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Introduction to Education  
Spring 2010

You may be eligible for academic accommodations if you have a physical or cognitive disability. If you have a disability and need more information regarding possible accommodations, please contact the Disability Services Office at 224-0284 or 224-0350, or stop by office B-204.

Course 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. The course also includes an introduction to organizational structure, school governance, and Illinois Professional Teaching Standards. A 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 REDUCED SEAT TIME class. That means we will meet in the classroom on Mondays and Wednesdays from 9-9:50. The rest of the week, students are responsible for learning class material via the text, homework, 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. These assignments will account for the time we do not meet face-to-face.

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:

Course Objectives:

Course objectives are based directly on Illinois Professional Teaching Standards.

There are two levels that correspond to the standards/indicators below:

**Introduced:** Concepts/materials are covered at a beginning level of knowledge and/or skill.

**Met:** Concepts/materials are covered at a proficient level of knowledge and/or skill.

**Upon successful completion of this course a student should:-**

- Understand how students’ learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values (IPTS: 3C – Introduced)
- Understand personal cultural perspectives and biases and their effects on one’s teaching (IPTS: 3F – Introduced)
- Understand how to use various technological tools to access and manage information (IPTS: 4G – Introduced)
- Understand how cultural and gender differences can affect communication in the classroom (IPTS: 7B – Introduced)
- Understand the social, intellectual, and political implications of language use and how they influence meaning (IPTS: 7C – Introduced)
- Understand schools as organizations within the larger community context (IPTS: 9A – Introduced)
- Understand that reflection is an integral part of professional growth and improvement of instruction (IPTS: 10A – Introduced)
- Understand methods of inquiry that provide for a variety of self-assessment and problem solving strategies for reflecting on practice (IPTS: 10B – Introduced)
- Understand the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code (IPTS: 11A – Met)
- Understand how school systems are organized and operate (IPTS: 11B – Introduced)
- Understand legal issues in education (IPTS: 11D – Introduced)
- Understand the importance of active participation and leadership in professional education organizations (IPTS: 11E – Introduced)
- Be familiar with the rights of students with disabilities (IPTS: 11F – Introduced)
- Understand various approaches (estimations, mental math, manipulative modeling, pattern recognition, and technology) that can be used to explore and communicate mathematical ideas, solve problems, and investigate everyday situations.

**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

Attendance:

Regular class attendance is essential to success in this course. Class discussions and activities are designed to complement information from the textbook, not repeat it. Since this is a blended class, and we meet for a relatively short amount of time during the week, it will be crucial for students to attend each seated class so they will understand the information we cover, and know the expectations for the week. Any student who misses more than 3 classes will be withdrawn from the class.

Participation:

Students are expected to come to class prepared; having read required chapters and discussion questions, ready to talk about the topic at hand. I intend to shape seated class times around class discussions and related activities. I do not intend to “lecture” to you on a regular basis. 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. The last day to withdraw is April 14th. Just prior to that date I will check in with students regarding their progress in the class. If, at that time, I feel the student has little chance of receiving a passing grade, I will discuss course options. Withdrawals are ultimately the responsibility of each student. If a student wants to withdraw from the class they should either: a) go to records and registration and fill out the appropriate paperwork, or b) talk to the instructor about their intentions. NOTE: 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.

