

**Dixie State University  
Department of Education  
Syllabus**

**Course Title: Foundations/Introduction to Education**  
**Semester/Year: Spring 2016**  
**Instructor: W. Odil**  
**Instructor's Email: odil@dixie.edu**  
**Instructor's Office Location: NIB 139**

**Course Number: EDUC 1010 02 CRN 2115**  
**Meeting Days/Time: TTH 9:00-10:15am NIB 150**  
**Instructor's Phone Number: 435-652-7854**  
**Instructor's Office Hours: 10:30 – 1:30pm TTH**  
**M/W – School Visitations/Appointments only**  
**Fri – 9:00 – 12:00 Office/Dept. Meetings**

**DSU Department of Education Program Standards**

 <p>Department of Education</p>	<p><b>Mission Statement</b></p> <p>The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.</p>
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**DSU Program Standards/ Utah Effective Standards**

(The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity)

**The Learner and Learning –**

- Standard 1:** Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
- Standard 2:** Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity
- Standard 3:** Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation

**Instructional Practice –**

- Standard 4:** Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.
- Standard 5:** Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
- Standard 6:** Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.
- Standard 7:** Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

**Professional Responsibility –**

- Standard 8:** Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
- Standard 9:** Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
- Standard 10:** Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

**Program Application Deadlines:**

Elementary Education Program	<b>Fall 2016:</b> February 29, 2016 <b>Spring 2017:</b> October 31, 2016	Advisor: Dr. Terry Young <a href="mailto:tyoung@dixie.edu">tyoung@dixie.edu</a> NIB 101
SET Program	<b>Fall 2016:</b> January 29, 2016	Advisor: Woody Odil <a href="mailto:odil@dixie.edu">odil@dixie.edu</a> NIB 139

### **Course Description:**

Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) programs. Provides an overview of vocational aspects of a teaching career including: certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning, inquiry methods, direct instruction, and mastery learning. **Students are required to do two full observation days in local K 12 school settings. Transportation to and from school sites is the responsibility of each student. Professional appearance and attire must meet school district and DSU Education Department standards. Students applying for acceptance into the Education program must pass this course with at least a C grade.**

**Required Textbook:** Kauchak, Donald & Eggen, Paul (2014), *Introduction to Teaching Becoming a Professional* (5<sup>th</sup> ed.), NJ: Pearson **\*e-textbook available**

### **Course Objectives:**

- \*Review the professional aspects of teaching as a career
- \*Identify social issues affecting the schools
- \*Recognize the cultural diversity in our society
- \*Describe public schooling in the United States and current aspects of our educational system
- \*Explain the historical, philosophical and other related issues influencing education
- \*Express personal philosophy of education
- \*Examine educational views, teaching styles, and school programs and practices
- \*Assess information and experiences to decide on a career in teaching

### **Course Policies:**

**\*Attendance is very important.** Daily grades/points will be given for various daily class assignments/activities and cannot be submitted at a later time. If you must be absent for a school sanctioned event, please inform the instructor ahead of time so that a “make-up assignment can be arranged. All other excused absences will require appropriate documentation. One letter grade penalty will be made for each calendar day a scheduled assignment is past due. All assignments are due at the beginning of the class period and must be formatted and manually submitted on the due date. **Please – no email submissions.**

\*Cell Phones must be on “vibrate” during class sessions. If you do need to answer a call, please do so with respect and courtesy to your fellow students and instructor. **Text messaging is not allowed during class.**

\*In order to fulfill the assigned responsibilities of the instructor and the institution, university personnel are deemed to have the right and authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only students defined and classified by the DSU catalog will attend classes, unless specific prior permission for guests has been obtained from the instructor. Infants, children, and adolescents are not allowed at DSU except in certain circumstances. University facilities and classrooms are not designed for children, and their presence may disrupt students and instructors. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final.

### **Grading:**

A = 95-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 87-89	C+ = 77-79	D+ = 65-69	F = Below 59

## Assignment Requirements

Students should maintain assignment records for personal point totals – point total is subject to change when announce

## Self Regulated Tracking Record

Attendance/Daily Points – 8 points per class –

INTASC Standards Completion Points –

Assignment #1 \_\_\_\_\_ Assignment #2 \_\_\_\_\_ Assignment #3 \_\_\_\_\_

Letter Of Introduction Completion Points - \_\_\_\_\_

Observation Report Completion Points – 1- \_\_\_\_\_ 2- \_\_\_\_\_

Philosophy of Education Completion Points - \_\_\_\_\_

Mid Term Exam Points - \_\_\_\_\_

Final Exam Points - \_\_\_\_\_

**\*Letter of Introduction** – The purpose of this letter is to introduce yourself to the teachers that you will visit on our observation days. Your letter will state your objective and serve as an overview of your background, so that the teacher and students will have a chance to know your background when you visit. It is important to highlight an experiences working with children.

