1. **COURSE TITLE\*:**  Introduction to Education
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 1101
3. **PREREQUISITE(S)\*:** None  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*: 3**   **LECTURE HOURS\*:**   **3**

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This introductory course is designed to acquaint students with the field of education. In this course the student will examine social problems and how they relate to schools, technology and its impact on schools, ethical and legal issues facing educators, effective teaching strategies, diversity in the classroom, standard-based education, professionalism in education and current curricula. Students will explore teaching as a profession and will write reflective essays on key topics.

1. **LEARNING OUTCOMES\*:**

**Learning Objectives:** Upon completion of the course, students will have:

1. Deepened their understanding of education by focusing on four themes: schools and students, teachers, foundations and the future, and the teaching profession.

2. Improved their academic analytical writing skills through writing assignments and field journals.

3. Refined their problem-solving skills in preparation for leadership roles in education.

4. Gained knowledge of current educational issues related to the philosophy, history, finance, and governance of education in the United States.

5. Demonstrated professional behavior in their roles as observers and assistants in field placements.

6. Examined their commitment to the teaching profession through reflection on their classroom and field experiences.

**TAG Learning Outcomes:**

*Aims of Education and Role of Schools in a Democratic Society (Understand the Purposes of Education Past and Present)*

T1. Describe the emergence and development of the American education system with a focus on the civic, social, economic and individual aims of education.

T2. Illustrate how schools, reflect, reproduce and seek to challenge social stratification in society.

*Economic, Legal and Political Context of Schools (Know about Schools)*

T3. Identify the roles that federal, state and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private,

virtual) and the ways they are organized and supported.

T4. Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.

*Culturally Responsive and Inclusive Education (Know about Students)*

T5. Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

T6. Identify various dimensions of educational exclusion, (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

*Ethics and Professionalization (Understand the Teaching Profession)*

T7. Recognize knowledge, skills, dispositions, and ethical responsibilities of the

professional educator.

T8. Describe standards and processes guiding the preparation and professional

development of educators.

T9. Develop knowledge and understanding of Ohio educator requirements, with

attention to the reasons for new developments and changes.

1. **ADOPTED TEXT(S)\*:**

Those Who Can, Teach; 15th Edition

Authors: Ryan, Cooper, Bollick

Cengage Publishing (2022)

**eBook:** ISBN-10: 0357711297 | ISBN-13: 9780357711293

**Paperback:** ISBN-10: 0357518446 | ISBN-13: 9780357518441

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-357-51840-3

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\*** None
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Chapter Reflections  (15 x 5) | 75 | 25% |
| Discussion Questions  (15 x 5) | 75 | 25% |
| Test (3x40) | 120 | 40% |
| Paper (1x30) | 30 | 10% |
| Total | 300 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

***Chapter 1: Why Teach?***

Chapter Overview: Having gone to school, everyone therefore knows what it must be like to be a teacher, right? Wrong! Although recalling one’s own experiences in school may be helpful, prospective teachers need to base their career choice on more than just memories. Prospective teachers need to explore their desire to teach in more depth, and Chapter 1 encourages them to do just that. Teaching is a very satisfying career for thousands of people, yet to be satisfied in the career, prospective teachers must think about why they are becoming teachers and whether their career aspirations can be fulfilled in teaching. Chapter 1 presents factual data as well as authentic case studies for prospective teachers to mull over as they begin their teacher education program. Too often, students are willing to rely on outside information without testing it against their own knowledge or frame of reference. This textbook’s intent is to engage students so that reading it becomes a more reflective experience than just reading and memorizing. Basic facets of the teaching profession are highlighted in the chapter. One part discusses the rewards of teaching. We point out that teaching yields both extrinsic and intrinsic rewards, yet the extrinsic rewards are often downplayed. Intrinsic rewards, because of their highly individualistic nature, vary in degree from teacher to teacher. The authors suggest that considering the personal value of both the extrinsic and intrinsic rewards of teaching is a realistic way for students to assess if they would be content as a teacher.

Chapter Learning Objectives:

1. List your motives for becoming a teacher.
2. Explain the rewards that come with a career in teaching.
3. Describe several sources that expand your understanding of teaching.
4. Assess two case studies of teacher motivations.
5. Recount the views of others about teachers and teaching.
6. State the major reasons why teachers teach and the primary sources of satisfaction.

