



EDUC 01: Introduction to Teaching



Dr. Marini Smith

WELCOME to EDUC 01

During this 16-week session, you will develop your understanding of the foundations of education in America. The goal is for you to become a better educator who is responsive, knowledgeable, and able to design and implement instruction by the end of this course. I anticipate this to be a transformative journey for all of us, and I look forward to it!

COURSE DESCRIPTION

This course is an introduction to the field of professional K-12 education. Topics of this course include a basic understanding of a teacher's role and challenges in society; contemporary education issues within historical, social, philosophical, legal, and political contexts; impact of government policies on schools and students; and the various perspectives on curriculum and instruction, including meeting the needs of diverse learners. The roles and responsibilities of the educator and the educational system in California are examined, including the implementation of California content standards and frameworks, and the teacher performance standards. **Students will independently complete a minimum of 45 hours of classroom observations in public elementary**

1 classrooms.

Section: 27234 (Online 16-weeks)

Date: August 26- December 15, 2019

Office: GC 180 C

Canvas: www.ilearn.laccd.edu

How to Reach Course Facilitator:

Email: smithmh@wla.edu

Website: <https://www.smithwla.com/>

Conference Hours: E-mail any time on

Canvas Canvas chat: W 2:00 pm -3:00 pm

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COURSE OBJECTIVES

After completing this course students will be able to:

- 1) Evaluate and analyze effective teaching methods
- 2) Design a lesson plan and implement a lesson demonstration
- 3) Evaluate contemporary educational issues including culturally relevant pedagogy, student motivation, equal access, and the Common Core State Standards
- 4) Analyze and reflect on how school inequality results from complex larger social challenges
- 5) Compare various school structures (i.e. urban vs. suburban, charter vs. public)
- 6) Discuss and debate the need for multicultural education and academic support for English language learners
- 7) Demonstrate a comprehensive grasp of both theoretical and practical educational approaches through discussion, assignments and assessments

STUDENT LEARNING OUTCOMES

Upon completing this course students will-

- 1) Describe various major historical developments in American education
- 2) Analyze the implication of various philosophies on classroom teachers' curriculum design, delivery, assessment, and classroom management.



Education is the most powerful weapon which you can use to change the world.



-Nelson Mandela-

What is this class about?

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What will you learn?

This course introduces students to the field of professional education and the concepts and issues that are related to K - 12 education. Topics of this course include a basic understanding of a teacher's role and challenges in society, contemporary education issues within historical, social, philosophical, legal, and political contexts, impact of government policies on schools and children, and the various perspectives on curriculum and instruction. The course content includes the California Standards of Teaching Professionals (CSTP) and Teaching Performance Expectations (TPE). This course requires a minimum of 45 hours of observation/participation in a public multicultural school.

Why should you care?

In order to become a successful educator and advocate for equal access for all, students must understand the historical and philosophical foundations of education, as well as be able to practice and apply educational research in a classroom setting. Students, in general, can enhance their understanding of the education system as it pertains to their learning and to the development of society, at large. Students will be encouraged to employ critical-thinking skills and engage in academic discourse around current issues in education and to explore various pedagogical modalities





Read

You will read the assigned text – see information listed below. You will also have additional assigned readings outside of the course text.

Think/Ask/Discuss

This is an interactive class—even though it is online. I really encourage discussions and interactions which will foster a more engaging learning environment. I expect you to ask questions when you need clarification or more information, and feel comfortable to share your ideas freely.

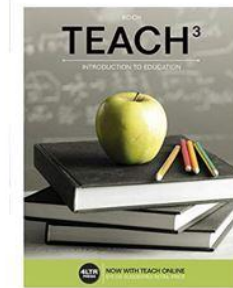
Observe

You will conduct a minimum of 45 hours of observation/participation in a public school.

Write

Throughout the course, you will be writing responses to readings in a variety of forms (Canvas discussions, reflections, etc.) In addition, you will be writing a standards-based lesson plan and a reflective paper analyzing your observation experience.

Textbooks



Required Textbook:

Koch, J. (2016). TEACH: Introduction to Education (3rd Ed). Boston. Cengage Learning.

