



*Nia, oya g t-taccui am hab e-ju*

(See, our dream fulfilled.)

## **Syllabus: EDU 200-1 – Introduction to Education**

### **Welcome!**

Welcome to the class! I am looking forward to introducing you to the field of education through this course. As you begin to understand the complexity of teaching, the teaching profession, and the field of education, we will be working toward helping you to understand the unique opportunity you have to affect a positive change in education on the O'odham Nation and support the goals of tribal sovereignty, self-determination, and well-being through the decolonization of educational perspectives and practices and the development and delivery of curriculum that is grounded in the O'odham Himdag. Welcome!

### **Course Information**

Semester: **Fall, 2018**

Course Prefix/Number: **EDU 200-1**

Course Title: **Introduction to Education**

Credit Hours: **3**

Class Day(s): **Wednesdays**

Class Meeting Times: **4:30 - 7:30PM**

Class Meeting Room: **Central 502**

First Day of Class: **September 12, 2018**

Final Day of Class: **December 10, 2018**

### **Instructor Information**

Name: **Duff (Duffy) Galda**

Phone/Voice Mail: **520-383-1089**

E-mail: **dgalda@tocc.edu**

Office Location: **Ha-Macamdam Ha-Ki, Room 121**

Office Hours: **Wednesday 12:35-1:50**

Instructor Appointments: **Schedule appointments with Instructor**

### **Course Description**

The course provides students with an introductory overview of Education. Topics include: purposes of schooling and schools; characteristics of effective schools; diversity and its effects on schools, teachers, and students; social problems affecting schools; comparative education; curriculum issues and controversies; and technology's impact on schools and schooling. Also includes philosophical, legal, and financial issues facing today's schools; history of American education, and current trends in educational reform. **This class requires a minimum of 10-hours of field experience in an elementary classroom. Students must complete the field experience requirement to pass the course.**

## Fall Calendar

### Fall Semester 2018

First Day of Classes with Welcome/Blessing	Aug 20, 2018
Add without Instructor's signature	Aug 20 - 24, 2018
Add with Instructor's signature	Aug 27 - 31, 2018
Labor Day - <b>College Closed</b>	<b>Sep 3, 2018</b>
Drop/Full Refund Deadline	Sep 4, 2018
O'odham Tas - <b>College Closed</b>	<b>Sep 28, 2018</b>
Fall Break	October 1 - 5, 2018
St. Francis Day - <b>College Closed</b>	<b>Oct 4, 2018</b>
45th Day Census	Oct 5, 2018
Withdrawal Deadline	Nov 2, 2018
Veteran's Day - <b>College Closed</b>	<b>Nov 12, 2018</b>
Thanksgiving Holiday - <b>College Closed</b>	<b>Nov 22-23, 2018</b>
Last Week of Classes/Final Exams	Dec 10-14, 2018
Final Grades Due	Dec 18, 2018
Winter Break - <b>College Closed</b>	<b>Dec 24, 2018 - Jan 1, 2019</b>

## Course Objectives

### During this course the student will ...

1. Discuss the primary purposes of schools
2. Describe attributes of effective schools
3. Discuss the impact of diversity on schools, teachers, and students
4. Identify social issues and describe their impact on schools, student achievement, and teaching
5. Identify ways in which school governance and finance impact American public schools
6. Discuss curriculum, curriculum controversies, and standards-based curriculum
7. Describe the impact of technological innovations on schools, students, teaching, and curriculum
8. Identify and describe current educational reform initiatives
9. Compare/analyze educational issues and trends at a global level
10. Describe the history and philosophy of education in America
11. Articulate a personal philosophy of education
12. Identify areas of professional development that will address personal needs
13. Identify the rewards and challenges of the teaching profession
14. Identify legal and ethical issues faced by teachers
15. Analyze the many challenges facing first year teachers
16. Participate in an elementary school classroom field experience consisting of a minimum of 10 hours
17. Identify, describe, and model effective teaching practices

## Student Learning Outcomes (SLOs)

### After completion of the course students will be able to...

1. Identify and explain current issues impacting public education, including legal and ethical concerns, political influences, and economic influences.
2. Describe historic events in education and their importance and impact on education today.
3. Identify teacher attributes, skills, abilities, and practices of effective teachers and describe the duties, responsibilities, challenges, and rewards inherent in the teaching profession.
4. Describe and analyze instruction, relationships, and classroom management strategies observed in the required 10-hour field experience.