**Conduct:**

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

**Grading:**

- There will be **2 tests**. Each test will be worth 50 points. Both tests will be take-home/online tests. Tests may consist of multiple-choice, short answer, or essay questions.
- There will be **14 artifacts/assignments**. Students should note that each artifact is designed to be a piece of their portfolio relating to a particular Illinois Professional Teaching Standard. Artifacts will be worth 25 points each. Written artifacts should be at least a page-and-half, double-spaced, 12-inch font. A 25 point artifact will: meet length requirements, include a clear organizational structure (thesis, supporting paragraphs), have complete sentences, evidence of spell/grammar check, be handed in on time, and reflect an understanding of the issue/question/assignment presented. Deductions will be taken for obvious brevity (a.k.a. shortness), poor organization, poor sentence structure, spelling, incorrect information or misunderstanding of the issue/questions/assignment. There is a separate journal/artifact rubric under “Course Documents” in Blackboard. Each student is allowed up to 2 late artifacts. Artifacts not submitted by the due date indicated may be submitted NO LATER than 48 hours after the original due date. Each of the two late artifacts that are not submitted within the 48 hour grace period will receive a score of zero. After a student has used their 2 late journal allowance, each subsequent late journal will receive a score of zero.
- As part of the observation experience, students will be required to complete an Observation **Overview** that reflects a variety of information regarding their observation. This write-up will be worth 50 points. A separate assignment sheet will follow.
- As a course capstone project, students will complete final project, combining subject matter from nearly all aspects of the course. This paper, and a presentation of ideas in it, will be worth a total 100 points. A separate assignment sheet 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 receive 150 observation points when all hours are completed. An Observation Handbook will be given to all participants explaining all of the logistics of the observation.
- 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.
- Extra credit points may be available throughout the semester. The instructor will make students aware of opportunities as the semester progresses.
Available Points:

Tests: 100  
Journals/Artifacts: 350  
Observation Overview: 50  
Portfolio: 50  
Final Project: 100  
Observation (15@ 10pt) 150

Total Points: 800

Grading Scale:

720-800 = A  
640-719 = B  
560-639 = C  
480-559 = D  
Below 480 = F

Late Policy: Because all assignments are posted well in advance, I will not accept a late Observation Overview or Final Project. Either of these items turned in late will be given a score of zero. I will, however, accept up to 2 late assignments/artifacts, without penalty. Late journals/artifacts must be turned in within 48 hours of their original submission date, however, to receive full points. Late journals/artifacts that are turned in after the 48 hour period will receive a score of zero. Each journal/artifact after the second late journal will be given a score of zero.

