

**Dixie State University  
Department of Education  
Course Syllabus**


**Course Title:** Foundations/Introduction to Education  
**Course Number:** EDUC 1010 04  
**Course Credit Hours:** 3  
**Semester/Year:** Fall 2014  
**Meeting Days/Time/Place:** Thursday from 4:15-6:45  
**Instructor:** Susan Harrah  
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**DSU Department of Education Program Standards**

**Program Philosophy**

The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.

**DSU Department of Education Standards**

 <p><b>DIXIE STATE UNIVERSITY</b> Department of Education</p> <p><b>DESERT Model</b> D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions</p>	<p style="text-align: center;"><b>Mission Statement</b></p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
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## **D.E.S.E.R.T. Model – Program Outcomes**

### **Teacher Candidates:**

#### **D-Diversity (DM1)**

Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.

#### **E-Effective Pedagogy (DM2)**

Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.

#### **S-Subject Matter (DM3)**

Demonstrate confidence in/with subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.

#### **E-Environment (DM4)**

Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.

#### **R-Reflective (DM5)**

Seek learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.

#### **T-Teaching Dispositions (DM6)**

Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student's educational needs.

## **Course Description**

This course is for students pursuing a degree in the teaching profession. The course provides an overview of vocational aspects of a teaching career including: certification requirements, foundations of education, current and historical issues in education, and an overview of current trends in methodology. 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, and direct instruction. Students are required to do two full observation days in local K-12 school settings. This class is a prerequisite for admittance to the Dixie State University Education programs.

**Required Textbook:** Kauchak, Donald, Eggen, Paul (2011), *Introduction to Teaching, Becoming a Professional* (4<sup>th</sup> ed.), NJ: Pearson e-textbook available

## **Course Objectives**

By the end of this course, students will:

- ☑ Be introduced to the professional aspects of teaching as a career.
- ☑ Develop awareness of social issues and cultural diversities affecting the schools.
- ☑ Understand public schooling in the United States and current aspects of our educational system.
- ☑ Be introduced to the historical, philosophical and political issues influencing education.
- ☑ Enhance and express your personal philosophy of education.
- ☑ Know historical causes for educational change.

- ☑ Be introduced to educational views, teaching styles, and school programs and practices.
- ☑ Obtain information and experiences to help decide on a career in teaching.

### **Course Policies on Late Assignments, Missed Exams/Quizzes, and Unexcused Absences**

**Attendance and Participation:** The design of this course makes it necessary for students to fully participate in classroom discussions, panel presentations, guest presentations and cooperative structures. Thus, attendance and participation are required for this course. Appropriate documentation will be required for missing class.

**Assignments are due on specific dates.** Assignments should reflect high levels of thinking, analysis, and application. Please use a word processing program for all assignments.

**Make-up Work:** Students that miss class for legitimate reasons may make up missed assignments. The following are considered legitimate reasons for missing class: DSU sponsored event (must provide written documentation), illness (must provide written documentation from a valid physician), death of an immediate family member (must provide written documentation). If the professor excuses an absence, the student has until the beginning of the next class to turn in the assignment. Quizzes cannot be made up.

**Re-Do's:** My goal is for each of you to learn as much as possible and to achieve proficiency of the course content. Therefore, I allow re-do's of some assignments (does not apply to tests or quizzes). Re-do's must be completed within one week after the graded assignment is returned.

**Disruptive Behavior-** DSU disruptive behavior policy states, "Teachers at Dixie State University have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities (this includes the use of cell phones and text messaging) the teacher may dismiss and remove disruptive students from their courses."

- Cell phones must be on "vibrate" or off during class sessions. If you do need to answer the calls, please do so with respect and courtesy to your fellow students and instructor. Cell phones should be put away during class unless there is an emergency.

**Academic Honesty** – As stated in the DSU Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State University (Academic Discipline Policy, 3.34)" including cheating, and plagiarism. These acts of academic

dishonesty are strictly prohibited. When developing your assignments, make sure that you reference the sources. DSU Policy 33.5.1.4 addresses academic ethics and honesty. Prohibited activities include, but are not limited to, copying from another student's test, papers, or plagiarism.

**Bringing Guests to Class-** In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the 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 (Policy 5.16), 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 presents may disrupt students and teachers. 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. (DSU Policy 5-23, 7-23, 78).

### **Assignment Requirements**

**Letter or 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 any experiences working with children.

**INTASC Principles-** These assignments are connected to the standards in teacher education with the purpose to increase the quality of the teacher preparation program. Each assignment needs to address all of the components and show evidence that you have intertwined your personal experience with the research to help assure relevance. You must attach your completed self-scoring sheet with each INTASC submission.

**Observation Reports-** For each **required** Observation Day, you will submit a report that contains your assessment on 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: You must participate in both 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 Seven: Perennialism, 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.