**\*Observation Reports** – For each **required all day** Observation, you will submit a report that contains your assessment of the following components: physical setting, classroom management, instruction and your reflection on the overall effect of this experience for you. You must also attach the teacher’s evaluation of your visitation for observation credit. **Note: To pass this class-you must participate in both all day observations.**

**\*Philosophy of Education** – You should use this assignment as a work in progress. As you continue your education and your teaching experiences, you may find that your beliefs change. Read the education philosophies in Chapter Five: Perennialism, Essentialism, Essentialism, Progressivism, and Postmodernism/Social Reconstructionism. Think about how these align with your personal belief system and then construct your Philosophy of Education to include the following components: Purpose of Education, Curriculum, Instructional Strategies and Assessment.

**\*INTASC Standard Assignments** – These assignments are connected to the standards in teacher education listed on page 440 of the textbook. The purpose of these national standards is to increase the quality of the teacher preparation program. Each assignment is required to address all of the components and show evidence that you intertwined your personal experience with research to help assure relevance. You must attach your completed Self scoring sheet with the Standard assignment when required.

## Course Grading Point Values

Attendance/ Quizzes-Reading Responses – 8 points each class session - 216 points

Letter of Introduction – 20 points

Observation Reports – 60 total points – 30 points for each assignment

Philosophy – 50 points

INTASC Standard Assignments – 105 total points – 35 points for each assignment

Mid Term Exam – 50 points

Final Exam – 100 points - **\*Required to be taken on date assigned for final exam**

## Assignment Format

### INTASC Standards

Name:

EDUC 1010

INTASC Standard #

Assignment

\*Attach self scoring sheet (when required) to back of completed assignment

### Letter Of Introduction

Greeting:

Objective:

Your Background:

Experience Working With Children:

Closing:

### Observation Report

Name:

EDUC 1010

Name of School – Grade Level or Subject

Observation Report – Physical Setting/Classroom Management/Instructional Strategies

Reflection

Teacher's Evaluation of you – stapled to your report

### Philosophy of Education

My Philosophy of Education

Name:

Purpose of Education:

Curriculum:

Instructional Strategies:

Assessment:

## INTASC Standard Assignments – Interstate New Teacher Assessment and Support Consortium

**\*Choose one Standard and only one for each due date**

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<b>INTASC Standard Assignment 1</b> Standard 2 Due Feb. 2 Chps. 1,2,3,8	Begin thinking about your role in developing responsibility in your Consider the age and developmental levels of the students you will be teaching. Think about the different ways teachers can develop Responsibility in students at this stage of development. Consider both Instructional strategies and management strategies. What specific things would you do to develop responsibility in your students? How would these suggestions change for different groups of students who were either older or younger?
<b>INTASC Standard Assignment 1</b> Standard 3 Due Feb. 2 Chps. 6,10,11	Although you are not yet prepared to deliver instruction or create instructional opportunities, you are now at least aware of some of the ways in which students are the same and some of the ways in which they are different – such as Learning Styles, Physical and Mental challenges, Socioeconomic Status, Culture and Language. Identify a grade level that you plan to teach and explain how you would find out about the differences among the students in your classroom.