Disclaimer: I have tried to anticipate the whole semester, but I may need to make changes as we progress. I reserve the right to change the course outline and the information on this handout if the need arises. I will inform you of any changes.
# Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>What We’re Doing/What's Due</th>
<th>Assignment:</th>
<th>Related Standard to Assignment Due:</th>
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</thead>
<tbody>
<tr>
<td><strong>W-1/20</strong></td>
<td>▪ Introduction</td>
<td>• Find a teacher to interview (ART 3)</td>
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<td>• Personal Intro. (ART 1)</td>
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<td>• Get a binder w/20 dividers</td>
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<td>• Read Chapter 0-Be prepared to answer questions</td>
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<td>• Pre-Survey (ART 2)</td>
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<tr>
<td><strong>M-1/25</strong></td>
<td>▪ Introduction to Observations and Standards</td>
<td>• ART 1-Intro.</td>
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<td>• Do Pre-Survey (ART 2)</td>
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<td>• Read Chapter 0-Prepare for discussion</td>
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<td></td>
<td></td>
<td>• Prepare ART 3 – Teacher Interview</td>
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<tr>
<td><strong>W-1/27</strong></td>
<td>▪ Chapter 0 – Constructivism – A Foundation</td>
<td>• Complete Artifact 1-Intro.</td>
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<td>• Read Chapter 1</td>
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<td>• Prepare ART 3 – Teacher Interview</td>
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<td>• Complete ART 2 – Pre-Survey</td>
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<tr>
<td>Date</td>
<td>Tasks</td>
<td>Due Dates</td>
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<tr>
<td>M-2/1</td>
<td>Chapter 1- Good Teachers&lt;br&gt;Artifact 1 – Introduction - due at class time&lt;br&gt;Artifact 2- Pre-Test Due</td>
<td>Finish ART 3-Teacher Interview&lt;br&gt;Complete ART 2 – Pre-Survey</td>
<td>IPTS-4G&lt;br&gt;ART2-IPTS-3F, 4G, 9A, 10A,10B,11A, 11B, 11D, 11E, 11F</td>
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<tr>
<td>W-2/3</td>
<td>Chapter 1 – Good Teachers</td>
<td>Complete Artifact 3&lt;br&gt;Read Chapter 9</td>
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<tr>
<td>W-2/10</td>
<td>Chapter 9 – The Teacher and the School</td>
<td>Read Chapter 15&lt;br&gt;Participate in Discussion – ART 4</td>
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<tr>
<td>M-2/15</td>
<td>ART 4 – Discussion due by class time&lt;br&gt;No Class – President’s Day</td>
<td>Read Chapter 2</td>
<td>IPTS-4G, 10A, 10B, 11A</td>
</tr>
<tr>
<td>W-2/17</td>
<td>Chapter 15 –Why Teach?</td>
<td>Read Chapter 2&lt;br&gt;Complete Building Block 2.1 for 2/22 – ART 5</td>
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<tr>
<td>Date</td>
<td>Assignments</td>
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| M-2/22     | • Chapter 2 – Philosophy Foundations  
             |   • ART 5 – Building Block 2.1 Due                                            |
| W-2/24     | • Chapter 2 – Philosophy Foundations  
             |   • Prepare ART 6 – Philosophy Applied  
             |   • Read Chapter 2                                                            |
| M-3/1      | • Chapter 2- Applied Philosophy  
             |   • ART 6 – Philosophy Applied Due                                            |
| W-3/3      | • Chapter 2 – Applied Philosophy  
             |   • Read Chapter 10  
             |   • Complete ART 7 – Personal Philosophy Statement                           |
| M-3/8      | • Chapter 10 – History of American Education  
             |   • ART 7 – Personal Philosophy Statement Due                                |
| W-3/10     | • Chapter 10 - History  
             |   • Complete ART 8 – Historical Perspectives in Education                    |
| M-3/15     | • Chapter 10 – Pioneers of Education  
             |   • Prepare for Test 1                                                      |
| W-3/17     | • Chapter 10 – Pioneers  
             |   • Complete Test 1 No Later than 3/22 by 9am                               |
| Week of 3/22 | Test 1 Due by 9AM Today  
No Class – Spring Break | Read Chapter 11 |
| M-3/29 | Chapter 11 - School Organization | Read Chapter 11 |
| W-3/31 | Chapter 11 – School Organization  
Complete ART 9 – Organization of Education | Read Chapter 11 |
| M-4/5 | Chapter 11 – School Finance  
ART 9- School Organization Due | Read Chapter 11  
Prepare School Board Questions  
Begin Preparing Observation Overview |
| W-4/7 | Chapter 11 – School Finance  
Hand in School Board Questions | Prepare ART 10 – School Finance  
Work on Observation Overview |
| M-4/12 | School Board Panel  
ART 10 – School Finance Due | Work on Observation Overview |
| W-4/14 | School Board Panel | Read Chapter 13  
Prepare ART 11 – School Board Overview  
Work on Observation Overview |

IPTS-4G, 9A, 10A, 10B, 11B
<table>
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<tr>
<th>Date</th>
<th>Tasks</th>
<th>Due (IPTS)</th>
</tr>
</thead>
</table>
| M-4/19 | - Chapter 13 – Legal Issues<br>  
- ART 11 - School Board Overview Due  
- Observation Overview Due  
- Read Chapter 13            | ART11-IPTS-4G, 9A, 10A, 10B, 11B  
OBS/OV-IPTS-3C, 4G, 7B, 7C, 10A, 10B |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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</thead>
</table>
| W-5/5  | - Chapter 4 - Disabilities  
- Complete Portfolio  
- Continue work on ART 13  
- Complete Post Survey – ART 14 |
| M-5/10 | - Chapter 4 – Disabilities  
- Portfolios Due  
- ART 13 and 14 Due  
- Prepare Final Presentation  
- ART 13-IPTS-3C, 3F, 4G, 7B, 7C, 10A, 10B, 11F  
| W-5/12 | - Final Presentations                                                       |