### Grading Criteria

<b>A</b>	<b>95-100%</b>	<b>B-</b>	<b>80-82%</b>	<b>D+</b>	<b>67-69%</b>
<b>A-</b>	<b>90-94</b>	<b>C+</b>	<b>77-79</b>	<b>D</b>	<b>64-66</b>
<b>B+</b>	<b>87-89</b>	<b>C</b>	<b>74-76</b>	<b>D-</b>	<b>60-63</b>
<b>B</b>	<b>83-86</b>	<b>C-</b>	<b>70-73</b>	<b>F</b>	<b>Below 59</b>

#### **Course Grading Point Values**

Attendance/Quizzes- Reading Responses- 70 points total- 5 points each

Letter of Introduction- 20 points

Observation Reports- 40 points- 20 points for each assignment

Philosophy- 50 points

INTASC Principle Assignments- 100 points- 25 points for each assignment

Mid Term Exam- 50 points

Final Exam- 100 points- Must be done on the day of the scheduled time for DSU

#### **DMAIL**

Important class and college information will be sent to your DMail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an email account. Your Banner ID username and password are the same for you DMail account. You be held responsible for information sent to your DMail, so please check it often.

#### **Disability Statement:**

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Contact information: Phone # 435-652-7516, Email: [drc@dixie.edu](mailto:drc@dixie.edu), Office hours: Monday-Friday 8:00 a.m. to 5:00 p.m. Website: <http://www.dixie.edu/drcenter/>

<b>Tutoring/Writing Center</b>	<b>Health and Wellness Center</b>	<b>Testing Center</b>	<b>Computer Center</b>	<b>Library</b>
<p>Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building Room #433. <a href="http://www.dixie.edu/tutoring">www.dixie.edu/tutoring</a></p>	<p>This program promotes healthy lifestyle behaviors through health and wellness resources, information and services. Location: next to the campus at 34 North 600 East. Hours: 8:00 a.m-5:00 p.m. M-F. Closed Sat. and Sun. For appointments call 435-652-7756 <a href="http://www.dixie.edu/wellness/">http://www.dixie.edu/wellness/</a></p>	<p>The hours are posted online at <a href="http://dixie.edu/testing">http://dixie.edu/testing</a>  Location: North-East of North Plaza Bldg. Classroom Testing Center-Information/Main Line Phone: 435-652-7696 Email: <a href="mailto:testcenter@dixie.edu">testcenter@dixie.edu</a></p>	<p>The Smith Computer is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center</p>	<p>DSU Library at the Jeffrey R. Holland Centennial Commons can be accessed online at <a href="http://www.dixie.edu">www.dixie.edu</a> Contact education liaison, Ms. Linda Jones <a href="mailto:Ljones@dixie.edu">Ljones@dixie.edu</a> for assistance</p>

**Student information Link:** <http://new.dixie.edu/reg/syllabus>

**Includes:**

- Semester Schedule
- Final Exam Schedule
- Dmail
- Available Resources (i.e. library, computer lab, disability resource center, IT help desk, online writing lab, testing center, tutoring center, writing center, campus map, etc.)
- Policy/Procedures (i.e. academic dishonesty/integrity, disruptive behavior, absences related to college functions, reasonable accommodations, etc.)

**Assignment Format**

**INTASC Principle**

Name:  
EDUC 1010  
INTASC Principle #  
Assignment

**\*Attach self scoring sheet (when required) to the back of the 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:

**Self Regulated Tracking Record**

Attendance/Daily Points- 5 per class \_\_\_\_\_  
INTASC Principles Completion Points-  
Assignment #1 \_\_\_\_\_ Assignment #2 \_\_\_\_\_ Assignment #3 \_\_\_\_\_  
Letter of Introduction Completion Points- \_\_\_\_\_  
Observation Completion Points- 1. \_\_\_\_\_ 2. \_\_\_\_\_  
Philosophy of Education Completion Points- \_\_\_\_\_  
Mid Term Points- \_\_\_\_\_  
Final Exam Points- \_\_\_\_\_

**INTASC Principle Assignments** – Interstate New Teacher Assessment and Support Consortium

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

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INTASC 1  
Principle 2  
Due: September 25

Begin thinking about your role in developing responsibility in your students. 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?

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INTASC 1  
Principle 3  
Due: September 25

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 difference among the students in your classroom.

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INTASC 1  
Principle 6  
Due: September 25

What 3 techniques (beyond those that are district mandated) do you anticipate using regularly to involve families in the life of your school?

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INTASC 2  
Principle 7  
Due: October 9

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?

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INTASC 2  
Principle 5  
Due: October 9

If you walked into a classroom at a specific grade level , what behaviors indicate the existence of positive social interaction?

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INTASC 2  
Principle 10  
Due: October 9

If an ethical dilemma arises, what should a relatively new teacher do? Should the teacher see advice? Under what circumstances might a teacher develop decisions based on personal ethics without consulting another teacher or an administrator?

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INTASC 3  
Principle 8  
Due: October 30

Go to the assessment section of the Washington County School District's website: <http://assessment.washk12.org/> and write a brief summary of the following assessments- SAGE, DWA, DIBELS- You may need additional resources for information.

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INTASC 3  
Principle 9  
Due: October 30

From Table 2.4 on page 58 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. Summarize your findings. (Note: you did not research adequately if you say there are no membership fees for this organization. Therefore, you have not completed the assignment and it will negatively impact your grade)

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INTASC 4  
Principle 1  
Due: November 20

Consider INTASC Principle 1. Determine which branch of philosophy you think the standard addresses most readily and explain why.