* **Canvas Assignments:**
  + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 2**

***Chapter 2: What Is A School And What Is It For?***

Chapter Overview: Most people consider education and schooling synonymous; however, there are some important distinctions. Education is a large, all-encompassing, life-long endeavor, whereas schooling is simply one aspect of education. Schools reflect and transmit a culture. This aspect of schooling is one that has come under increased scrutiny in the recent past. Should schools tacitly or overtly support the dominant culture of the society? Should schools be structured so that they are encouraging students to fit into the social structure as it exists, or should schools demonstrate to students how they can be agents of change? Today’s public schools transmit a community’s values, which are imparted through the work of teachers. The ways schools are organized, the content of the curriculum, the methods of instruction—all reflect current norms in the United States. While some educators view schools as transmitters of culture, others take a social reconstructionist viewpoint, asserting that schools should guide students to become change agents focused on creating a new order in society. The differences between democratic reconstructionist and economic reconstructionist are discussed. A discussion of the four basic purposes of schools concludes this section. Chapter 2 also focuses on many different studies that have examined life in classrooms. Research is cited to present to prospective teachers an accurate portrait of what life in school is like. In this way, prospective teachers can broaden their perception of school life beyond their own experiences and can think about their role in the classroom.

Chapter Learning Objectives:

1. Describe several different understandings of the concept “school.”
2. Explain the important distinctions between “education” and “schooling.”
3. Analyze the ideas of schools as distinctive cultures and the role of schools in

socialization.

1. Compare the two different views of schools as transmitters or re-creators of culture.
2. Describe four basic purposes of school.
3. Identify at least two research findings about the nature of schools for each level:

elementary, middle, and high schools.

1. Summarize what researchers claim is a “good school.”
2. Describe the challenge of improving our schools.

* **Canvas Assignments:**
  + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 3**

***Chapter 3: Who Are Today’s Students In A Diverse Society?***

Chapter Overview: This chapter focuses on the students who fill classrooms across the country and the diversity these students represent. The chapter first explores who is being educated in our schools, then seeks to understand what their backgrounds are and what an optimal learning environment looks like for them. The chapter then describes how these students learn and some of the programs that exist to facilitate their learning. Throughout the chapter, prospective teachers are exposed to the range of ethnic, cultural, and linguistic backgrounds found in our schools and the challenging and diverse needs, abilities, and learning styles of today’s school-age population. The overwhelming majority of public school teachers continue to be white, middle-class women while the student population becomes more and more diverse. Prospective teachers need to be aware of the wide range of backgrounds represented in a given class. For that reason, we spend considerable time discussing the demographics of the school-age population, which is dominated by a steady growth in the minority population while the white population remains relatively stable. We link this discussion to the concept of cultural diversity, pluralism, and culturally responsive teaching. Information is provided regarding English language learners and the government response to providing educational support for these students. Several bilingual education models are presented. The chapter also presents theories on how students learn. Howard Gardner’s theory of Multiple Intelligences is described and complemented by a discussion of his latest work focused on cultivating five ways of thinking that will help students as they move toward a changing, unpredictable future. A discussion of individual learning styles follows.

Chapter Learning Objectives:

1. Describe how the demographic changes of the U.S. population is changing the ethnic

composition of school-aged children.

1. Give examples of ways schools seek to support English language learners’ schooling

experience.

1. List ways that teachers support students with disabilities.
2. Discuss how teachers provide enrichment experiences for gifted and talented students.
3. Discuss ways that gender issues affect the curriculum, classroom interactions, and

achievement levels.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 4**

***Chapter 4: How Do Social Issues Impact Students?***

Chapter Overview: Social problems in the world impact the operation and effectiveness of public education. In fact, a major portion of the school’s work devotes itself to responding, directly or indirectly, to students whose lives are challenged by social ills, such as poverty or violence. Such problems, including homelessness, teen parenting, substance abuse, child abuse, and youth suicide, complicate students’ efforts to learn. Other social problems, such as vandalism, school violence, and the dropout rate, are exacerbated when students feel alienated from the school structure. The chapter briefly discusses each of these topics and the ways in which public education is responding as an introduction for prospective teachers, not as a detailed analysis. In this chapter we also look at family structure in the United States, which has undergone considerable modification in recent years. The traditional family, made up of a working father, a homemaker mother, and two children in school, represents only a small percentage of U.S. households today. Family structures today include single-parent families, blended families, older parents, and working parents. Family structure can play a significant role in a child’s school experiences and can affect his or her learning. Finally, the issue of sex education in the schools is explored in light of the growing concern over the spread of sexually transmitted diseases and the problem of teen pregnancies. The goals of sex education programs are described. The appropriateness of sex education in schools is debated, as are various approaches to sex education.

