



EDUC 2200

Division: Social and Behavioral Science

Department: Education

Course: EDUC 2200

Title: Introduction to Education

Catalog Description:

Primary focus is upon the attributes of an effective, professional teacher. Opportunities for assessment of personal qualifications are provided through self analysis, discussion and through experience as an observer/aide for a minimum of 30 hours in public school classrooms. This course also includes a variety of the history of American education, and the roles of various professionals engaged in education.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 2; Lab: 2

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: HFST 1500 or PSYC 1010 and Sophomore status recommended

Justification:

This course is intended as an education major's introduction to the study of professional education and is offered at all other colleges and universities in the state. It is a prerequisite at most university teacher-education programs and recommended in others. (Southern Utah University - EDUC 1010; University of Utah - TL 1010; Utah State University - ELED 1010; Utah Valley State College - EDEL 1010; Dixie State College - EDUC 1010; Weber State University - EDUC 1010).

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

- analyze the role that self knowledge plays in helping teachers be more effective in the classroom
- describe the distinguishing characteristics of five views of the teacher knowledge base
- discuss the importance of problem solving and reflection for the professional teacher
- describe three strategies from classroom observation
- describe the features of a school based teacher education program
- define a professional portfolio and discuss several ways it can be used
- describe opportunities available to teachers to increase their effectiveness and continue their professional growth

Content:

Conceptual topics would include, but are not limited to, the following:

- Teaching: Your Chosen Profession

- Why do you want to teach?
- What are the challenges of teaching?
- What is teaching really like?
- What does society expect of teachers?
- How do good teachers view their work?
- Learning to Teach
 - What essential knowledge do you need to teach?
 - What are ways of viewing the teacher knowledge base?
 - How do reforms in teacher education affect you?
 - What can you learn from observing in classrooms?
 - How can you gain practical experience for becoming a teacher?
 - How can you develop your teaching portfolio?
 - What opportunities for continuing professional development will you have?
- Ideas and Events That Have Shaped Education in the United States
 - What determines your educational philosophy?
 - What are the branches of philosophy?
 - What are five modern philosophical orientations to teaching?
 - What psychological orientations have influenced teaching philosophies?
 - What were teaching and schools like in the American colonies (1620-1750)?
 - What were the goals of education during the Revolutionary Period (1750-1820)?
 - How was the struggle won for state supported common schools (1820-1865)?
 - How did compulsory education change schools and the teaching profession (1865-1920)?
 - What were the aims of education during the Progressive Era (1920-1945)?
 - How did education change during the Modern Post War Era (1945-2000)?
- Social Realities Confronting Today's Schools?
 - What are the aims for education today?
 - How can schools be described?
 - What are schools like as social institutions?
 - What characteristics distinguish successful schools?
 - What social problems affect schools and place students at risk?
- Struggles for Control of Schools in the United States
 - What is the role of the local community in school governance?
 - What powers and influence do states have in governing schools?
 - What assistance do education agencies provide?
 - How are schools financed in the United States?
 - What are some trends in funding for equity and excellence?
- Ethical and Legal Issues in Education in the United States
 - Why do you need a professional code of ethics?
 - What are your legal rights as a teacher?
 - Do students and teachers have the same rights?
 - What are your legal responsibilities as a teacher?
 - What are the legal rights of students and parents?
 - What are some issues in the legal rights of school districts?
- Teaching Diverse Learners
 - How is diversity embedded in the culture of the United States?
 - What does equal educational opportunity mean?

- What is meant by bilingual education?
- What is multicultural education?
- How is gender a dimension of multicultural education?
- Addressing Learner's Individual Needs
 - How do students' needs change as they develop?
 - How do students vary in intelligence?
 - How do students vary in ability and disability?
 - What are special education, mainstreaming, and inclusion?
 - How can you teach all learners in your inclusive classroom?
- Creating a Community of Learners
 - What determines the culture of the positive classroom?
 - How can you create a positive learning environment?
 - What are the keys to successful classroom management?
 - What teaching methods do effective teachers use?
 - What are some characteristics of effective teaching?
- Developing and Implementing the Curriculum
 - What is taught in schools?
 - How is the curriculum developed?
 - What reform efforts have affected the curriculum?
 - What are some current subject area trends?
- Teaching with Technology
 - How are educational technologies influencing schools?
 - What technologies are available for teaching?
 - How do teachers use computers and the Internet?
 - What are the effects of computer technology on learning?
 - Should technology be at the forefront of efforts to improve schools in the United States?
 - What barriers limit the integration of technology into schools?
- Teachers as Educational Leaders
 - To what extents is teaching a full profession?
 - What is professionalism in teaching?
 - To what professional organizations do teachers belong?
 - What new leadership roles for teachers are emerging?
 - How do teachers contribute to educational research?
 - How are teachers providing leadership for school restructuring and curriculum reform?
- Your First Teaching Position
 - How will you become certified or licensed to teach?
 - Where will you teach?
 - What can you expect as a beginning teacher?
 - How can you become a part of your learning community?
 - How can you participate in teacher collaboration?
 - How will your performance as a teacher be evaluated?
- Education Issues for the Twenty-First Century
 - What knowledge and skills will prepare students for a global information age?
 - How can schools and teachers provide an outstanding education for all learners?
 - How can community based partnerships address social problems that hinder students' learning?

- How will the privatization movement affect equity and excellence in education?
- What can teachers and schools learn from international education?
- What is our vision for the future of education?

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students will read and analyze case studies in educational practice and report orally and in writing. Students will respond to reading the text book by way of discussion and periodic quizzes. Students will be asked to read about and critique several educational philosophers before selecting and defending a philosophy of their own.

2) Write clearly, informatively, and persuasively.

Students will write thirty pages of observation notes based on their lab experiences in the school classroom. Students will write formal papers of philosophy, goals for teaching and diversity. Students will write a lesson plan and a lesson delivery report. Students will write a resume and a formal letter of application.

3) Speak effectively in a variety of contexts.

Discussion is expected and encouraged. Students will give an oral report on their 30 hours of lab experience. Students will practice giving and receiving job interviews.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students will visit the Instructional Assistance Center to experience the latest in educational technology. Students will be expected to use the latest media in preparing papers and assignments.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will participate in extensive reading and discussion about topics in multicultural education. Students will read about and discuss the historical roots of American education.

8) Apply ethical reasoning to a variety of contexts.

Students will read about and discuss the ethical and legal responsibilities of teachers and the rights of students and parents. Students will discuss general principles of ethics while covering the chapter on philosophy of education.

Key Performance Indicators:

Students will be evaluated individually as follows:

- quizzes: 10%
- class discussions: 10%
- discussions on outside readings: 5%
- evaluation of lab experience: 30%
- comprehensive final exam - portfolio: 20%
- group presentation: 15%
- essays: 10%

The course will be evaluated as follows:

- All students completing this course and all other pre-professional courses as advised by Snow

College, will enter our main transfer institutions (Utah State University, Southern Utah University, and Utah Valley State College) with the skills necessary to continue in the field of education without loss of credit and without loss of credit and without increased time as annually reported to us by these institutions. (Addresses the college wide goal of transferability).

Representative Text and/or Supplies:

- Kauchak, Eggen, Cartner, *Introduction to Teaching: Becoming a Professional*, current edition, Prentice Hall.

Optimum Class Size: 25

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Gary Parnell, ,

I hereby find this course consistent with the goals and resources of the Education Department:

Richard Squire, MEd, Instructor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)