

EDUC 250 Syllabus  
Fall 2010

<b>Course:</b>	EDUC 250, Introduction to Education
<b>Number of credits:</b>	2 credits
<b>Course Description:</b>	Students will be introduced to different learning styles of students; laws concerning education and special populations; classroom management issues; No Child Left Behind guidelines; student assessment at local, state, and national levels; and the requirements needed for becoming a certified educator.
<b>Co-requisite:</b>	EDUC 298, Introduction to Education Practicum
<b>Course Objectives:</b>	Students will: <ol style="list-style-type: none"><li>1. Identify different learning styles of students</li><li>2. Identify the laws concerning disabilities and special needs</li><li>3. Explore class room management issues</li><li>4. Explain the requirements of No Child Left Behind</li><li>5. Explore student assessment at local, state, and national levels</li><li>6. Identify the impact of diverse student populations on teaching and instructional strategies, Discuss communication issues among teachers, students, staff, parents, and administration.</li></ol>
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<b><u>Schedule</u></b>	<b><u>Tentative Assignments</u></b>
August 24-29	Introduction to EDUC 250/Course Expectations/Introductions <b>Fill out and post Introduction Form to Dropbox and introduce yourself to your classmates on the Discussion Forum. All items are due by midnight, August 29th.</b>
August 30-Sept. 5	<b>Read</b> and discuss on Discussion Forum Chapter 1: Nature of Teaching <b>Post to Discussion Forum your experience with an effective teacher (Due midnight, Sept. 5th)</b> <b>Assignment: Page 21: item 5 (Submit on link in EDUC 250 Intro section)</b>
September 6-12	<b><u>DUE: MIDNIGHT, SEPTEMBER 30th</u></b> Introduction to Philosophy of Education statement <b>Read</b> and discuss on Chapter 2: Personal Stance on Education. <b>Assignment:</b> Search using the words "My Philosophy of Education" to begin forming your own Philosophy of Education statement. <b>Complete the Warm-up Exercise for Chapter 2 (page 22) and submit it via the Drop Box (Due midnight September 12th)</b> <b><u>A rough draft of your Philosophy of Education is due SEPTEMBER 30<sup>th</sup></u></b> Final Philosophy of Education will be due <b>December 17<sup>th</sup></b> and should be submitted on link in EDUC 250 Intro section.
September 13-19	<b>Read</b> and discuss Chapter 3: Starting with Students Find out your multiple intelligences and discussion them on the Discussion Forum ( <b>Due midnight September 19th</b> ) <b>Assignment: Page 71: item 2 (Submit on link in EDUC 250 Intro section) Interview a teacher</b>
September 20-26	<b><u>DUE: OCTOBER 31st</u></b> <b>Read</b> and discuss Chapter 4: Planning <b>Assignment: Select a theme and develop a planning web (see pages 97 for a sample) Use this planning web for the lesson you will develop</b> <b><a href="http://www.inspiration.com">http://www.inspiration.com</a> for a free trial (graphic organizer) (Due midnight September 26th)</b>