Chapter Learning Objectives:

1. Identify critical social issues that directly influence the students’ academic success in the classroom.
2. Discuss how changing American family patterns are impacting the demographics of the school population.
3. Describe the impact poverty has on a student’s potential for success in schools.
4. Define the goals of sex education in schools.
5. Provide strategies schools are using to support students who live in dangerous family or community situations.
6. Identify signs of alcohol or drug abuse.
7. List factors that may prevent youth suicide.
8. List steps schools have taken to ensure schools are safe places for learning.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 5**

***Chapter 5: What Is Taught?***

**Course number: EDUC 1101 Title: Introduction to Education**

**Page 10 of 22**

Chapter Overview: Here, *curriculum* is defined as not only the intellectual content of the subjects but also as all the organized and intended experiences of the student for which the school accepts responsibility. In addition to content, this includes the methods, interactions among people, and other school-sponsored activities that create the “life experience.” In this chapter we review the growth and effects of the standards-based reform movement, and describe the trend toward and the influence of national standards in the traditionally decentralized U.S. system of education. We also provide an overview of the major curricular emphases in American education and review curricular changes and reforms. The methods, results, and implications of international achievement comparisons are presented and analyzed. We also explore such topics as curricular reform, including block scheduling, cultural literacy, multiculturalism, core curriculum, and tracking. Also included are current curricular trends in various subject areas, and other influences on the curriculum, in particular the role of textbooks in curriculum development. We conclude Chapter 5 by presenting some of the innovative instructional techniques now being used in schools.

Chapter Learning Objectives:

1. Analyze the pros and cons of the standards-based curriculum reforms.

2. Name the major subject-matter areas taught in elementary and secondary schools, and

identify one or two major trends for each subject.

3. Identify the major national and international assessments of educational progress, and

describe the performances of U.S. students for each of the assessments.

4. Identify and describe how textbooks and various instructional approaches affect what

is taught to students in schools.

5. Explain the differences between a multicultural and a core curriculum, and describe

how the practice of “tracking” affects what students learn.

6. Describe what changes in the elementary or secondary curriculum you would make to

create greater relevance to today’s world.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 6**

**Test (Chapters 1-5)**

**Week 7**

***Chapter 6: What Makes A Teacher Effective?***

Chapter Overview*:* The purpose of Chapter 6 is to introduce the prospective teacher to some current research on teacher effectiveness. The chapter, by its nature, is more theoretical than many other chapters of the textbook, and for this reason it may be more difficult for some students. However, we think that prospective teachers should recognize the importance of a theory of education for every teacher. We agree with John Dewey: “Nothing is so practical as a good theory.” Novice teachers, though, often fault their preparation for being too theoretical—a complaint their more experienced colleagues sometimes echo. In our view, the problem is not an oversupply of theory; it lies with an undersupply of how to use theory in the classroom. Reflective teaching involves the use of theory to determine the effectiveness of instruction as well as to find ways to improve it. Teacher education programs need to provide opportunities for beginning teachers to view classroom events and to interpret them by using relevant theories. We review the findings of research and explore the implications of theory in several areas: teachers’ attitudes, subject-matter knowledge, learning and human behavior, instructional strategies, and classroom management.

Chapter Learning Objectives:

1. Identify at least three assumptions or actions that a novice teacher can make or take that can contribute to classroom difficulties.
2. Describe what is meant by the teacher as a “reflective decision maker,” and identify at least three major types of decisions teachers make.
3. Identify five areas of competence that effective teachers possess.
4. Name four types of attitudes that affect teachers’ behaviors.
5. Define and give an example of “pedagogical content knowledge” in your own subject field.
6. Give an example of an educational theory that can be used to solve a practical problem in the classroom.
7. Define the term *personal practical knowledge,* and give an example.
8. Identify at least five classroom teaching skills that you believe essential for teaching effectiveness.

**Canvas Assignments:**

* Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 8**

***Chapter 7: What Should Teachers Know About Technology***

Chapter Overview: We believe that educational technology is having an increasingly significant impact on instructional delivery and effectiveness. Because of the fast pace of adoption of technological methods and resources in our schools, it is important to introduce prospective teachers to this information early in their teacher preparation.