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<b>INTASC Standard Assignment 1</b> Standard 6 Due Feb. 2 Chps. 1,10	What 3 techniques (beyond those that are district mandated) do you anticipate using regularly to involve families in the life of your school?
<b>INTASC Standard Assignment 1</b> Standard 7 Due Feb. 2 Chps. 9,11,12	The community in which you will be teaching believes that Character Education should be taught in the schools. Considering the subject and/or grade level in which you plan to teach, how would you plan to include character education in your instruction?
<b>INTASC Standard Assignment 2</b> Standard 5 Due Mar. 31 Chp. 10	If you walked into a classroom at a specific grade level, what behaviors indicate the existence of positive social interaction?
<b>INTASC Standard Assignment 2</b> Standard 10 Due Mar. 31 Chp. 1,12	If an ethical dilemma arises, what should a relatively new teacher do? Should the teacher seek advice? Under what circumstances might a teacher develop decisions based on personal ethics without consulting another teacher or an administrator?
<b>INTASC Standard Assignment 2</b> Standard 8 Due Mar. 31 Chps. 3,11	Go to the assessment section of the Washington County School District’s website: <a href="http://assessment.washk12.org/">http://assessment.washk12.org/</a> and write a brief summary of the following assessments – <b>CRT DWA IOWA UALPA UBSCT</b> – you will need additional resources for this information.
<b>INTASC Standard Assignment 3</b> Standard 9 Due April 12 Chps. 1,4,5,6,7,8,12,13	From Table 13.6 on page 442 of your text, select a teacher’s professional organization that interests you. Using the website provided, explore the different services described there. Find out what it cost to join and what the membership benefits are offered. Summarize your findings. Note: you did not research adequately if you say there are no membership fees for this organization.
<b>INTASC Standard Assignment 3</b> Standard 1 Due April 12 Chps. 2,6	Consider INTASC Standard 1 description. Determine which branch of Philosophy you think the standard addresses most readily and explain.
<b>INTASC Standard Assignment 3</b> Standard 4 Due April 12 Chps. 3,5,10	Until the mid 1990’s, there was little or no mention of technology in standards. Why are guidelines now necessary for technology use in the schools? Why is it important for teachers to know about and use many different resources and tools in the classroom?

**Important dates to remember for Spring 2016:**

<b>January 4<sup>th</sup></b>	Tuition and fees due Courses dropped for non-payment	<b>March 2<sup>nd</sup></b>	Midterm grades due
<b>January 11<sup>th</sup></b>	Classes begin	<b>March 4<sup>th</sup></b>	Last day to drop individual classes
<b>January 14<sup>th</sup></b>	Last Day to Waitlist	<b>March 7-11<sup>th</sup></b>	Spring Break (no classes)
<b>January 15<sup>th</sup></b>	Last Day to Add without signature	<b>March 21<sup>st</sup></b>	Fall 2016 class schedule available online
<b>January 18<sup>th</sup></b>	Martin Luther King, Jr. Day (no classes)	<b>March 21<sup>st</sup></b>	Summer registration open to seniors (90+ credits)
<b>January 20<sup>th</sup></b>	\$50 Late Registration/Payment Fee	<b>March 22<sup>nd</sup></b>	Summer registration open to juniors (60+ credits)
<b>January 21<sup>st</sup></b>	Drop/Audit Fee Begins (\$10 per class)	<b>March 23<sup>rd</sup></b>	Summer registration open to sophomores (30+ credits)
<b>January 21<sup>st</sup></b>	Residency Application Deadline	<b>March 24<sup>th</sup></b>	Summer registration open to all students
<b>January 25<sup>th</sup></b>	End of 100% refund period	<b>April 1<sup>st</sup></b>	Fall 2016 Bachelor's Degree graduation application deadline
<b>January 26<sup>th</sup></b>	Beginning of 50% refund period	<b>April 8<sup>th</sup></b>	Last day for complete withdrawal
<b>February 1<sup>st</sup></b>	Last day for refund	<b>April 11<sup>th</sup></b>	Fall registration open to seniors (90+ credits)
<b>February 1<sup>st</sup></b>	Pell Grant Census	<b>April 12<sup>th</sup></b>	Fall registration open to juniors (60+ credits)
<b>February 1<sup>st</sup></b>	Last day to drop without a "W" grade	<b>April 13<sup>th</sup></b>	Fall registration open to sophomores (30+ credits)
<b>February 1<sup>st</sup></b>	Fall 2015 Associates Degree graduation application deadline	<b>April 14<sup>th</sup></b>	Fall registration open to all students
<b>February 1<sup>st</sup></b>	Fall 2015 Associates Degree graduation application deadline	<b>April 27<sup>th</sup></b>	Last day of classes
<b>February 5<sup>th</sup></b>	Last Day to Add/Audit	<b>April 28<sup>th</sup></b>	Reading Day
<b>February 15<sup>th</sup></b>	President's Day (no classes)	<b>April 29-May 5</b>	Final exams
<b>February 15<sup>th</sup></b>	President's Day (no classes)	<b>May 6</b>	Commencement
<b>March 1<sup>st</sup></b>	Summer 2016 Bachelor's Degree graduation application deadline	<b>May 3</b>	<b>Final Exam</b> NIB 150 8:00am -10am

Semester calendars available at <http://www.dixie.edu/reg/?page=calendar>.