TIPS FOR SUCCESS

TO BE SUCCESSFUL IN THIS CLASS

1. Read the **assigned chapters** each week. Outline and summarize the information. Be prepared to participate in forum discussions and activities based on the readings each week. For less expensive alternatives for the textbook, try amazon.com, textbooks.com, half.com, other discount textbook websites, or using the reserve copies in the library or Student Success Center.
2. Use a **Dictionary** to look up any unfamiliar words. You may want to put dictionary.com on your phone or personal wireless device.
3. Use the textbook website to study vocabulary and take practice exams.
4. Form a **study group** with some of your peers. Practice teaching each other what you have learned.
5. Be sure that **study time** is in your daily schedule. **For every hour spent in a college course, you should be spending 2 hours studying/reviewing outside of class! Since this is a three-unit course, you should plan to spend 6 hours per week on course requirements, including 3 hours per week conducting your classroom observations!**
6. Pay attention to **due dates** and complete work at least a couple of weeks before it is due. Give yourself enough time to proofread and rewrite your work.
7. See the **facilitator** to discuss any concerns or for additional information. My office hours are Tues/Thurs from 12:35 pm-2pm and Wednesdays from 1:30 pm-3:00pm in GC 180C on campus, or you may contact me anytime on Canvas.
8. Become acquainted with the **resources at the library**. If needed, seek guidance for effective research methods.
9. Have fun and know that **YOU GOT THIS!**

Our Class Assignment Schedule:

Week of	Topic	Chapter(s) to be Read <u>by</u> class on Monday *	Assignment
August 26	-Classroom Community Building -Syllabus -What is Education/School For? -Mindset Philosophy -Article: <i>Boosting Achievement with Messages That Motivate</i>		-Text Readings -Canvas Discussion/ Activity
September 2	Chapter 1- Becoming a Teacher: Looking Forward and Backward at the Same Time	Chapter 1	Text Readings -Canvas Discussion/ Activity -Confirm Observation Site
September 9	Chapter 2- Teaching Stories	Chapter 2	-Text Readings -Canvas Discussion/ Activity - LC #1- Chaps 1-2 by 11: 59pm on 9/15 -Conduct Observations
September 16	Chapter 3- A History of Schooling in America	Chapter 3	-Conduct Observations
September 23	Chapter 4- What Does It Mean to Teach and to Learn?	Chapter 4	- LC #2- Chaps 3-4 by 11: 59pm on 9/29 -Text Readings -Canvas Discussion/ Activity -Conduct Observations
September 30	Chapter 5- Who Are Today's Students?	Chapter 5	DUE 10/6: Written Lesson Plan -Text Readings -Canvas Discussion/ Activity -Conduct Observations
October 7	CalTPE Reflection #1- Due Friday, 10/11 Article: Promoting Student Metacognition		-Conduct Observations
October 14	Chapter 6- Contemporary Trends in Education	Chapter 6	-Text Readings -Canvas Discussion/ Activity -Conduct Observations

October 21	CalTPE Reflection #2- Due Friday, 10/25		-Conduct Observations
October 28	Chapter 7- Digital Technologies and Education	Chapter 7	Chapter 7- Digital Technologies and Education
November 4	CalTPE Reflection #3- Due Friday, 11/8		-Conduct Observations
November 11	Chapter 8- The Global Classroom	Chapter 8	- LC #3- Chaps 5-8 by 11: 59pm on 11/17 -Canvas Discussion/ Activity -Text Readings - Conduct Observations
November 18	CalTPE Reflection #4- Due Friday, 11/22		- Conduct Observations
November 25	Chapter 9- The Classroom as a Community	Chapter 9	-Canvas Discussion/ Activity -Text Readings - Conduct Observations
December 2	CalTPE Reflection #5- - Due Friday, 12/6		- Conduct Observations - DUE 12/8: Observation Field Experience Assignment Due at 11:59pm on 12/8
December 9	Chapter 10- Making the Decision to Become a Teacher HAPPY HOLIDAYS!! 😊	Chapter 10	LC #4- Chapters 16-19 by 11: 59pm on 12/15

***Additional readings, such as articles and text excerpts are TBD and may be assigned throughout the semester. The instructor reserves the right to make adjustments and modifications to the course schedule, assignments, and point values, as needed. Students should anticipate revisions and divergencies.**

