

EDUC 250 Syllabus  
Introduction to Education

<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>
<b>Classroom/Schedule:</b>	<b>NSC 104: Tu,Thu 1:00-1:50</b>
<b>Instructor:</b>	Dr. Deb Syvertson
<b>Office/Phone:</b>	Dakota College at Bottineau Library
<b>Phone:</b>	228-5454
<b>E-mail:</b>	<a href="mailto:deb.syvertson@dakotacollege.edu">deb.syvertson@dakotacollege.edu</a>
<b>LibGuide Site for online resources:</b>	<b><a href="http://dakotacollege.libguides.com/content.php?pid=113116">http://dakotacollege.libguides.com/content.php?pid=113116</a></b>
<b><u>Tentative Schedule</u></b>	<b><u>Tentative Assignments</u></b>
August 24	Introduction to EDUC 250 Introduction to LibGuides: Education Research Guide can be found at <a href="http://dakotacollege.libguides.com/content.php?pid=113116">http://dakotacollege.libguides.com/content.php?pid=113116</a>
August 26	<b>Read</b> and discussion on Chapter 1 : Nature of Teaching. Assignment: Page 21: item 5. <u>Due for class discussion on SEPTEMBER 14</u>
August 31	Introduction to Philosophy of Education statement <b>Read</b> and discussion on Chapter 2 : Personal Stance on Education. Assignment: p. 25 Search using the words “My Philosophy of Education” to begin forming your own Philosophy of Education statement. <u>A rough draft is due SEPTEMBER 30.</u> Final Philosophy of Education will be due DECEMBER 7 and will be in your final portfolio.
September 2	Class discussion on Chapter 1 assignment: Work on Philosophy of Education
September 7	<b>Read</b> and Discussion on Chapter 3 – Starting with Students. Assignment: p. 71: item 2. <u>Due October 26.</u> Begin reading Chapter 4
September 9	Special Education presentation
September 14	Discussion on Chapter 4: Long Range and Short Range Planning/Curriculum Mapping
September 16	Long range planning/Curriculum Mapping

September 23	Intro to Standards
September 25	Lesson Design/Lesson Planning
September 28	Work on Lesson Plan Read Chapter 5: COME IN
September 30	Discussion on Chapter 5 <b>Rough draft of Philosophy of Education is due</b>
October 5	Afternoon (1/2 day) visit to school Read Chapter 6: Instructional Strategies
October 7	Debrief school visit/Discussion on Chapter 6
October 12	Research instructional strategies
October 14	Discuss <i>Educating Esme</i> ( <b>Book Review Due</b> ) No Child Left Behind Read Chapter 7: Assessment
October 19	Discuss Chapter 7
October 21	Visit Bottineau Public School classrooms
October 26	Assessment
November 2	Teacher Panel Read Chapter 8: Managing the Learning Environment
November 4	Discuss Chapter 8 Read Chapter 9: Encouraging Appropriate Behavior
November 9	Discuss Chapter 9
<b>November 11</b>	<b>No Class: Veteran's Day</b>
November 16	Administrator Panel
November 18	Requirements for 4 year programs, Praxis Tests, state requirements for teacher licensing
November 23	Brain research
November 30	Work Session <b>Movie assignment due, begin reading Chapter 10</b>
December 2	<b>Instructional Strategy Presentations</b>
December 7	<b>Instructional Strategy Presentations</b>
December 9	Discussion on Chapter 10: Growing in Your Profession <b>Final Portfolio is due</b>

**Text:** K-12 Classroom Teaching: A Primer for New Professionals, 3rd ed., Pearson Merrill Prentice Hall.  
Codell, Esme Faji (2001). *Educating Esme*. Aloquin Books

**Course Requirements:** Grades will be based on total points using the following percentage system:  
250-225=A; 224-200=B; 199-175=C; 174-150=D; <149, F.  
Any grievances concerning graded material must be addressed within one week from the time the material is returned to the student.

Philosophy of Education	50pts
Lesson Plan	50 pts
Discussion/Attendance (2 pts/session)	50pts
Portfolio	<u>100pts</u>
	250pts

**Instructional** There will be ongoing chapter reading and on other educational topics. This may involve interviews and simple library or Internet research among other things. Due to the nature of the assignments full credit will only be awarded if assignments are completed by the assigned due date. **Assignments submitted after the deadline but within 2 days, will lose 50% of the total points. Assignments handed in after three days of its due date will receive 0.**

**Discussion:** Discussion is only effective when all class members participate and respond. There are no “correct” answers in discussion forums. Some discussion will be expected as a portion of almost every weekly session with points awarded accordingly .

**Lesson Plan:** These two projects will be part of your portfolio. They will require  
**Philosophy of Education** a great deal of thought and combines concepts from several chapters. You are expected to address state content standards and requirements of No Child Left Behind.

**Portfolio:** There is no final exam for this course. However, a portfolio must be submitted on December 9<sup>th</sup>. The contents of the portfolio must contain the following:

- √ Your Philosophy of Education
- √ Lesson Plan with standards met and assessments
- √ Reflections from the book and movie assignments
- √ Observations and reflections from classroom visits and education meeting
- √ Educational websites (at least 5)
- √ Educational articles review (at least 2)
- √ Any other item you believe will be beneficial for you as a future teacher

**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.

**Classroom Policies:** There will be ongoing chapter reading and on other educational topics. This may involve interviews and simple library or Internet research among other things. **Assignments submitted after the deadline but within 2 days, will lose 50% of the total points. Assignments handed in after three days of its due date will receive 0..**

**Academic Integrity:** Ignorance is no excuse. When completing 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.