

ILLINOIS VALLEY COMMUNITY COLLEGE

Division: English, Mathematics, Education
Course Title: Introduction to Education

Course: EDC 1000

Instructor: Lynne Weber
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Semester Hours: 3.0

Office: D-212 815-224-2720 Ext. 8651

CATALOG DESCRIPTION:

This course provides an introduction to teaching as a profession in the American education system. It offers a variety of perspectives on education including historical, philosophical, social, legal and ethical issues in a diverse society. This course also includes an introduction to organizational structure, school governance, and Illinois Professional Teaching Standards. A mandatory 15 hour school observation component is embedded within the course to help students gain direct exposure to the teaching profession at an early stage in the education curriculum.

It should be noted that this class section has been designated as a BLENDED class. That means we will meet in the classroom on designated Fridays beginning at 9:00. The rest of the week, students are responsible for learning class material via the readings, technology-based assignments, observations, and tests. In addition, all students must complete **15 hours** of observation in a classroom in order to pass this class.

Teacher Candidate Dispositions

All teacher candidates will be evaluated on an ongoing basis on specific disposition indicators included on a separate document. Dispositions are similar to behavioral expectations and are important for ALL teacher candidates (early childhood, elementary, secondary, special education and paraprofessional) as dispositions become increasingly important to the development of collaborations skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible. Those who have engaged in behaviors that suggest a negative or inappropriate disposition will either be: 1) asked by the instructor to discuss and remediate the behavior, 2) reported to program coordinators and have a dispositions form added to their file, and/or 3) reported to the Dispositions Committee for review and action plan. More information will follow.

Note regarding the use of technology:

Students in this course will be asked to interact with peers and the instructor via Blackboard on a regular basis. Web-based discussions, assignments, and tests will all be components of this course. Students, at minimum, should: have access to a computer with Internet, including email, have the ability to create documents in a word processing program, and have the ability to send attachments via email. If you do not know how to do these things, please contact me.

Required Text: Bill Ayers's *To Teach: The Journey, in Comics*. Additional readings will consist of internet sources and articles that will generally be assigned in class on a weekly basis. Most readings will not be on the schedule. They will be assigned in class, therefore, attendance and attention are necessary.

Course Objectives:

Course objectives are based directly on Illinois Professional Teaching Standards.

Upon successful completion of this course a student should:-

- 1C. Understand how teaching and student learning are influenced by development (physical, social, emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community
- 1D. Understand the impact of cognitive, emotional, physical and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Act, its implementing regulations, Article 14 of School Code, and 23 Ill. Adm. Code 226
- 1E. Understand the impact of linguistic and cultural diversity on learning and communication
- 1F. Understand his or her personal perspectives and biases and their effects on one's teaching.
- 3E. Understand the appropriate role of technology, including assistive technology, to address students needs, as well as how to incorporate contemporary tools and resources to maximize student learning.
- 6B. Understand that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- 8A. Understand schools as organizations within the larger community context.
- 8E. Understand school and work- based learning environments and the need for collaboration with all organizations (e.g. business, community agencies, nonprofit organizations) to enhance student learning.
- 9B. Know laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school.
- 9C. Understands emergency response procedures as required under the School Safety Drill Act (105 ILCS 128/1.), including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building, and first response to medical emergencies (e.g., first aid and life -saving techniques)
- 9D. Identify paths for continuous professional growth and improvement, including the design of a professional growth plan.
- 9I. Model professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism, and respect (met).
- 9K. Reflect on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.
- 9O. Participate in professional development, professional organizations, and learning communities, and engage in peer coaching and mentoring activities to enhance personal growth and development.
- 9R. Is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting act (325 ILCS 5.4).

Major Course Concepts:

1. Teaching in today's societal context
2. The rewards and difficulties of being a teacher
3. The teacher as a professional
4. The importance of portfolio development
5. Philosophical roots of education
6. Historical roots of education
7. School organization and governance
8. School finance and funding
9. Legal and ethical issues in education
10. The effects of culture and social class in the classroom
11. The diversity of learners
12. Major goals of education – if time allows
13. Effectiveness in the classroom – if time allows

Disabilities Services:

If you are a student with a documented cognitive, physical or psychiatric disability (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, and others) you *may* be eligible for academic support services such as extended test time, texts on disc, note taking services, etc... If you are interested in learning whether you can receive these academic support services, please contact either Tina Hardy (tina_hardy@ivcc.edu, or 224-0284) or stop by the Disability Services Office in C-213.

Attendance:

Regular class attendance is essential to success in this course. Class discussions and activities are designed to complement information from the readings, not repeat it. Since this is a blended class, it will be crucial for students to attend each class so they will understand the information we cover, and know the expectations for the week. However, an email must be sent before the class period as notification of absence. Please note if there are disability or medical related concerns that would affect attendance, let me know at the beginning of the semester. I will evaluate attendance and progress between the mid-term and last day to withdraw. I reserve the right to withdraw the student.

Participation:

Students are expected to come to class prepared; having read required materials and discussion questions, ready to talk about the topic at hand. Information for tests and assignments will be generated through class interaction. Therefore, your attendance and participation is critical.

Withdrawals:

Although I will provide periodic grade updates, *students* are ultimately responsible for monitoring their progress in this course. Percentages are available through the grade book in Blackboard. Just prior to that date I will check in with students regarding their progress in the class. If a student receives Financial Aid, they should consult a Financial Aid representative to determine if withdrawing will affect their Financial Aid status.

Incompletes:

Incompletes are given only in a limited number of circumstances. If, for some reason, you cannot complete the course, please talk to me in person.

Academic Integrity:

Cheating and/or plagiarism (defined below) will not be tolerated. If anyone is caught engaging in either activity they could receive a lower grade, be involuntarily withdrawn, or failed from the course.

Plagiarism is defined as using the words or ideas of another as one's own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions, or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Student must be able to prove that their work is their own.

Cheating and/or plagiarism in an online environment might include: having a friend or tutor complete a portion of your assignments, having a reviewer make extensive revisions to your assignments, using information from online information services without proper citation, or falsifying information from your observation. If you are unsure of what constitutes plagiarism, please use the Writing Center as a resource prior to handing in assignments.

Conduct:

Each student is responsible for adhering to the Code of Conduct found in the Student Handbook.

Grading:

- One **Education in Action** project will be done. The goal is for students to pick and outside-the-class activity to do that will help them relate what's going on in the classroom to the real world and vice-versa. More Details will follow.
- As part of the observation experience, students will be required to complete **an Observation Overview** that reflects a variety of information regarding their observation. Completion of all parts is mandatory. An instruction sheet will follow.
- The final will be worth 50 points. It will involve evaluating what you've learned in the class and evaluating the course components. More specific details will follow.
- 15 hours of classroom observation in your anticipated grade level and/or subject area is a **MANDATORY** requirement of this course. **Students will need to complete all 15 hours in order to pass EDC 1000.** Each student will be able to receive a maximum of 150 observation points when all hours are completed satisfactorily. An Observation Handbook will be given to all participants explaining all of the logistics of the observation. In addition, the Observation Overview assignment will explain requirements.

- Students will be required to develop an education portfolio for this course. The portfolio should contain artifacts representing work that demonstrates an initial understanding of each of the required Illinois Professional Teaching Standards for this course. The portfolio will be checked at the end of the semester. A completed, high quality portfolio that is handed in on time will be worth 50 points. A separate assignment sheet will follow.
- Generally, no extra credit points will be available throughout the semester. Your emphasis should be on completing the work assigned and getting it in on time.