In this chapter we briefly review the historical development of the use of educational technology. Varied applications are divided according to subject area (English/Language Arts, Social Studies, Math, Science, Foreign Language, Distance Education, and Special Needs) with acknowledgment that overlap exists. The changes that educational technology makes in instructional methods and the applications that contribute to teacher productivity are described. Students are introduced to the key issues in educational technology: the infrastructure and budgeting issues, the challenges of integrating technology into the curriculum, parental involvement, the necessity of pre-service as well as in-service teacher education, and issues of equity involving students of all genders, races, and socioeconomic classes.

Chapter Learning Objectives:

1. Explain how technology in the classroom has evolved over the years.
2. Describe the impact new technologies have on the way we use technology in our daily lives.
3. Define *technology pedagogical content knowledge*.
4. Discuss ways technology tools are used to enhance student learning.
5. Explain how technology can help teachers change their role from dispensers of information to facilitators of students’ learning.
6. Describe the different ways technology can be arranged to support student learning.
7. Summarize why issues of equity, teacher education, and budgeting need careful consideration as more and more technology is being used in schools.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 9**

***Chapter 8: What Are The Ethical and Legal Issues Facing Teachers?***

Chapter Overview:Teaching is full of ethical and legal issues, and all teachers need to know how both ethics and the law play an integral part in their work. This chapter explains the difference between ethics and law, and it begins to explore the particular ethical and legal questions teachers must answer. It presents to prospective teacher’s ethical guidelines as they begin their career and also highlights particular laws that are germane to the classroom teacher. We begin with a discussion of ethics: the system of morality that people adopt to help them develop productive relationships with others in their communities. Because teachers can powerfully influence their students, prospective teachers ought to be aware of the formal statements of ethics developed by the profession. We also recount several stories, directly taken from the experiences of practicing teachers that illustrate the variety and intensity of ethical dilemmas. Next we discuss the legal issues that teachers need to know for their own protection and for the protection of their students. Without attempting to cover all aspects of the law and teaching, we introduce some of the most common problems and sketch the implications of recent court decisions on due process, tenure, liability, abuse, copyright, religious practices, freedom of speech, and other issues. Our aim in this chapter is to stimulate students to think about how their own moral imperatives will mesh with the code of the profession. We want them to know something about the ways in which the law encumbers teachers with specific responsibilities while it protects and restricts them.

Chapter Learning Objectives:

1. Distinguish between law and ethics, and state why these terms are important to teachers.
2. Elaborate on how ethics is involved in the professional activities of the teacher.
3. Report on the nature of the law and how it bears on the work of teachers.
4. Explain how a teacher’s lifestyle is circumscribed by the law.
5. State the various legal issues surrounding religion and public education.
6. Describe how the law governs and protects the behavior of students

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 10**

***Chapter 9: What Are The Philosophical Foundations of American Education?***

Chapter 9 Overview: Chapter 9 introduces prospective teachers to the four major branches of philosophy—metaphysics, epistemology, logic, and axiology—and demonstrates how those branches apply to education. It also provides examples of how each branch of philosophy affects decisions about education. When a faculty decides, for example, what constitutes knowledge, their goals in educating students, the content of their curriculum, or the methods their teachers will use, they are making educational decisions rooted in philosophy.

Chapter 9 Learning Objectives:

1. Define, describe, and explain the nature of philosophical inquiry.
2. Identify the four branches of philosophy important to educators.
3. Explain the four schools of educational philosophy common in our schools.
4. Identify and outline two educational psychologies that influence our schools.
5. Describe your own emerging philosophy of education. 

***Chapter 10: What Is The History Of America’s Struggle For Educational Opportunity?***

Chapter 10 Overview***:*** The history of American education spans more than 350 years. In this chapter on the history of American education, we provide an overview of this vast time span to provide prospective teachers with the general landscape of educational history. In this way, we hope that future teachers will become familiar with significant ideas, events, and people that have shaped American education.

Chapter Learning Objectives:

1. Identify a modern-day example for each of the seven major themes of American educational history discussed in this chapter.
2. Describe the major purpose of the common school during the nineteenth century and how it was financially supported.
3. Describe how private education provides an alternative to the public schools.
4. Provide a brief overview of the historical struggles for equal educational opportunities for African Americans, Hispanic Americans, American Indians, Asian Americans, and women in the United States.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 11**