## Course Structure

### Course Organization

This course is designed around 15 learning modules. One learning module is completed each week of the semester. Progress through the course modules is facilitated through three components; in-class activities, the field work experience, and out-of class readings, activities, and assignments.

### In-Class Activities

The class meets twice a week for lectures, discussions, and group activities. Students are expected to attend all class meetings and to actively participate in all class activities.

### Field Work Experience

In addition to meeting twice a week as a whole class, students will also be engaged in a required field work experience in which each student volunteers in a local classroom throughout the semester for a minimum of 10 hours. This opportunity for service learning in the field is an integral part of student development and a requirement of the three state universities for all transfer students majoring in Education.

### Out-of-Class Student Preparation

Students are expected to access our [Canvas](#) course site multiple times each week and independently complete required out of class readings, homework activities, and written reflections that are part of each module's requirements. The course text, PowerPoint presentations, supplementary readings, and course assignments can only be accessed through [Canvas](#).

### Learning Activities

This course will consist of several different types of learning activities including Lectures (supported by PowerPoint presentations), Readings, Reflective Writing activities (including Field Work Experience Observations, and Reflections), Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

### Turn-Around Time

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within one week after the due date. E-mail and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Grade checks/progress reports will be conducted during office hours at the request of the student.

## Texts and Materials

### Required Text:

Kelvin Seifert & Rosemary Sutton. ***Educational Psychology, 2<sup>nd</sup> Edition***. (This book is licensed under a Creative Commons Attribution 3.0 License and is an “Open Source” text. You will not have to purchase this text. You will access the text through our Canvas course website.)

### Required Materials:

**Fingerprint Clearance Cards:** In certain career fields it is mandatory that you have your DPS Level 1 or IVP fingerprint cards. This is the case for teachers in Arizona. You will need your fingerprint clearance cards before beginning your field experience. The field experience/internship in an elementary or secondary school setting requires the student to have an IVP fingerprint clearance card per Arizona Revised Statutes. **There is a fee (\$72.95) associated with this separate from TOCC tuition that will be the student's responsibility.** Clearance cards may be obtained through the Arizona Department of Public Safety. For details, access the following website:

<https://www.azdps.gov/services/public/fingerprint>

## Course Assessment – Student Grades

### Evaluation and Grading

Student progress and achievement in this course is evaluated through attendance and participation, quizzes on the out-of-class assignments, written reflections, completion of in-class group activities, student presentations, a midterm project, a final examination, and successful completion of a 10-hour field experience that provides students the opportunity to gain insight into the teaching profession through service learning.

### Written Assignment Specification

Written assignments are to be free of grammatical and spelling errors. Written assignments must be uploaded and turned in ON or BEFORE the assignment deadline as an [APA formatted](#) Microsoft Word document, double-spaced with size 11 Arial font.

### Grading Calculations

***\*A 10 hour field experience is required in this class in order to receive a passing grade. Non-completion of the field experience (including failure to submit the required time log, pre-service teacher evaluation, or completed observation packet) will result in a failing grade for the course, and the student will have to take the class again.***

<b>Grading Calculations</b>		
	Submission of signed Syllabus Acknowledgement Form (Must be submitted prior to 3 <sup>rd</sup> class meeting to remain in course)	20
	Mandatory Syllabus Quiz (Must be completed prior to 3 <sup>rd</sup> class meeting to remain in course)	20
	Attendance and Participation (10 points per class, must be on time and actively participate in all class activities/discussions)	320
	5-Minute "Finds" (5 finds at 20 points each)	100
	Quizzes on Assigned Readings and videos (14 weekly assignments, often multiple readings per assignment) (12 quizzes at 20 points each)	240
	Required Semester-Long Field Work Experience – Log in Sheet and Pre-Service Teacher Evaluation	100
	Required Semester-Long Field Work Experience – Completed Observation Packet	100
	Field Experience in-class updates - student presentations (3 presentations at 20 points each)	
	<b>Midterm Project</b>	<b>100</b>
	First Draft Philosophy of Education	50
	<b>Comprehensive Final Exam (week 16) Includes Final Philosophy of Education</b>	<b>200</b>
<b>Regular Points Possible</b>		<b>1250</b>
Extra Credit Points	Perfect Attendance	150
	Attending the entire semester with only 1 unexcused absence	100
<b>Maximum Extra Credit Points Possible</b>		<b>150</b>