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INTASC 4  
Principle 4  
Due: November 20

Until the 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?

**Course Reading Assignments/Assessments/Due Dates**

- Subject to change when announced

<b>Date</b>	<b>What We Will Do</b>	<b>Assignments Due</b>
<b>Aug. 28</b>	Get to know you activity Discuss syllabus Class requirements	
<b>Sept. 4</b>	What is it like to be a teacher? The teaching profession Diversity Reform in Teacher Ed.	<b>Chapter 1</b> – Do I Want To Be a Teacher?
<b>Sept. 11</b>	Changes in American Families Changes in our Students The influence of socioeconomic factors on the students	<b>Chapter 2-</b> Changing in American Society: Their Influences on Today’s Studentes
<b>Sept. 18</b>	Cultural Diversity Language Diversity Gender Learners with Exceptionalities	<b>Chapter 3-</b> Student Diversity- Culture, Language, Gender, and Exceptionalities <b>Letter of Introduction</b>
<b>Sept. 24</b>	<b>School Visits all day</b>	
<b>Sept. 25</b>	<b>School Visits all day</b> The Colonial Period The Early National Period The Common School Movement The Evolution of the American High School Searching for Equality The Modern Era	<b>Chapter 4-</b> Education in the United States: Its Historical Roots <b>INTASC 1 Short class due to school visits</b>
<b>Oct. 2</b>	Philosophy and Philosophy of Education Branches of Philosophy Philosophies of Education Developing Your Philosophy of Education	<b>Chapter 5-</b> Educational Philosophy and Your Teaching *First Observation Report Due
<b>Oct. 9</b>	<b>Midterm</b> How do schools function School levels	<b>Chapter 6-</b> Choosing a School <b>INTASC 2</b>

	Finding a Good School	
<b>Oct. 16</b>	Governance School Finance Emerging Issues in School Governance and Finance	<b>Chapter 7-</b> Governance and Finance: Regulating and Funding Schools
<b>Oct. 22</b>	<b>School Visits all day</b>	
<b>Oct. 23</b>	<b>School Visits all day</b> Law and Ethics The U.S. Legal System Teachers' Rights and Responsibilities Religion and the Law Students' Rights and Responsibilities	<b>Chapter 8-</b> School Law: Ethical and Legal Influences on Teaching <b>Short class due to school visits</b>
<b>Oct. 30</b>	What's curriculum Components of curriculum Forces that influence the curriculum Controversial issues in the curriculum	<b>Chapter 9-</b> The School Curriculum in an Era of Standards *Second Observation Report
<b>Nov. 6</b>	Productive learning environment Involving parents Intervening when misbehavior occurs	<b>Chapter 10-</b> Classroom Management: Creating Productive Learning Environments <b>INTASC 3</b>
<b>Nov. 13</b>	Student motivation and effective teaching Planning Implementing instruction Instructional strategies	<b>Chapter 11-</b> Becoming an Effective Teacher
<b>Nov. 20</b>	Understanding Reform Reform- Focus on the teacher Reform- Focus on the curriculum Reform- Focus on the school	<b>Chapter 12-</b> Educational Reform and You <b>INTASC 4</b>
<b>Nov. 27</b>	Thanksgiving Break	
<b>Dec. 4</b>	Entering the Profession	<b>Chapter 13-</b> Developing as a Professional <b>Philosophy of Education</b>
<b>Dec. 11</b>	Final Review	
<b>Dec. 18</b>	FINAL EXAM 4:00-6:00 in room #150	

**Fall 2014 Important Semester Calendar Dates:**

**Aug. 25-** Class work begins

**Aug. 28-** Last day for wait list

**Aug. 29-** Last day to add without signature

**Sept. 1-** Labor Day

**Sept. 4-** Drop/Audit Fee Begins (\$10 per class)  
Residency Application deadline

**Sept. 9-** \$50 Late Registration/ Payment Fee

**Sept. 15-** Pell Grant Consensus

Last Day for Refund

Last Day to drop without receiving a "W" grade

**Sept. 17-** Courses dropped for non-payment

**Sept. 19-** Last Day to Add/Audit

**Oct. 1-** Associates Graduation Application Deadline

**Oct. 15-** Midterm Grades Due

**Oct. 16-** Break

**Oct. 17-** Break

**Oct. 20-** Last Day to Drop Individual Classes

**Oct. 27-** Spring 2015 Class Schedules Available Online

**Nov. 3-** Bachelor's Degree Graduation Deadline

**Nov. 11-** Career Day

**Nov 14-** Last Day for Complete Withdrawal

**Nov. 17-** Registration Opens to Seniors

**Nov. 18-** Registration Opens to Juniors

**Nov. 19-** Registration Opens to Sophomores

**Nov. 20-** Registration Opens to All Students

**Nov. 26-** Break

**Nov. 27-** Break

**Nov. 28-** Break

**Dec. 12-** Classwork Ends

**Dec. 15-** Finals Week