**Final Exam Schedule for Spring 2016:** <http://dixie.edu/reg/?page=spring2016>

**Academic Honesty:** As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited. See also Student Academic Conduct Policy for Academic dishonesty / Academic integrity policy

**Disability Statement:** If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516

**Title IX:** The Dixie State University's Sexual Harassment and Sexual Misconduct policies are compliant with Federal laws prohibiting discrimination requires that faculty, student employees and staff members report any incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents.

**Important links:**

Disability Resource Center – [www.dixie.edu/drcenter](http://www.dixie.edu/drcenter)

IT Help Desk – [www.dixie.edu/helpdesk](http://www.dixie.edu/helpdesk)

Library – [www.library.dixie.edu](http://www.library.dixie.edu)

Testing Center – [www.dixie.edu/testing](http://www.dixie.edu/testing)

Tutoring Center – [www.dixie.edu/tutoring](http://www.dixie.edu/tutoring)

Writing Center – [www.dixiewritingcenter.com](http://www.dixiewritingcenter.com)

**Dmail:** You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit: [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and click the Forgot Pin button.

**Disruptive Behavior and classroom expectations:** “In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at the College, students must adhere to the prescribed professional and ethical standards of the profession or discipline for which the student is preparing, as adopted or recognized as authoritative by the relevant academic program. A student who engages in professional misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension, or dismissal from the program or the College, denial or revocation of a student’s degree or certificate, or comparable professional credentialing sanctions.” Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

**Policy for Absences Related to College Functions:** <http://www.dixie.edu/humanres/policy/sec5/523.html>

## Course Reading Assignments/Assessments/Due Dates

**\*Subject to change when announced**

**January 12** - Discuss Syllabus/Class Requirements

14 - **Chp. 1 reading complete – Do I Want To Be a Teacher?**

19 - Chp. 1 - Do I Want to Be a Teacher?

21 - **Chp. 2 reading complete – Changes in American Society: Their Influence on Today's Students**

26 - Chp. 2 - Changes in American Society: Their Influence on Today's Students

**Letter of Introduction due**

28 - **Chp. 3 reading complete – Student Diversity: Culture, Language, Gender, and Exceptionalities**

**Feb. 2** - Chp. 3 - Student Diversity: Culture, Language, Gender, and Exceptionalities

**INTASC Standard Assignment 1 due (Standards 2,3,6,7)**

3 - **1<sup>st</sup> Observation Day**

4 - **1<sup>st</sup> Observation Day**

9 - **Chp. 4 reading complete – Education in the United States: It's Historical Roots**

**1<sup>st</sup> Observation Report due**

11 - Chp. 4 - Education in the United States: It's Historical Roots

16 - ^

18 - **Chp. 5 reading complete – Educational Philosophy and Your Teaching**

23 - Chp. 5 - Educational Philosophy and Your Teaching

25 - **Chp. 6 – reading complete - Choosing a School**

**March 1** - Mid Term Exam

2 - **2<sup>nd</sup> Observation Day**

3 - **2<sup>nd</sup> Observation Day**

15 - ^

17 - Chp. 6 - Choosing a School

**2<sup>nd</sup> Observation Report due**

22 - **Chp. 7 reading complete – Governance and Finance: Regulating and Funding Schools**

**Philosophy of Education Assignment due**

24 - **Chp. 8 reading complete – School Law: Ethical and Legal Influences on Teaching**

29 - Chp. 8 - School Law: Ethical and Legal Influences on Teaching

31 - Chp. 8 - School Law: Ethical and Legal Influences on Teaching

**INTASC Standard Assignment 2 due (Standards 5,8,10)**

**April 5** - **Chp. 9 reading complete – The School Curriculum**

7 - **Chp. 10 reading complete – Classroom Management**

12 - Chp. 10 - Classroom Management

**INTASC Standard Assignment 3 due (1,4,9)**

14 - **Chp. 11 reading complete – Becoming an Effective Teacher**

19 - **Chp. 12 reading complete – Educational Reform and You**

21 - **Chp. 13 reading complete – Developing as a Professional**

26 - ^

**May 3** - **Final Exam – 8:00-10:00**