### Grading Scale

Letter grades for assignments, examinations, and the course will be determined by the following scale:

1125-1250	A = 90% - 100% of final regular points possible
1000-1124	B = 80% - 89% of final regular points possible
875-999	C = 70% - 79% of final regular points possible
750-874	D = 60% - 69% of final regular points possible
0-749	F = 0% - 59% of final regular points possible

### Instructor Withdrawals

Students who have missed four consecutive classes, not submitted any assignments nor taken any quizzes by the 45th day census report, due on September 29, 2016 are assumed NOT to be participating in the class and will be withdrawn. Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by October 26th, 2016 if you do not expect to complete the class, otherwise you may receive an "F" grade.

### **Incomplete (I) Grade**

"I" grades are not awarded automatically. The student must request an "I" from the instructor who will judge the student's ability to complete the course on his or her own. Generally the student must have completed over 80% of the course requirements with at least a "C" grade. An "I" requires a written contract between the student and the instructor listing work to be completed as well as how and when the work will be done. If the work is not completed within the contract period, the "I" grade automatically reverts to an "F." "I" grades will not be re-evaluated during the final two weeks of the semester when class activities are normally at their most intense.

### **Special Withdrawal (Y) grade**

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

### **Himdag Cultural Component**

The Himdag is the unique worldview of the O'odham people. Within it, the values and beliefs of the O'odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O'odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O'odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O'odham people have made the education of O'odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

For many years, O'odham people dreamed of establishing a college that would support education on the Nation that would be grounded in the O'odham Himdag. In TOCC, the dream has been realized. As we will learn through our work in this class, as is the case with many Indigenous cultures, education on O'odham land has not been fully grounded in the cultures of its people since European contact and colonization. Many people on the Nation wish to change that by ensuring that O'odham people are preparing to assume leadership roles in education on the Nation through Teacher Preparation programs at TOCC that will prepare them to return to classrooms on the Nation where they will work with O'odham youth and revitalizing the ancient practice of elders educating young people from within the Himdag.

Through this class, students will work together (I-we:mta) to develop a solid understanding of the purpose of education (to replicate societies and transfer values, beliefs, and perspectives from one generation to the next), the unique challenges facing public education today, and the tremendous potential of teachers and the teaching/learning process to change the course of history.

In placing American Indian Education in an historical context, the students will identify current Indigenous initiatives that are responding to the centuries of North American colonization with the express goal of decolonizing education and returning to a culture-based form of education that is true to the culture it is meant to serve. In drawing on tribal law to exercise sovereignty and take back ownership of curriculum and curricular decision-making on Native Lands, Indigenous people across the

continent are paving the way to educate children in the language and cultures of their communities and preparing them to utilize their educations to achieve complete tribal sovereignty, self-determination, and well-being (T-Apedag). The support of this movement begins with pre-service teachers who recognize the importance of their chosen profession and the potential it has on changing the future.

As the students in the class progress through the course, they will be encouraged to articulate a personal philosophy of education that supports decolonizing methods in the field of education and actively advocates for tribal sovereignty, autonomy, self-determination, and well-being as well as their deepest respect (T-Pi:k Elida) of the world in which they live, the inhabitants of that world, and the O'odham Himdag.

## Course Policies and Expectations

### Course Requirements

- (1) Attend class regularly and actively participate in the class
- (2) Complete in-class assignments and submit them to the instructor
- (3) Complete all out-of-class readings and assignments
- (3) Complete the Field Work Experience and submit
  - the completed (and signed) time log and TOCC pre-service teacher evaluation
  - the completed Field Work Experience Observation Packet
  - your final Field Work Experience Reflection Paper
- (4) Complete all quizzes, the midterm project, and the final exam
- (5) Present a minimum of five 5-minute finds

### Attendance Policy

Regular class attendance and conscious class engagement are two important factors contributing to success in college courses; therefore, excellent attendance is required.

There are two types of absences, excused and unexcused. However, please keep in mind that an absence IS an absence, regardless of the reason you miss class and you miss valuable learning opportunities when you are absent.

