in trying to learn about education. But, at the same time, the fact that schooling seems so commonplace to each of us is also what makes it difficult to learn about.

In this course, we will investigate three basic clusters of questions:

1. What are the purposes of schooling, and for whom? We will investigate what the purposes were at the time that common schools began, and how these purposes have changed over time, or not. How do different purposes connect or conflict? How are purposes common or differentiated across youth in American society? We will consider the reasons for and consequences of Americans' expectations of schooling.
2. Teaching and learning: How do schools work, and for whom? In this section, we will seek to understand how purposes of schooling play out inside of classrooms. We will examine evidence about opportunities and learning for different groups of students, and consider explanations for these differences. Because instruction is at the core of the enterprise, we will consider the dynamics of educational opportunity

as teachers and students interact about content. Our analysis will move closely inside of classrooms to see how what students bring affects what happens in class, and the nature and role of instruction in that process. We will investigate learning, and what is involved in fostering it.

3. What is involved in improving schools? Almost everyone has an idea about how to improve education. Across the term, we will investigate some of the most widely held notions about how to make schools work better. After the course, we will use what we have learned to appraise the promise of these designs and consider why their effects often fall short of their designers' hopes.

Student Learning Outcomes (SLO's)

After completion of the course students will be able to...

List and discuss the primary purposes of schools.

Define a "good/effective" school and discuss the effects of diversity on schools, teachers, and students.

Identify social problems and their effects on schools, student achievement, and teaching.

Compare and analyze educational problems and trends throughout the world.

Define curriculum and discuss current curriculum controversies and appropriately utilize standards-based curriculum in the classroom.

Identify, discuss, and model effective teaching practices.

Report on technology's impact on schools, teaching, students, and curriculum.

Identify ethical and legal issues facing today's teachers.

Discuss the philosophy and history of American education.

Articulate a personal philosophy of education.

Demonstrate a basic understanding of school governance and finance.

Identify and analyze current educational reform initiatives.

Compare as well as contrast the rewards and challenges of teaching and create a plan for future professional development.

Critically analyze the many challenges facing first year teachers.

Course Structure:

This is a lecture-field work course in which topics are presented by the instructor on a week to week basis, educational theories are explained, and assignments are completed by students both during and outside of class. Students will complete 10 hrs. Of field work, outside of the classroom setting. Course material will be presented through a combination of readings, lectures, and videos.

Objectives, group work, assignments, and quizzes are given daily, and there is a mid-term exam and a comprehensive final exam. This course is a pre-requisite for the Elementary Education program course. This education course assumes no previous education experience or training, so the initial emphasis is on basic educational teaching and learning.

Texts and Materials:

Ayers, W. (1995). To become a teacher: making a difference in children's lives. New York: Teachers College Press.

Ayers, W. (2010). To teach: the journey of a teacher. 3rd. Edition. New York: Teachers College Press.

Bartlett, S., Burton, D.(2007. Introduction to education studies. Boston, MA: Sage

Mondale, S. & Patton, B. (2001). School: The Story of American Public Education. Boston: Beacon Press.

Paley, V. G. (1997). The girl with the brown crayon. Cambridge, MA: Harvard University Press.

Other materials including instructor Power Point presentations & URL links will be posted on the canvas platform.

****Students will need a notebook and a flash drive to store the Power Points and other course information****

Evaluation and Grading & Assignments:

Your grade for this course will be based on the following distribution:

Attendance and Participation	100 points
Classroom Reflections	100 points
Presentations	100 points
Field Work Journals	100 points
Mid-Term Exam	200 points
Class Assignments	100 points
Short Papers	100 points
Final Exam	200 points

Grades are cumulative and the total number of points determines your final grade. There are 1000 points possible in this course.

900 and above is an A

800 - 890 is a B

700 - 790 is a C

600 - 690 is a D

Under 600 is Failing

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation well considered and effective.

A few comments about evaluation in this course: We want your experiences in EDU200 to contribute to your growing capacity to do excellent work. To support that, we are asking you to analyze, consider alternative perspectives, write, construct and consider arguments, and talk. You can use your work in this course to help you to improve your sense of what good work consists of, and how to produce it. This includes writing good sentences and paragraphs, using words carefully, treating ideas with discipline and respect. We will strive to make these standards as concrete as possible, and to make visible strategies for achieving them. As you develop your sensibilities, you will be able to do more and more as your own critic and editor.

Himdag Cultural Component:

Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information.

The predominant pedagogical practice in this course is that of group demonstration and other forms of demonstrative non-verbal communication.

