

EDUC 100: Introduction To Education

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALLS/EDUC/100/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Thursday 5:30 PM - 7:30 PM from August 26, 2019 to December 14, 2019

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📘 Course Information

Catalog Description

Education 100 is an introduction to the teaching profession and the Teacher Certification Program at Columbia College. Students will examine the evolution of teaching and the current understanding of the knowledge skills, and dispositions of an effective teacher. Global, national, state, and local perspectives are presented through contemporary issues facing teachers and schools, and students will reflect upon their related beliefs, motivations, and goals. Information will be provided about certification requirements, content area majors, Missouri Department of Elementary and Secondary Education requirements, and portfolio construction. Successful completion of 15 clock hours in field is required.

Additional Notes

Thanksgiving Holiday: Class will not meet on Thursday, November 28. The make-up day will be Friday, December 6.

📖 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

📖 Lynch. (2015). *Call to Teach* (1st). Pearson. *eText*

📖 Borich. (2015). *Observation Skills for Effective Teaching* (7th). Routledge. *eText*

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven

days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TruTitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
3. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
4. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
5. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
6. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
7. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
8. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
9. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
10. Demonstrates competence in the use of basic classroom management techniques that reduce the likelihood of student misbehavior and address any misbehavior that does occur with the least disruption of instruction. (5.4)
11. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
12. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Course Engagement	100	10%
Field Experience Journal	300	30%
Decision to Teach Paper	200	20%
Discussion Board Postings	300	30%
Lesson Project Presentations	100	10%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Discussion Board Postings	20	Monday of Following Week

Week 2

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week

Week 3

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week

Week 4

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week

Week 5

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week

Week 6

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week

Week 7

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week

Week 8

Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Lesson Project Presentations Part I	50	Thursday
Week 9		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Week 10		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Week 11		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Week 12		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Week 13		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Week 14		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Lesson Project Presentation Part II	50	Thursday
Week 15		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Discussion Board Postings	20	Monday of the following week
Week 16		
Assignment	Points	Due
Field Experience Journal	20	Thursday
Decision to Teach Paper	200	Thursday
Course Engagement	100	End of Class Evaluation
Total Points: 1000		

Assignment Overview

Assignments

Course Engagement (100 points)

In order to achieve a fruitful educational environment, it is essential that you come to class prepared to discuss the readings by raising questions, voicing your opinion of an author's perspective, or by making general comments. It's ok to disagree with each other and with me. The important thing is that we're respectful and professional during our discussions.

On our first day we will discuss common expectations and then, as a class, generate a course engagement rubric. This rubric will be used to assess your course engagement. In order to keep you informed on this, I will give you a report on your course engagement grade halfway through the semester.

Field Experience Journal (20 points each, 300 points total)

For weeks two through 16, you will be given a field experience topic to reflect on. Your reflection should connect to what you are observing during your field experience. More information about this assignment is found in our course D2L under the assignments section.

Decision to Teach Paper (200 points)

You will write a paper concerning your decision to become a teacher or not become a teacher based on the issues and ideas we have discussed in this course. You will present an overview of this paper during our last class. More information about this assignment is found in our course D2L under the assignments section.

Discussion Board Postings (20 points each week, 300 points total)

Through weeks one through 15, you will be given a discussion board prompt. Respond to my post with a thorough, detailed post of your own by Monday night of the following week. Respond to at least one other classmate with another post by Wednesday night. More information about this assignment is found in our D2L under the assignments section.

Lesson Project Presentations (50 points each, 100 points total)

Twice during the semester you will present mini-lessons over a topic of your choice. These lessons will reflect various teaching techniques we will learn about in this course. More information about this assignment is found in our course D2L under the assignments section.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Introduction to the Course

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 2: Why Observe?

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 3: Classroom Observation Lenses

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 4: Making Classroom Visits

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 5: Teaching and Learning

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 6: Classroom Management

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 7: Lesson Clarity

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 8: Lesson Projects Part I

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Lesson Project Presentations Part I

During class, you will present the first part of your lesson project.

Week 9: Instructional Variety

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at

11:59 PM.

Week 10: Task Orientation

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 11: Student Engagement

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 12: Measuring Student Success

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 13: Higher Order Thinking

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 14: Lesson Project Part II

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Lesson Project Presentation Part II

During class, you will present the second part of your lesson project.

Week 15: Next Steps in the Certification Process

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are

observing during your field experience. This is due on Thursday, prior to the start of our class.

Discussion Board Postings

Respond to the main prompt by Monday night at 11:59 PM. Respond to at least one other classmate by Wednesday night at 11:59 PM.

Week 16: Decision to Teach Paper Presentations

Field Experience Journal

You'll be given a Field Experience Journal Topic each week. Respond to the topic with connections to what you are observing during your field experience. This is due on Thursday, prior to the start of our class.

Decision to Teach Paper

The Decision to Teach Paper is due prior to class. During class you will present an overview of your paper.

Course Engagement

In order to achieve a fruitful educational environment, it is essential that you come to class prepared to discuss the readings by raising questions, voicing your opinion of an author's perspective, or by making general comments. It's ok to disagree with each other and with me. The important thing is that we're respectful and professional during our discussions. On our first day we will discuss common expectations and then, as a class, generate a course engagement rubric. This rubric will be used to assess your course engagement. In order to keep you informed on this, I will give you a report on your course engagement grade halfway through the semester.

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarterthinking is a free online tutoring service available to all Columbia College students. Smarterthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarterthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarterthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy

- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.