



Syllabus: *EDU 200 Introduction to Education*

Course Information	
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Course Prefix/Number: EDU 200	Credit Hours: 3
Semester: Fall 2017	Course Title: Introduction to Education
Class Days/Times: T & TR 12:30-1:45	Room: Central Campus, 501

Instructor Information: Name: Dr. Anthony Osborn	Phone/Voice Mail: 210-413-2030 E-mail: aosborn@tocc.edu Office location: Main Office hours: As arranged by appointment.
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Course Description:

Provides students with an initial perspective of Education. Topics include: purposes of schools and schooling; 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. This also includes philosophical, legal, and financial issues facing today's schools; history of American education; and current trends in education reform. This class requires a 10-hour field work experience.

Course Objectives: In this course, we will investigate three basic clusters of questions:

1. What are the purposes of schooling, and for whom?
2. Teaching and learning: How do schools work, and for whom? I
3. What is involved in improving schools?

Texts and Materials:

Bartlett, S., Burton, D. (2007). Introduction to education studies. Boston, MA: Sage Mondale, S. & Patton, B. (2001).

Other materials including instructor Power Point presentations & URL links will be posted on the canvas platform.

****Students will need a notebook and a flash drive to store the Power Points and other course information****

Evaluation and Grading & Assignments:

Your grade for this course will be based on the following distribution:

Attendance and Participation	100 points
Classroom Reflections	100 points
Presentations	100 points
Field Work Journals	100 points
Mid-Term Exam	200 points
Class Assignments	100 points
Short Papers	100 points
Final Exam	200 points

Grades are cumulative and the total number of points determines your final grade. There are 1000 points possible in this course.

900 and above is an A

800 - 890 is a B

700 - 790 is a C

600 - 690 is a D

Under 600 is Failing

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation well considered and effective.

A few comments about evaluation in this course: We want your experiences in EDU200 to contribute to your growing capacity to do excellent work. To support that, we are asking you to analyze, consider alternative perspectives, write, construct and consider arguments, and talk. You can use your work in this course to help you to improve your sense of what good work consists of, and how to produce it. This includes writing good sentences and paragraphs, using words carefully, treating ideas with discipline and respect. We will strive to make these standards as concrete as possible, and to make visible strategies for achieving them. As you develop your sensibilities, you will be able to do more and more as your own critic and editor.

Himdag Cultural Component:

Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information.

The predominant pedagogical practice in this course is that of group demonstration and other forms of demonstrative non-verbal communication.

Policies and Expectations:

Class Participation: *Your attendance and in class writing and analysis – is vitally important to your success in this course. As such, your participation contributes significantly to your class grade. There will be many opportunities for participation – in whole-group discussion, small group discussion as well as in all-class debates. Students are expected to attend class meetings prepared to engage in critical analysis of the materials / reading in class discussions.*

Attendance: *Except in the case of an excused emergency, students are expected to attend each class. You are expected to arrive in class on time each day with homework in hand. Tardiness is strongly discouraged since it interferes with the learning of others and points will be subtracted for habitual tardiness. Late arrivals will count against attendance record. Two late arrivals or early departures constitute one (1) absence. Frequent/ continued exiting from the class during the class period will constitute one (1) absence. Unsanctioned use of cell phone during class constitutes one (1) absence. Absences will be costly since homework can be turned in only by you, in person. Four (4) absences will lead to being dropped from the class.*

Assignments: *Students must read textual material, prepare for projects, complete required research prior the class in which they will be offered. Students are expected to stay in class **ON TASK** and work diligently throughout the whole time. This class requires students to discuss ideas, present projects and engage in group work, participation grade will be based on student involvement in these activities. Late work is marked down for each day of tardiness. "Late Work: It is best to submit all materials on time and take quizzes and exams as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation to make alternative arrangements. Supplemental documentation may be required and points deducted. Failure to submit a project results in a grade of zero (0). An **F** is a better grade! **No** work accepted after the last class.*

Policy on Original Work: *Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. An exception is group work, which is assumed to be a collaboration by all group members. Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.*

Accommodations for Students with Disabilities: *If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. We will treat any information you provide as private and confidential.*

Behavior: *Students are required to obey all state and federal regulations. Breach of any established law that constitutes either a felony or misdemeanor will result in immediate exclusion from the class.*

Course Outline:

Week 1: What is Education Studies (Chapter 1)

Week 2: The Nature of Education (Chapter 2)

Week 3: Researching Education (Chapter 3)

Week 4: A Modern History of Schooling (Chapter 4)

Week 5: Presentations

Week 6: Curriculum (Chapter 5)

Week 7: Politics and Policy in Education (Chapter 6)

Week 8: Globalization and Comparative Education (Chapter 7)

Week 9: Midterm

Week 10 – No Class (Spring Break)

Week 11: Individual Achievement: Major Psychological Theories (Chapter 8)

Week12: Education and Psychological Research (Chapter 9)

Week 13: Social Factors, gender, ethnicity and achievement (Chapter 10)

Week 14: Organizing Teaching and Learning (Chapter 11)

Week 15: Challenges going forward/Review (Chapter 12)

Week 16: Final

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.