Policies and Expectations:

Class Participation: *Your attendance and in class writing and analysis – is vitally important to your success in this course. As such, your participation contributes significantly to your class grade. There will be many opportunities for participation – in whole-group discussion, small group discussion as well as in all-class debates. Students are expected to attend class meetings prepared to engage in critical analysis of the materials / reading in class discussions.*

Attendance: *Except in the case of an excused emergency, students are expected to attend each class. You are expected to arrive in class on time each day with homework in hand. Tardiness is strongly discouraged since it interferes with the learning of others and points will be subtracted for habitual tardiness. Late arrivals will count against attendance record. Two late arrivals or early departures constitute one (1) absence. Frequent/ continued exiting from the class during the class period will constitute one (1) absence. Unsanctioned use of cell phone during class constitutes one (1) absence. Absences will be costly since homework can be turned in only by you, in person. Four (4) absences will lead to being dropped from the class.*

Assignments: *Students must read textual material, prepare for projects, complete required research prior the class in which they will be offered. Students are expected to stay in class **ON TASK** and work diligently throughout the whole time. This class requires students to discuss ideas, present projects and engage in group work, participation grade will be based on student involvement in these activities. Late work is marked down for each day of tardiness. "Late Work: It is best to submit all materials on time and take quizzes and exams as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation to make alternative arrangements. Supplemental documentation may be required and points deducted. Failure to submit a project results in a grade of zero (0). An **F** is a better grade! **No** work accepted after the last class.*

Policy on Original Work: *Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. An exception is group work, which is assumed to be a collaboration by all group members. Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.*

Accommodations for Students with Disabilities: *If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. We will treat any information you provide as private and confidential.*

Behavior: *Students are required to obey all state and federal regulations. Breach of any established law that constitutes either a felony or misdemeanor will result in immediate exclusion from the class.*

Course Outline:

Week 1: January 17-19

- I. Defining Schools
 - A. Overview: education and schooling
 - B. Purposes of schools
 - C. Models of schools
 - D. Schools as cultures
 - E. Schools as transmitters of culture
 - F. Examining the nature of schools
 - G. What is a good school?

Week 2: January 23-26

- II. Today's Student
 - A. Student diversity
 - B. Racial, ethnic, and cultural diversity
 - C. Diverse needs
 - D. Diverse abilities
 - E. School's response to diversity
 - F. Teacher's response to diversity

Week 3: January 30- February 2

- III. Social Problems Affecting Today's Students
 - A. Family patterns
 - B. Poverty
 - C. Homelessness
 - D. Teen pregnancy
 - E. Abuse
 - F. Violence
 - G. School dropout

Week 4: February 6-9

- IV. Curriculum
 - A. Curriculum defined
 - B. Standards-based movement
 - C. Assessment
 - D. Curriculum controversies
 - E. Influences on curriculum development and management

Week 5: February 13-16

- V. Comparative Education
 - A. What is comparative education?
 - B. Key problems and trends throughout the world
 - C. Education reform worldwide

Week 6: February 21-23

- VI. Effective Teaching
 - A. Effective decision making
 - B. Attitudes
 - C. Subject matter knowledge
 - D. Theoretical knowledge
 - E. Practical knowledge
 - F. Basic teaching skills

Week 7: February 27- March 2

- VII. Technology and Education
 - A. Technology's effect on student learning
 - B. Technology's effect on teaching practices
 - C. Key issues in educational technology

Week 8: March 6-9: Mid-Term

- VIII. Ethical and Legal Issues
 - A. Ethics and teaching
 - B. Teaching and the law
 - C. Students and the law
 - D. Law, religion, and the school
 - E. Teacher lifestyles

March 13- 17 Spring Break

Week 9: March 20-23

- IX. Foundations and History of American Education
 - A. What is educational philosophy?
 - B. Schools of educational philosophy
 - C. Psychological theories and their influence on educational philosophy
 - D. Creating a personal philosophy of education
 - E. Historical themes in American education
 - F. Elementary and secondary education
 - G. Private education and current trends
 - H. Education and minority populations

Week 10 : March 27-30

- X. Schools: Governance, Influences, and Finances
 - A. Who governs schools?
 - B. Influences on schooling
 - C. Finance and schools

Week 11: April 3-6

- XI. Education Reform
 - A. Elements of education reform
 - B. Current initiatives
 - C. Current state of school reform

Week 12: April 10-13

- XII. What the New Teacher Can Expect
 - A. School environment
 - B. Administrators
 - C. Peers
 - D. Examining case studies
 - E. Instruction
 - F. Students
 - G. Parents
 - H. Surviving the first years

Week 13: April 17-20

- XIII. Challenges - Why Teach
 - A. Examining personal motives for entering the field
 - B. Rewards of teaching
 - C. Sources of useful experience
 - D. Examining case studies

Week 14: May 1-4

- XIV. The Teaching Profession
 - A. Status of the teaching profession
 - B. Professional development

Week 15: May 8-11

XV. Finals

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.