

EDU 250 Syllabus

Course: EDUC 250, Introduction to Education

Number of credits: 2 credits

Course Description: 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.

Co-requisite: EDU 298, Introduction to Education Practicum

Course Objectives: Students will:

1. Identify different learning styles of students
2. Identify the laws concerning disabilities and special needs
3. Explore class room management issues
4. Explain the requirements of No Child Left Behind
5. Explore student assessment at local, state, and national levels
6. Identify the impact of diverse student populations on teaching and instructional strategies, Discuss communication issues among teachers, students, staff, parents, and administration.

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Schedule Tentative Assignments

January 10-16 Introduction to EDU 250/Course Expectations/Introductions

Fill out and post Introduction Form to Dropbox and introduce yourself to your classmates on the Discussion Forum. All items are due by midnight, January 17th.

January 17-23 **Read** and discuss on Discussion Forum Chapter 1: Nature of Teaching

Post to Discussion Forum your experience with an effective teacher (Due midnight, January 24th)

Assignment: Page 21: item 5 (Submit on link in EDU 250 Intro section)

DUE: MIDNIGHT, JANUARY 31st

January 24-30 Introduction to Philosophy of Education statement

Read and discuss on Chapter 2: Personal Stance on Education. **Assignment:** Search using the words "My Philosophy of Education" to begin forming your own Philosophy of Education statement.

Complete the Warm-up Exercise for Chapter 2 (page 22) and submit it via the Drop Box (Due midnight January 31st)

A rough draft of your Philosophy of Education is due February 14th. Final Philosophy of Education will be due **May 10th** and should be submitted on link in EDU 250 Intro section.

January 31-February 6 **Read** and discuss Chapter 3: Starting with Students

Find out your multiple intelligences and discussion them on the Discussion Forum (**Due midnight February 7th**)

Assignment: Page 71: item 2 (Submit on link in EDU 250 Intro section) Interview a teacher

DUE: MARCH 7th

February 7-13 **Read** and discuss Chapter 4: Planning

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

<http://www.inspiration.com> for a free trial (graphic organizer) (Due midnight February 14th)

Rough draft of Philosophy of Education is due February 14th.

February 14-20 Educational Standards

Read the Powerpoint, review several state standards and post your thoughts to the Discussion Forum. **(Due midnight, February 21st)**

February 21-27 Lesson Plans:

Review 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 **May 10th**.

Submit your lesson plan draft in the Drop Box **(Due midnight February 28th)**.

February 28-March 6 **Read** and discuss Chapter 5: Advice on Instruction: COME IN
Create a daily agenda and post it to the Discussion Forum **(Due midnight March 7th)**.

Teacher interview is also due March 7th(Submit on link in EDU 250 Intro section)

March 7-13 **Read** 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 **(Due midnight March 14th)**.

March 14-20 **Book Review is due midnight March 21st**. Post it to the Discussion Forum and submit on link in EDU 250 Intro section)

March 21-28 **Read** and discuss Chapter 7 and Powerpoint: Assessment

Assignment: 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 **(Due midnight March 29th)**.

March 29-April 3 **Read** and discuss No Child Left Behind Powerpoint:

How they will impact you as a teacher. Post to the Discussion Forum **(Due midnight April 4th)**.

April 4-10 **Read** and discuss Chapter 8: Managing the Learning Environment

Assignment: 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 **(Due midnight April 11th)**.

April 11-17 **Read** and discuss Chapter 9 and Powerpoint: Encouraging Appropriate Behavior

Assignment: Select one of the scenarios on page 274, item 8. Describe how you would handle the situation in your classroom via the Drop Box **(Due April 18th)**.

April 18-24 **Movie Review is due by midnight, April 25th**: Post it to the Discussion Forum and submit on link in EDU 250 Intro section)

April 25-May 1 **Read** and discuss Chapter 10: Growing in Your Profession

Assignment: Complete page 276 and submit via the Drop Box **(Due midnight May 2nd)**

May 2-8 Finish items for portfolio. **Final portfolio is due by midnight, May 10th. No late submissions will be allowed.**

Texts: Guilleme, 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,

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.

□ **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 at least 30% of the points. If the assignment is not submitted within a week of its due date, students will lose 50%. Assignments handed in after one week of it is due date will lose 75%. Assignments received three weeks or more 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.