**TEST (CHAPTERS 6-10)**

***Chapter 11: How Are Schools Governed, Influenced, and Financed?***

Chapter 11 Overview: Few prospective teachers probably think at length about the governance, forces of influence, or finance of public schools. To someone enthusiastically learning how to become a teacher, such issues may seem far removed from life in classrooms. Yet issues involving the governance, influence, or finance of schools directly and indirectly affect a teacher’s job because they define the parameters of public education and the roles of those involved in public education. For that reason, we describe some of the features of formal school governance that are common to all the states, as well as some aspects that may differ. We think prospective teachers should know how the organizational structure of a school works and how they, as teachers, will fit into that structure. Their effectiveness as teachers and possible reformers can be enhanced by the knowledge of the forces that shape other formal roles. In addition, we want student readers to be cognizant of the ways informal influences affect school operation. As teachers, they will assume informal authority daily through the decisions they make about their classes. Department chairs, supervisors, and other teacher-administrators will exercise informal authority, often out of necessity. What beginning teachers may be less aware of is the informal influence that parents, business groups, and political organizations will try to exert in running the schools. New teachers ought to know what to expect and what limitations are set by law and custom. We also discuss the sources of funding for education. We describe the local, state, and federal contributions to education, also pointing out the historical changes in the federal funding of education. It is important to explain where money for school budgets comes from and what services each funding source has agreed to finance.

Chapter Learning Objectives

1. Describe the typical state educational governance structure, including the relationships among the major governing bodies and offices.
2. Explain how professional organizations, parents, business, and the federal government influence public education, giving some specific examples of each.
3. Identify the major sources of revenue that support the public school systems in the United States.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 12**

***Chapter 12: How Should Education Be Reformed***

Chapter 12 Overview: Chapter 12 looks at the school reform movement, discussing both what it should be and what it has been. We preface our discussion on the reform of education by reminding prospective teachers of the complexity of trying to reform public education in America, especially in light of the range of views about what constitutes a “good” education. We introduce the reform movement by discussing national level reform efforts that followed from the 1983 publication of *A Nation at Risk* and centered around the following types of changes: (1) the *No Child Left Behind* Act; (2) the Race to the Top; (3) National standards; (4) a National curriculum; (5) National voluntary networks; and (6) high school reform. These types of reform efforts all point to the fact that strong state and local control over schools seems to be giving way to stronger national influence. The second part of the chapter discusses the actual reform initiatives that are being carried out at the state and local levels. State reform efforts have emphasized structural change, promoting more time in schools, higher graduation requirements, statewide testing, and higher standards and salaries for teachers. We also note that state reform efforts tend to involve top-down reform with changes that may be more cosmetic than effective and that have led primarily to a loss of local autonomy and authority. Local efforts have been limited primarily because of lack of funding, not lack of interest. In the last section, we propose six components that we feel are essential to true and lasting school reform. These components, present to varying degrees in successful reform projects, include high standards and accountability, authentic assessment, active learning, sense of community, lifelong learning, and character education.

Chapter Learning Objectives:

1. Identify two prominent elements of school reform over the last 30 years.
2. Name at least two positive and two negative elements of the No Child Left Behind legislation.
3. Name four common emphases of state educational reform efforts.
4. Describe the differences among these forms of school choice: magnet schools, charter schools, and voucher plans.
5. Explain which of the school reform efforts advocated by the authors appeals most to you, and why.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 13:**

**Position Paper Due**

***Chapter 13: What Are Your Job Options In Education?***

Chapter 13 Overview:As prospective teachers begin to contemplate a career in teaching, they are plagued by many questions. Two of the more crucial ones are “Where will I find a job?” and “How will I find a job?” This chapter attempts to answer these questions by presenting a portrait of the current job market in education, discussing the factors that influence that job market, and by providing prospective teachers with some advice about job hunting. The greatest need for teachers continues to be minority teachers and male teachers, as both are underrepresented in the teacher population. The chapter also discusses the various factors that influence the supply and demand of teachers in the job market. While the unpredictability of the job market is highlighted, factors that impact the availability of teaching positions, such as subject area, geographic location, community demographics, and type of school (public or private) are explained. Trends in teachers’ salaries and benefits as well as salary schedules are described to help prospective new teachers understand the financial complexities of teaching. Pros and cons of performance pay systems to reward teachers for exceptional teaching are discussed. We give prospective teachers some helpful job search strategies, recommending that they develop a plan for their search and that they campaign actively for teaching positions. Skills necessary for job applicants include preparation of a résumé, cover letter, credentials, and interview skills.

