



***Nia, oya g t-taccui am hab e-ju.***  
*(See, our dream fulfilled.)*

## Syllabus: EDU 200-2 – Introduction to Education

Course Information	
Course Prefix/Number: <b>EDU 200-2</b>	Class Days: <b>Monday through Friday</b>
Course Title: <b>Introduction to Education</b>	Class Meeting Times: <b>8:00 to 5:00</b>
Credit Hours: <b>3</b>	Class Meeting Room: <b>Central - 503</b>
Semester: <b>Fall, 2019</b>	First Day of Class: <b>September 30</b>
Campus: <b>Komckuđ E-Wa:'osidk Maščamakuđ</b>	Final Day of Class: <b>October 4, 2019</b>

Instructor Contact Information	
Name: <b>Duff (Duffy) Galda</b>	Office Hours: <b>Tuesday, Wednesday, Thursday 1:30 - 3:15</b>
Office Phone & Voice Mail: <b>520-383-1085</b>	Office Location: <b>Ha-Maş Kamdam Ha-Ki, Room 121</b>
Cell Phone: <b>520-609-1877</b>	Instructor Appointments: <b>The instructor is available to meet with you by appointment.</b>
E-mail: <b>dgalda@tocc.edu</b>	

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.
<b>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.</b>

**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.

Important Dates
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<b>August 19</b>	Fall Semester Begins Welcome/Blessing, 8:15 a.m. – Watto at <i>S-cuk Du'ag Maşcamakuđ</i>
<b>August 19 - 23</b>	Add without Instructor's signature
<b>August 26<sup>th</sup> to 30<sup>th</sup></b>	Add with Instructor's signature
<b>September 2</b>	<b>Labor Day - College Closed</b>
<b>September 3</b>	Drop/Full Refund Deadline
<b>September 27</b>	<b>O'odham Taş - College Closed</b>
<b>September 30- October 4</b>	Fall Holiday for most TOCC students
<b>October 3</b>	45 <sup>th</sup> Day Census - Watch for 45 <sup>th</sup> Day Progress Reports
<b>October 4-St. Francis Day</b>	<b>College Closed</b> (except for EDU 200-2 cohort class!)
<b>November 4</b>	Withdrawal Deadline
<b>November 11</b>	<b>Veteran's Day – College Closed</b>
<b>November 28-December 1</b>	<b>Thanksgiving Weekend – College Closed</b>
<b>December 9<sup>th</sup> to 13<sup>th</sup></b>	Final Exam Week
<b>December 10</b>	EDU 200-1 (Tuesday Class) Final Exam
<b>December 17</b>	Final Grades are Submitted by TOCC Instructors
<b>December 25 – Jan. 1</b>	Winter Break – College Closed

### 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 at the national and global level
5. Identify ways in which school governance and finance impact public schools
6. Discuss curriculum, curriculum controversies, and standards-based curriculum
7. Identify and describe current educational reform initiatives
8. Describe the history and philosophy of education in America
9. Articulate a personal philosophy of education
10. Identify areas of professional development that will address personal needs
11. Identify the rewards and challenges of the teaching profession
12. Identify legal and ethical issues faced by teachers
13. Analyze the many challenges facing first year teachers
14. Participate in a school classroom field experience consisting of a minimum of 10 hours
15. 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 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.

**Field Work Experience**

In addition to meeting once 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, Monday through Friday.

**Texts and Materials**

This class utilizes an open source textbook. You will not have to purchase this text. The pdf of this text is available in Module 1 in our [Canvas](#) course shell.

Seifert, K. & Sutton, R. *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.)

**Evaluation 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:**

Grading Calculations		
	Submission of signed Syllabus Acknowledgement Form	5
	Attendance and Participation (20 points per class, must be on time and actively participate in all class activities/discussions)	300
	5-Minute “Finds” (3 finds at 10 points each)	30
	Semester-Long Field Work Experience – Completed Observation Packet (including time log & evaluation for those not employed by a school district)	100
	Field Experience in-class updates - student presentations (3 @ at 10 points )	30
	Midterm Project	40
	First Draft Philosophy of Education	20
	Final Exam (week 16) Includes Final Philosophy of Education	75
<b>Regular Points Possible</b>		<b>600</b>
Extra Credit		
Extra Credit Points	Perfect Attendance	30
	TOCC Himdag Committee Events - 20 points per event (Must attend entire event for credit)	20-60
<b>Extra Credit Points Possible</b>		<b>0-90</b>



### **Himdag Cultural Component**

The Himdag is the unique worldview of the Tohono 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 culture 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**

### **Attendance Policy**

*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.*

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).

- 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

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 instructor. The following are the types of absences you **must 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 as verification 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 (official TOCC documentation is required as verification by the instructor)
- jury duty (jury duty summons is required as verification by the instructor)
- work-related travel (workplace paperwork documenting the travel dates is required as verification by the instructor)

The following are examples of the types of absences you may request after the fact for the instructor to excuse:

- **Extreme** medical emergencies may also be considered **if, and only if**, valid documentation is provided (a physician's note on professional letterhead, a bill for medical services rendered on the day of the absence, or a emergency room visit/hospital admittance form)
- Personal or family emergencies may also be considered, **if, and only if** valid documentation is provided

#### 2. Unexcused Absences

An unexcused absence is an absence that was not requested in advance and authorized by the course instructor or an absence that was not verified through proper documentation

- 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

### **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. There must be an 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 45<sup>th</sup> 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.

### **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 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.

**Reasonable Disability Accommodations (Americans with Disabilities Act):**

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements.

**Title IX**

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced 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

**Course Outline**

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>Module 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>Module 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>Module 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>Module 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>Module 5</b>	Teacher Attributes: Effect of social problems on schools, student achievement, teaching	5-minute finds The “Perfect Teacher” Motivational Reading: <i>9 Characteristics of a Great Teacher</i> On-line: Week 5 Readings/Activities
<b>Module 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>Module 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>Module 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>Module 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>Module 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>Module 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>Module 12</b>	Historical Foudations – Post-Industrial Revolution Era Good/Effective Schools Effects of diversity on schools, teachers, students	5-minute finds Ted Talk Motivational Reading: <i>The Call to Teach</i> On-line: Week 12 Readings/Activities
<b>Module 13</b>	Historical Foudations – Digital Information Age Technology’s impact on	Last week for 5-minute finds Ted Talk Motivational Reading: <i>Sustaining the</i>

	schools, teaching, students, curriculum	<i>Wonder of Teaching</i> On-line: Week 13 Readings/Activities
<b>Module 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>Module 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>Final</b>	Final Exam: Comprehensive Final, Short answer essay format	

## Policies and Expectations

### 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) Failure to submit a project results in a grade of zero (0). An F is a better grade!

9) No assignments will be accepted after the 15<sup>th</sup> week of class

## Classroom 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
- maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- be respectful of their peers and professors, and
- 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, **including cell phones** (in a backpack or handbag), during class time unless the instructor expressly gives permission for students to take out, power up, and use the devices (calculator, internet access)
- 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
  - Visitors may be allowed at class sessions or on field trips **only with instructor approval**. The visitor's safety and behavior are the responsibly of the student.
  - Possession of drugs, alcohol, or firearms on college property is illegal.
  - Food and beverages are allowed in classrooms at the discretion of instructor.
  - Student behavior is further detailed in the Student Handbook under Student Code of Conduct Violations.

**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 excused 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.

**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**

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.

