



Syllabus: EDU 200 Introduction to Education

Course Information

Course Title: Introduction to Education
Course Prefix/Number: EDU 200
Semester: Fall 2020
Class Days/Times: Thursday 5:15pm- 7:47pm
Credit Hours: 3

Instructor Information

Name: Erin Aguilar
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Office location: N/A
Office hours: By Appointment

Course Description

This Course provides students with the initial perspective of education. Topics include: purpose 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.

Student Learning Outcomes

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

Course Structure

Course Organization

This course is designed around 16 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, discussions, and out of class readings, activities, and assignments.

In-Class Activities

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

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, Reflections, Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

Course Learning Materials and Textbook Information

Susan D Powell. Your Introduction to Education: Explorations in Teaching, 4th Edition (2019)
Pearson

Courses Outline and Important Dates

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.

Week	Topic	In class	Homework
Week 1 8/27/20	Course Introduction	Introductions Getting to know your classmates and Instructor Discussion on how to navigate course	Read Chapter 1 Complete Syllabus agreement Book Quiz

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		Why do I want to be an educator?	
Week 2 9/3/20	Chapter 1: Teachers and the Teaching Profession	Where do I stand? Discussion in Class: Teaching as a Profession	Read Chapter 2 Discussion 1
Week 3 9/10/20	Chapter 2: Student Similarities and Differences	Focus on students	Read Chapter 3 Online: Quiz Chapter 1 and 2 Assignment 1: Maslow's Hierarchy of Need Project (CLO 3) Discussion 2
*Week 4 9/17/20	Chapter 3: School Similarities and Differences	Types of Schools	Read Chapter 4 Discussion 3 Article 1 (4) (CLO 4) Hidden curriculum/ culture of school
Week 5 9/24/20	Chapter 4: Curriculum, Assessment and Accountability	Testing Pros and Cons Where do I stand?	Read Chapter 5 Online: Quiz Chapter 3 and 4 Discussion 4 Assignment 2: Standards Review
Week 6 10/1/20	No School Fall Break		
Week 7 10/08/20	Chapter 5: The Science, Art, and Service of Teaching	3D teaching Discussion In Class: Implementation of Education	Read Chapter 6 Online: Discussion 5
Week 8 10/15/2020	Chapter 6: Creating and Maintaining a Positive and Productive Learning Environment Assessment	Learning Environments Where do I stand?	Read Chapter 7 Online: Quiz Chapter 5 and 6 Article 2(CLO 4): Teaching Environment Discussion 6
Week 9 10/22/20	Chapter 7: History of Education in the United States Mid-term	Historical Education and Indian Schools Where do I stand?	Read Chapter 8 Midterm: History of American Education (CLO2) Discussion 7
Week 10 10/29/2020	Chapter 8: Philosophical Foundations of Education in the United States	Thinking about teaching	Read Chapter 9 Online: Quiz Chapter 7 and 8 Assignment 3: Philosophy of Education (CLO1, 3) Discussion 8
Week 11 11/5/2020	Chapter 9: The Societal Context of Schooling in the United States	School and Society Where do I stand?	Read Chapter 10 Article 3 Issues that Effect Students Discussion 9
*Week 12 11/12/2020	Chapter 10: Ethical and Legal Issues in	Laws that Affect Schools	Read Chapter 11 Online: Quiz Chapter 9 and 10

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	U.S. Schools		Assignment 4: Controversial Issues in Education (CLO1,2) Discussion 10
Week 13 11/19/20	Chapter 11: Governing and Financing Public Schools in the United States	Why Public Schools Matter Discussion in Class: Funding Schools	Read Chapter 12 Discussion 11
Week 14 11/27/20	No Class Thanksgiving		
Week 15 12/3/20	Chapter 12: Professionalism in Relationships, Reality, and Reform	Being a Professional Review for Final Exam	Online: Quiz Chapter 11 and 12 Assignment 5: Professional Development Plan (CLO 3) Discussion 12
Week 16 12/10/20	Final Exams		
* Progress Report			

Written Assignment Specification

Written assignments are to be free of grammatical and spelling errors. Written assignments must be uploaded to Canvas and turned in ON or BEFORE the assignment deadline as an APA formatted Microsoft Word document, double-spaced with size 11 Arial font. A guide to APA formatting can be found here: [OWL APA Guide](#). Assignments should be labeled with assignment name and student initials and course example: Assignment 1 EA EDU 200

Evaluations and Grading & Assignments:

- 90 and above is an A
- 80 - 89 is a B
- 70 - 79 is a C
- 60 - 69 is a D
- Under 60 is Failing

Your grade will be determined by the following:

900-1000	90 and above is an A
800-899	80 - 89 is a B
700-799	70 - 79 is a C
600-699	60 - 69 is a D
599	Under 60 is Failing

Grading Calculations

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	Syllabus Agreement Signed	30
	Book Quiz	30
	Attendance (14 at 10 points each)	140
	Where do I Stand? (5 at 10 points each)	50
	Midterm	100
	Final Exam (Assessment modules 1-12)	100
	Quizzes (6 at 20 points each)	120
	Discussion (12 at 10 points each)	120
	Assignments (5 at 50 Points each)	250
	Articles (3 at 20 points each)	60
		1000 points total

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 (TWohocudadag) 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.

Policies and Expectations

Technology Policy:

Software capabilities:

- Ability to run Google Chrome Version 78+
- Updated virus protection, if using PC or Mac. (TOCC recommends the free Windows Defender for Windows machines)
- Security: Must have a password/passcode (login) to access the device. This is responsible computing. Students will be bound by the TOCC IT Policy related to passwords, security, and appropriate usage.

Is there specific software that needs to be installed?

- TOCC recommends installing the Google Chrome browser as it works well with G Suite. Students collaborate with Google Docs and Microsoft 365 on a regular basis.

Can I use Alternative Browsers?

- Firefox, Internet Explorer, Opera, and other unlisted browsers will not be supported.

Which Operating System should the device run?

The decision for the student’s device is a matter of personal preference, but the device needs to be able to run the Google Chrome, Microsoft Edge, or Apple Safari Browser. Devices can run Windows, Mac OS, or Chrome OS as long as the minimum requirements listed here:

- Operating System:
 - Windows 8.1, 10
 - MacOS 10.11 or Higher
 - Chrome Version 78 or Higher
- Battery life: 5 hours
- Startup time: No longer than 120 seconds
- Wireless: Integrated

- Keyboard: Integrated, but can be wireless
- Audio: Headphone jack with headphones/earbuds
- Microphone: Integrated
- Camera: Integrated
- Processor: 1.6 GHZ or faster 64-bit processor
- Memory: 4 GB RAM or higher
- Disk Space: 16gb GB or higher
- Screen Size: 10 inches or larger
- Monitor Resolution: 1024 x 768

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

Student Withdrawals

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 [withdrawal deadline date found in Academic Calendar on TOCC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (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.

Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration

status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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Course Policies:

- 1) Students are expected to attend each class., arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
- 7) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 8) Late work is marked down 2 points for each day of tardiness.
- 9) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 10) No work accepted after the last class
- 11) Students are expected to attend each class., arriving on time, except in the case of an excused emergency.

- 12) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 13) Unexcused late arrivals or early departures will count against attendance record.
- 14) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.
- 15) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 16) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
- 17) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 18) Late work is marked down 10 points for each day of tardiness.
- 19) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 20) No work accepted after the last class

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. Laboratories cannot be made up except in the case of college closure. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

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, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. 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. If you are uncertain about proper citations ask your instructor or the librarian.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. 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. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.