#### 1. Excused Absences

An excused absence is typically an absence that the student schedules in advance with permission from the College or instructor. The following are the types of absences you may **request IN ADVANCE** for the instructor to excuse:

- religious observances and practices
- a funeral for a close family member (funeral program/death certificate/obituary and/or airline/bus tickets are required by the instructor)
- a college-sanctioned activity (as a member of an athletic team for a game, to attend a field trip for another class, or to represent TOCC in some capacity)
- jury duty

**Extreme** medical emergencies may also be considered excused **if, and only if**, valid

documentation is provided (a physician's note on professional letterhead or a hospital admittance form)

## 2. Unexcused Absences

An unexcused absence is an absence that was not pre-scheduled and authorized by the College or course instructor

Students are required to attend classes regularly. Those who do will be recognized for their effort:

- Perfect attendance is encouraged with an extra credit incentive
  - students who maintain perfect attendance (NO unexcused absences) for the entire semester are awarded a bonus of 150 extra credit points
  - students who miss no more than one class (1 unexcused absence) are awarded a bonus of 100 extra credit points

Students are dissuaded from missing classes. Those who miss excessive classes will be sanctioned:

- Students may accrue **NO MORE THAN THREE** unexcused absences
  - This includes, but is not limited to, unexpected family emergencies, doctor/dentist appointments, illness, personal conflicts, and vacations or travel
  - Do not use your allotted absence(s) frivolously; you may need them during the semester for **emergencies**
- Students who accrue **4 unexcused class absences may be immediately withdrawn from the course**, regardless of the student's earned points or current grade
- Students who miss a class, must send a courtesy e-mail to the instructor on the day of the absence
  - **DO NOT** ask if you have missed "anything important;" the instructor considers EVERYTHING that goes on during class to be important, and she should not be expected to respond with a list or play-by-play report of important learning experiences and opportunities you have missed
- Students who miss a class are responsible for **contacting a classmate to obtain class notes or any class updates**; the instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to an absent student
- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them by the due date

Please note, attendance is more than just sitting in class; it involves active participation for the ENTIRE class period. You must arrive to class on time and remain in class until class is



dismissed to be counted “present” for the class.

- Students are required to be in class and seated prior to the start time.
  - For every 2 tardy arrivals, the student will accrue one unexcused absence
- Students must remain engaged in class until the class is dismissed
  - For every 2 “early exits,” the student will accrue one unexcused absence

### **Make-up policy**

Missed assessments (quizzes, exams) may be made up within two days of the exam date **only if they are missed due to an unexcused absence.**

Late assignments that can be made up will be accepted but will be penalized by automatically being docked 25% of the total points possible.

At the instructor’s discretion, extra credit opportunities and optional activities may be provided.

### **Student Behavior**

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- to maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- to be respectful of their peers and professors, and
- to assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are required to power down and **secure out of sight all** personal electronic devices during class time
- Behavior viewed as disruptive by the instructor will not be tolerated
  - If a student engages in behavior that the instructor deems as disruptive to the teaching and learning process, she will address the situation immediately by notifying the student that the behavior being exhibited is disruptive to the teaching/learning process or the learning environment or is in violation of the course policies
    - If the student continues to engage in disruptive behavior, the student will be removed from the class for the remainder of the class period, will be subject to disciplinary actions, and may be withdrawn from the course
  - **Note: A lack of engagement with the class activities and materials, accessing and/or using personal electronic devices, making inappropriate comments, using profanity, making threats and verbally posturing, and failing to follow instructor directions are a few examples of behaviors that**

**are deemed disruptive to the learning process**

- Students are expected to participate fully in all active learning activities
- Students are expected to work collaboratively, teach and learn from one another, and to present to the class
  - Students are expected to work collaboratively and collegially in cooperative activities
  - Students are expected to be open and listen to new ideas and perspectives
    - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open

**Academic Integrity**

Violations of scholastic ethics are considered serious offenses by Tohono O’odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O’odham Community College.

All work done for this class must be your own. While you may discuss assignments with other class members, the final written project must clearly be your own. You may use work from books and other materials **if it is properly cited**. Copying from a book without proper reference or from a person under any circumstances will result in an “F” for the assignment, and at the instructor’s discretion, possibly an “F” for the course.

**Course Outline and Tentative Schedule**

The following is a tentative week-by-week outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline.

