

Course Syllabus



Syllabus: **EDU 200 Introduction to Education**

Course Information

Course Title: Introduction to Education

Course Prefix/Number: EDU 200

Semester: Summer 2022

Class Days/Times: online

Credit Hours: 3

Instructor Information

Name: Erin Aguilar

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E-mail: eaguilar@tocc.edu

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

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Course Organization

This course is designed around 8 learning modules. One learning module is completed each week of the semester. Progress through the course modules is facilitated through three components; discussions, assignments/ quizzes, and out of class readings.

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, Videos and Films, Student Presentations, a Midterm Project, and a Final.

Course Learning Materials and Textbook Information

Sara 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. All Assignments are due by 11:59Pm on the due date. All assignments must be turned in by July 19th for grading.

Week 1 5/23/22	Course Introduction Chapter 1: Teachers and the Teaching Profession Chapter 2: Student Similarities and Differences	Complete Syllabus Agreement- Due May 27 th Welcome and Introduction Discussion: Due May 27 th Quiz Chapter 1 and 2: Due May 29 th Assignment 1: Maslow's Hierarchy of Need Project (CLO 3): Due May 29 th Read Chapter 3 Read Chapter 4
Week 2 5/30/22	Chapter 3: School Similarities and Differences Chapter 4: Curriculum, Assessment and Accountability	Discussion: School Culture: Due June 3 rd Article 1 (4) (CLO 4) Hidden curriculum/ culture of school: Due: June 5 th Assignment 2: Classroom Curriculum and Assessment Due: June 5 th Quiz Chapter 3 and 4: Due June 5 th Read Chapter 5

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		Read Chapter 6
Week 3 6/6/22	Chapter 5: The Science, Art, and Service of Teaching Chapter 6: Creating and Maintaining a Positive and Productive Learning Environment Assessment	Discussion: Reading and Writing: Due: June 10 th Article 2(CLO 4): Teaching Environment: Due June 12 th Quiz Chapter 5 and 6: Due June 12 th Read Chapter 7
Week 4 6/13/22	Chapter 7: History of Education in the United States Mid-term	Discussion 7: Due: June 17 Course Project Check: Due: June 17 th Midterm: History of American Education (CLO2) Due: June 19 th Read Chapter 8 Read Chapter 9
Week 5 6/20/22	Chapter 8: Philosophical Foundations of Education in the United States Chapter 9: The Societal Context of Schooling in the United States	Assignment 3: Philosophy of Education (CLO1, 3) Due: June 26 th Discussion Philosophy of Education Due: June 24 th Article 3: School Issues that Effect Education Due June 26 th Quiz Chapter 7 and 8 Due June 26 th Read Chapter 10
Week 6 6/27/22	Chapter 10: Ethical and Legal Issues in U.S. Schools	Quiz Chapter 9 and 10 Due: July 3 rd Assignment 4: Controversial Issues in Education (CLO1,2) Due July 3 rd Discussion Challenges in School Due: July 1 st Read Chapter 11 Read Chapter 12
Week 7 7/4/22	Chapter 11: Governing and Financing Public Schools in the United State Chapter 12: Professionalism in Relationships, Reality, and Reform	Discussion School Influences Due: July 8 th Assignment 5: Professional Development Plan (CLO 3)
Week 8 7/11/22		Discussion Working with Families Due: July 15 th Quiz Chapter 11 and 12 Due July 15 th
Final 7/18/22	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:

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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

Syllabus Agreement Signed	35
Attendance (8 at 10 points each)	80
Midterm	100
Final Exam	100
Quizzes (6 at 20 points each)	120
Discussion (8 at 30 points each)	240
Assignments (5 at 50 Points each)	250
Articles (3 at 25 points each)	75
	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

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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?

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- 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.

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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.

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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 log in weekly to CANVAS to complete all work.
- 2) 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.
- 3) Students are expected to check the schedule of work regularly and complete any preliminary work required as per the course schedule.
- 4) Late work is marked down 2 points for each day of tardiness.
- 5) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 6) 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%. 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.

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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.