	<p><b>E-mail me the name of the school and principal of that school you will be completing your classroom observation at by September 26<sup>th</sup>.</b> I will contact the principal and OK your classroom observation visit with him/her. If you need assistance with locating a teacher to observe, let me know and I will help you.</p>
Sept. 27-Oct. 3	<p>Educational Standards  <b>Read</b> the Powerpoint, review several state standards and post your thoughts to the Discussion Forum. <b>(Due midnight, October 3rd)</b></p>
October 4-10	<p>Lesson Plans:  <b>Review</b> Chapter 4 and sample lesson plans. Begin developing a lesson plan complete with standards. This will be part of your portfolio and will be due <b>December 17th</b>.  Submit your lesson plan draft in the Drop Box <b>(Due midnight October 10th)</b>.</p>
October 11-17	<p><b>Read</b> and discuss Chapter 5: Advice on Instruction: COME IN Create a daily agenda and post it to the Discussion Forum <b>(Due midnight October 17<sup>th</sup>)</b>  <b>Teacher interview is also due October 31st(Submit on link in EDUC 250 Intro section)</b></p>
October 18-24	<p><b>Read</b> and discuss Chapter 6 and Powerpoint: Instructional Strategies Choose an instructional strategy mentioned in the text or Powerpoint and discuss how you would use it in your classroom. Post to the Discussion Forum <b>(Due midnight October 24th)</b>.</p>
October 25-31	<p><b>Book Review is due midnight October 31st.</b> Post it to the Discussion Forum and submit on link in EDUC 250 Intro section)  <b>Teacher interview is also due October 31<sup>st</sup> (Submit on link in EDUC 250 Intro section)</b></p>
November 1-7	<p><b>Read</b> and discuss Chapter 7 and Powerpoint: Assessment  <b>Assignment:</b> Complete the warm-up exercise on page 178 in the text. Post one positive and one negative assessment experience you have had as a student. Explain why it was positive and/or negative for you <b>(Due midnight November 7<sup>th</sup>)</b>.</p>
November 8-14	<p><b>Read</b> and discuss No Child Left Behind Powerpoint: How they will impact you as a teacher. Post to the Discussion Forum <b>(Due midnight November 14<sup>th</sup>)</b>.</p>
November 15-21	<p><b>Read</b> and discuss Chapter 8: Managing the Learning Environment  <b>Assignment:</b> Review and critique one of the websites listed on page 239. Describe ideas for classroom management that you will use in your classroom and post to the Discussion Forum <b>(Due midnight 21st)</b>.</p>
November 22-28	<p><b>Read</b> and discuss Chapter 9 and Powerpoint: Encouraging Appropriate Behavior  <b>Assignment:</b> Select one of the scenarios on page 274, item 8. Describe how you would handle the situation in your classroom via the Drop Box <b>(Due November 28th)</b>.</p>
Nov. 29-Dec. 5	<p><b>Movie Review is due by midnight, December 5th:</b> Post it to the Discussion Forum and submit on link in EDUC 250 Intro section)</p>
December 6-12	<p><b>Read</b> and discuss Chapter 10: Growing in Your Profession  <b>Assignment:</b> Complete page 276 and submit via the Drop Box <b>(Due midnight December 12<sup>th</sup>)</b>.</p>
December 13-17	<p>Finish items for portfolio. <b><u>Final portfolio is due by midnight, December 17th. No late submissions will be allowed.</u></b></p>

**Texts:** Guillame, Andrea M. (2008). *K-12 classroom teaching: A primer for new professionals, 3rd edition*. Upper Saddle River, NJ: Pearson-Merrill/Prentice Hall

Codell, Esme Raji (2001). *Educating Esme*. Aloquin Books

**Course Requirements:** Students will attend and participate in all class sessions, complete assignments, and develop a portfolio. The portfolio will include the following :

- Philosophy of Education
- Lesson Plans
- Class assignments
- Each assignment and the portfolio will be graded with a rubric (total of 250 points). Points received will be converted to A, B, C, D, F.

**General Education Goals/Objectives:** Students will:

1. Identify the different learning styles of students.
2. Explore various instructional strategies.
3. Explain the requirements needed for a teaching degree and state and federal requirements.
4. Discuss the impact of the No Child Left Behind Act.
5. Demonstrate the use of student assessment tools.
6. Discuss the impact of diverse student populations on learning.
7. Identify the requirements of special needs students and other groups, such as Title I and ELL students.
8. Identify the skills necessary for communicating with administration, teachers, and parents.

**Relationship to Campus Theme:**

- Students will use a variety of technology for research and presentation purposes. Technology used will include Microsoft Word, Powerpoint, and the Internet. Students will also create an electronic portfolio as their final assessment.
  - Students will explore the nature of child development and its affect on learning.
  - Students will use their problem solving and critical thinking skills to meet the requirements of the course.
  - Demonstrations of these skills will be shown through class discussions, journaling, and presentations.
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- **Classroom Policies:** This class is asynchronous and open 24/7, so students may take part from home or work during hours that suit their schedule. The class is highly interactive with significant discussion components. Grades will be based not only on content learned, but active participation in this interactive atmosphere. Assignments must be in on time or students will be penalized by 30%.
  - **Discussion Forums and Drop Box assignments will close at midnight on the Sunday the assignment is due. Late assignments must be submitted to the instructor via e-mail by the next day. The student will lose 50% of the points. Assignments received 2 days after due date will receive 0 points.**

**Academic Integrity:** Ignorance is no excuse. When doing projects and assignments, you will be expected to follow the laws concerning copyrighted material and proper documentation of sources when presenting information obtained from printed material and Internet searches. Failure to comply with these laws is justification for failure in this course. **Make sure you understand the law.**

**Students with Disabilities and Special Needs:** Any student with disabilities or other special needs is invited to contact the instructor to share their concerns or requests for special accommodations in this course.