	<b>Topic</b>	<b>Activities</b>
<b>Week 1</b>	The State of the Teaching Profession Rewards and challenges of teaching 1 <sup>st</sup> year teacher challenges	Introduction/Course Overview Ice Breaker Motivational Reading: <i>What Teachers Make</i> On-line: <i>Getting Started Module</i>
<b>Week 2</b>	The State of American Education Current curriculum controversies Standards-based curriculum	<i>Waiting for Superman</i> Motivational Reading: <i>I Hated School</i> On-line: Week 2 Readings/Activities
<b>Week 3</b>	Education Reform: Global education problems & trends Education reform initiatives	5-minute finds Deconstructing <i>Superman</i> Motivational Reading: <i>Finland’s Schools</i> On-line: Week 3 Readings/Activities

		<i>The Inconvenient Truth</i>
<b>Week 4</b>	Education Reform: Effect of social problems on schools, student achievement, teaching	5-minute finds Deconstructing <i>The Inconvenient Truth</i> Motivational Reading: <i>Finland's Schools</i> On-line: Week 4 Readings/Activities
<b>Week 5</b>	Teacher Attributes: Effect of social problems on schools, student achievement, teaching	5-minute finds The "Perfect Teacher" Motivational Reading: 9 <i>Characteristics of a Great Teacher</i> On-line: Week 5 Readings/Activities
<b>Week 6</b>	Educational Philosophies <b>Mid-term Project Presentations</b>	5-minute finds Locate and Download the Teaching Philosophies of 4 different educators, examine each and highlight phrases/words that resonate with you and that you might use in your own Philosophy of Education. Motivational Reading: <i>How to Design Your Philosophy of Education</i>
<b>Week 7</b>	Developing a personal philosophy of education Planning for Future Professional Development	5-minute finds Motivational Reading: <i>The Blueberry Story</i> On-line: Week 7 Readings/Activities
<b>Week 8</b>	Historical Foundations of American Education-Pre-Colonial Era The philosophy and history of American Education Primary purposes of schools	Motivational Reading: <i>You Want Heroes?</i> On-line: Week 8 Readings/Activities
<b>Week 9</b>	Historical Foudations – Colonial Era Primary purposes of schools Curriculum	5-minute finds Motivational Reading: <i>Teddy Stoddard</i> On-line: Week 9 Readings/Activities
<b>Week 10</b>	Historical Foudations – Early Statehood	5-minute finds Motivational Reading: <i>For Each One of Them, I Teach</i> On-line: Week 10 Readings/Activities
<b>Week 11</b>	Historical Foudations – American Indian Education Historical Philosophies, Policies, and Practices	5-minute finds Motivational Reading: <i>Within My Power</i> On-line: Week 11 Readings/Activities
<b>Week 12</b>	Historical Foudations – Post-Industrial Revolution Era	5-minute finds Ted Talk

	Good/Effective Schools Effects of diversity on schools, teachers, students	Motivational Reading: <i>The Call to Teach</i> On-line: Week 12 Readings/Activities
<b>Week 13</b>	Historical Foundations – Digital Information Age Technology’s impact on schools, teaching, students, curriculum	Last week for 5-minute finds Ted Talk Motivational Reading: <i>Sustaining the Wonder of Teaching</i> On-line: Week 13 Readings/Activities
<b>Week 14</b>	The Future of Education. Where do we go from here? American Indian Education Future Philosophies, Policies, and Practices	Ted Talk Motivational Reading: <i>TBA</i> On-line: Week 14 Readings/Activities Field Experience Components Due
<b>Week 15</b>	Philosophy of Education – sustaining professional growth and development Ethical and legal issues facing teachers School Governance and Finance Curriculum and Instruction	Motivational Reading: <i>TBA</i> On-line: Week 15 Readings/Activities
<b>Week 16</b>	Final Exam: Comprehensive Final, Short answer essay format	

## College Policies

### ADA Compliance Statement

Tohono O’odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform your instructor at the beginning of the semester so your academic performance will not suffer because of the disability or handicap.

### Important College Rules

- Because of insurance limitations, non-registered visitors are not allowed at class sessions or on field trips
- Possession of drugs, alcohol or firearms on college property is illegal
- Pets, telephones, pagers, and other personal electronic devices that distract students are not allowed in classrooms
- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave

### DISCLAIMER

Your instructor will make every effort to follow the procedures and schedules articulated in the syllabus, but please note, they may be changed in the event of extenuating circumstances.

This syllabus has been designed to be sufficiently flexible to evolve and change throughout the semester based on class progression and student interests. You will be notified of any changes as they occur.