Course Assignments

***All assignments are due via Canvas at 11:59 pm on the day specified, unless otherwise specified by the instructor. Please submit uploaded documents in Microsoft Word or PDF ONLY. I cannot accept assignments submitted in Pages , Notebook , etc. Assignments (documents) submitted in any format other than Word or PDF (assignments created in Google Docs and Canvas text box are fine, when applicable) will receive a zero. If you do not have a computer at home, you may use the Open Computer Lab during posted hours, located in Library, 2nd floor. Not having internet or computer, or having technical difficulties are not valid excuses for late, incomplete, or missing assignments. I would recommend submitting assignments at least 12 hours before the due date, to account for managing potential technical difficulties. When applicable, all submitted documents should be typed, double-spaced, 12-point, Times New Roman font, APA.**

Written Lesson Plan (SLO #2)-

You will follow the provided format to create a lesson plan on the K-6 subject/grade level of your choosing. Your lesson plan will be based on the Common Core State Standards and will include adaptations/accommodations for diverse learners. The lesson plan template will be provided by the instructor and will be submitted on the due date.

Due October 6th.

Observation Field Experience Assignment (SLO #1, #2) –

You will be required to complete 45 observation hours in a K-6 public school classroom. At the end of the semester, you will submit your observation notes, five observation checklists, and a reflection. You will also submit a signed log and a photograph of yourself outside of your observation site. **Due December 8th.**

Canvas Discussions- Each week you will be asked to participate in discussion forums, as well as submit reflective responses to course readings. **Due Weekly.**

CalTPE Reflections (SLO #2)- You are to visit www.caltpe.com (TPE of the week) during the weeks indicated on the schedule above and select one of the days of the week to write and post a reflection of no less than 250 words on Canvas. The reflections will be directly connected to your classroom site observations. In addition, you must read and respond to two other students with a comment of 150-words or more. You will have a total of five (5) CalTPE reflections in this course.

Extra Credit- Extra credit may be available for students who submit all assignments on time and with a grade “C” or better. Please refer to Canvas Announcements or Discussions for potential extra credit opportunities. By no means is extra credit meant to substitute for students meeting student learning outcomes, but I encourage students to take advantage of opportunities for academic and professional growth and development. You can only earn credit for approved extra credit opportunities.

Incompletes: In the case of extenuating circumstances, students who request an “Incomplete” must have earned a 70% or better in the course and the request may come no sooner than week 14.

EVALUATION OF STUDENT PERFORMANCE

Assignment Point Values

Lesson Plan: 40
 CalTPE (5): 50
 Observation- Field
 Experience: 200
 Exams (4): 100
 Participation/Canvas: ≥60

Total Points: ≥450

450-405 A
 404-360 B
 359-315 C
 314-270 D
 269 and below F

Grading:
 A=90-100 (≥ 405 points)
 B= 80-89 (≥360 points)
 C=70-70 (≥315 points)
 D= 60-69 (≥270 points)
 F= 59 and below (269<points)

Please Note:
Absolutely no makeup work or assignments, or exams are possible in this course. Please note that the instructor reserves the sole right to make changes to the scheduled reading and writing assignments as and when such changes become necessary.

Grading

Your grade will be based on your performance on the four Learning Celebrations (previously referred to as “exams”), written lesson plan, comprehensive observation/field experience assignment, CalTPE reflections, and Canvas discussions and activities, as well as other forms of class participation. Written work will be graded on the *substance* of what you write (e.g., accuracy of information, inference and reasoning, etc.) and on the *skill* with which you write (e.g., language conventions, organization, syntax, spelling, etc.). You are expected to produce writing assignments that meet college-level standards. Some assignments will be scored holistically, and for some assignments, the scoring guidelines and criteria are outlined in a rubric that you must read very carefully.

Remember that it is better to turn something in – even if you think you may fail – 59 points towards your total is a lot better than 0 points. Even though they are both and F – the 59 points do matter!

Participation and Online Conduct

Students must participate regularly and as required in discussion forums, tests, and any other required activity posted in Canvas for this course. If the instructor does not see the required participation activities within the first week of class, the student is subject to being dropped by the instructor. If the student shows little activity throughout the course, the student will be dropped from the class and will receive a W on the transcript. **While the instructor reserves the right to drop a student, it is ultimately the student’s responsibility to drop a course in which they are not participating.**

At no time are you to belittle, judge, or criticize another student in the discussion forum. If this occurs, the discussion post will be eliminated and it will not count towards your posting of the three minimum posts required per week.