Chapter Learning Objectives:

1. Identify major factors that influence the availability of teaching jobs in the United States.
2. Identify the major criteria that determine teacher salary schedules in public schools.
3. Describe at least four strategies that will increase your chances for obtaining a teaching position.
4. Provide definitions for the following terms: *licensure; alternative licensure; certification*.
5. Identify some skills learned in teacher preparation programs that would transfer to careers related to teaching.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 14**

***Chapter 14: What Can The New Teacher Expect?***

Chapter 14 Overview: Because everyone has spent considerable time in schools, one might think that a prospective teacher’s introduction to school life would be smoother than that of a young trainee learning the culture of a large corporation. That sounds reasonable, but it is wrong. Our own experiences as teachers and educators of teachers have convinced us that most new teachers are surprised by the experience of becoming a teacher. The life of a teacher, they immediately discover, is worlds apart from the life of a student. Unexpected problems as well as unexpected pleasures confront every teacher during the first year of teaching. The first year of teaching, many claim, is the most stressful of the teacher’s career. *Everything*—from the school building to the teachers to the students to the job of teaching—is new. The new teacher can’t refer to previous experience; so every lesson, every morning is uncharted territory. The first year is an awkward time of figuring out how to put theory into practice, how to put into effect all those good ideas collected during teacher education, and how to turn educational dreams into classroom realities. Our purpose in this chapter is to have future teachers “walk in the shoes” of some teachers who have gone before them. There are two main reasons for taking this approach. First, if they do have a difficult time as beginning teachers, we want them to realize that “I am not alone. Others have had this problem.”

Chapter Learning Objectives:

1. Analyze why many teachers are deeply shocked by what they find in their new school.
2. Describe the complex role of school administrators and their relationships with new teachers.
3. Explain the complexities of new teachers’ relationships with older, experienced colleagues.
4. Discuss why the act of instructing students can be a stumbling block of new teachers.
5. Identify the complicating factors in new teachers’ dealings with students.
6. Explain why new teachers often have difficulties with parents who should be their natural allies.
7. Summarize the chief strategies that can contribute to a successful first year of teaching.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 15**

***Chapter 15: What Does It Mean To Be A Professional?***

Chapter 15 Overview: This chapter attempts to clarify the debate over teaching as a profession. It begins with a brief overview of the history of teaching and teacher education, and then looks to identify the defining characteristics of a profession. This discussion serves as a basis for an examination of the current status of teaching. Other factors that affect the status of teaching, such as professional associations, are also discussed. We begin the chapter with some anecdotes in order to point out the vulnerability of teachers, because most prospective teachers are so preoccupied with the act of teaching that they may not be aware of the many issues surrounding their actual work. Next, we present eight criteria to used by both proponents and opponents in the debate over whether teaching is a profession. We discuss the arguments supporting the contention that teaching is a profession and those that maintain that it is not. We also propose a third option—that teaching is a semi-profession or is *becoming* a profession. The effects of the National Board for Professional Teaching Standards (NBPTS) on the development and perception of the profession are described. We also look at the role of professional organizations—one of the criteria of a profession—in the teaching-as-a-profession debate. We introduce the two main teachers’ organizations: the National Education Association (NEA) and the American Federation of Teachers (AFT), presenting the history of each association and the kinds of issues they choose to support or defend. Traditionally, the NEA has been more conservative than the AFT; however, changes are occurring in both organizations that make a clear delineation between the two more difficult to maintain. We also present the position of those educators who are opposed to these associations, who see them as unions that are only protecting the interests of their members rather than promoting professional growth.

Chapter Learning Objectives:

1. Evaluate the current status of the teaching profession.
2. Compare different levels of professionalism.
3. Describe the work of the National Board of Professional Teaching Standards.
4. Discuss the role of the Interstate Teacher Assessment and Support Consortium.
5. Assess the contributions of professional associations.
6. Analyze and summarize your own professional development.

**Canvas Assignments:**

* + Review PowerPoint
  + Complete Discussion Forum
  + Complete Chapter Reflection

**Week 16**

**TEST (CHAPTERS 11-15)**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Student Responsibilities:**Students must Read the Textbook and understand the Chapter Learning Objectives. Attend class and be prepared to participate in that day’s discussion, complete the Project(s) by the due dates, and complete the Quizzes & Exams by the due dates. Students must also Display Sincere adult Behavior in the classroom.  Students must do their work!  No Plagiarism!

**Instructor Responsibilities:**It is the responsibility of the instructor to enhance and expand the meaning and application of the subject matter covered in the course. The instructor will not usually review the assigned text. The instructor will provide grades in a timely manner and make arrangements to be available for assistance as needed.

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)
* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.
* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

2: Building Family and Community Relationships

3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human differences
* Understanding how biases may influence the relationship an educator may have with children, families, and colleagues

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.