House Rules: Netiquette Rules:

It is essential that you pay close attention to your written communication in an online community. It is extremely important to communicate effectively and clearly to be successful in an online program. Also, it is important that every student follow the Netiquette (online etiquette) requirements.

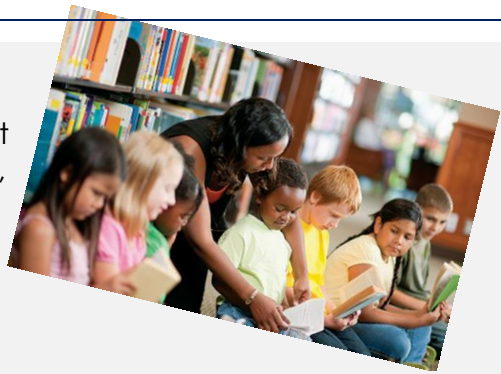
Please adhere to the following Netiquette rules:

- **Respectful:** Remember, the written word can be offensive so treat each other with respect. Review your comments before submitting them to ensure that your opinion is expressed, but in a respectful manner. Your comments and discussions should be focused on enhancing the learning environment. Do not judge, but challenge. You can challenge a comment, but do it respectfully.
- **Encouraging:** Comments should allow others to agree or disagree with your statements. Encourage peers who express their thoughts and validate them. Recognize good work and critical thoughts.
- **Observe:** Recognize that everyone has different experiences in life and will bring that experience into the discussion. Sometimes words are misinterpreted so if you disagree or are offended by a comment, ask a question for clarification so that your responses will be based on facts and information. Observe before defending your position.
- **Disagree politely:** While comments such as “I agree” or “I disagree” should always be followed with a reasonable and valid explanation, do this politely and by using facts, not opinion.
- **No Yelling:** Make your points, but do not YELL! Writing in all caps indicates that you are yelling at the reader. Also, avoid using exclamation marks or any other sign that indicates you are upset. Remember, this is a public forum where everyone is trying to learn.
- **No Profanity:** Online learning is not a place to use profanity or to discriminate. This will not be allowed and such communication will not be tolerated. In addition, no points will be earned for discussions or replies that include profanity.
- **Signature:** Always sign your name. Make sure you use only your real name as specified by your application to the college.
- **Shine:** Make yourself look good through words. Remember, you are only known through your written words so represent yourself in a professional manner.

Negative behavior will not be rewarded so please adhere to the Netiquette rules and be respectful to one another.

DO YOU NEED ASSISTANCE?

If you need assistance with writing for your courses – check out [THE WRITING CENTER](#). Need money for books, living expenses, course fees? The [FINANCIAL AID](#) office may be able to help.



[ACCOMMODATIONS STATEMENT](#) :

Office of Disabled Student Programs and Services (DSP&S)

The DSPS Office is located in Student Services Building, SSB, 3rd floor, room 320, phone, 310 287 4420.

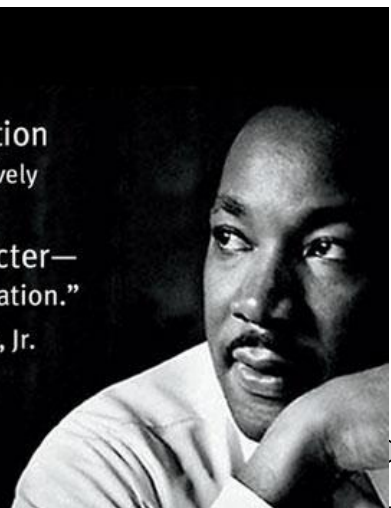
“Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320 or call 310-287-4420.”

dsp@wlaac.edu.

Academic Policies

ACADEMIC DISHONESTY AND PLAGIARISM

Academic Honesty/Plagiarism Statement: All students are expected to adhere to West Los Angeles College standards of academic honesty. This includes plagiarism, the unlawful copying and failure to give credit to (cite) sources that you may use in the research and writing performance of your class work. Cheating and other forms of misconduct are covered under this statement. Failure to do so may result in failed assignment and/or a failed grade in this class.



“The function of education
is to teach one to think intensively
and to think critically.
Intelligence plus character—
that is the goal of true education.”
– Dr. Martin Luther King, Jr.