

**ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION**

The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.

COURSE SYLLABUS

**EDF 1005
Introduction to Education**

The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EDF 1005
Section #:	890
Credit Hours:	3
Co-requisites:	None
Pre-requisites:	None

Day, Time and Campus:	Online	Enter Time	Choose an item.
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
Professor:	Cher N. Gauweiler, Ph.D.		
Office Hours:	As posted at: https://web.spcollege.edu/instructors/id/gauweiler.cher	Click here to enter text.	
Office Location:	Tarpon Springs	BB 106	
Office Phone:	727-712-5420		
Email Address:	gauweiler.cher@spcollege.edu or through MyCourses (preferred)		

ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 101

I. COURSE DESCRIPTION

This course is an introduction to the development and organization of the American educational system and profession. It examines professionalism requirements, the historical and philosophical foundations of education and the structure of schools. 47 contact hours, plus 15 hours of field experience under the supervision of a K-12 public school teacher certified in-field. This requires completion of a criminal offense review form as a condition for participation in the field experience component of the course. A student who has a criminal background precluding him or her from observing in a classroom will not be able to complete the field experience and will not receive credit for this course.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. The student will survey the professionalism required of a K-12 teacher by:

- a. Demonstrating effective oral and written communication skills, including digital literacy, for the field of education.
- b. Examining the attributes and ethical standards of highly effective professional educators and their positive impact on students and communities.
- c. Determining how one's personal values, interest and experience may influence the teaching and learning in diverse settings through reflective practice.
- d. Recognizing requirements for educator preparation certification, as well as career options in the field of education.

2. The student will analyze the historical and philosophical foundations of education by:

- a. Identifying current and historical trends, events, issues, and individuals who have influenced school curricula and the development of school systems.
- b. Examining key educational philosophies and their influences on education, as well as the impact on personal learning experiences.
- c. Explaining the relationship between schools and society, including addressing social justice issues.

3. The student will explore the structure of schools by:

- a. Describing the legal foundations of education, student and teacher rights, governance structure and legal trends.
- b. Identifying the impact of current economic dynamics on local, state and federal funding sources for education.
- c. Exploring effective inquiry-based strategies for incorporating high-order and probing questions that challenge student thinking, promote discussion and elicit possible misconceptions.
- d. Recognizing strategies to engage diverse student populations; including exceptionalities, race, ethnicity, gender, sexual orientation/identity, religion, language background and socioeconomic status.

4. The student will participate in field experience by:

- a. Observing for a minimum of 15 hours of field experience in a K-12 school setting.
- b. Examining current teaching practices, educational settings and school environments through structured observational learning.
- c. Submitting appropriate documentation of observation hours.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	<u>Required:</u> <i>Introduction to Teaching: Making a Difference in Student Learning</i> , 3rd edition, 2020. Hall, Quinn and Gollnick from Sage publications, Inc.
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You have several purchase options for the book depending on your budget and preference.

1. Paperback 3e + Interactive Ebook 9781544365909
2. LooseLeaf 3e + Interactive Ebook 9781544366012
3. Interactive E-Book Standalone (online only) 9781544364933

There is a free 2 week trial for the E-book to help students who may not be able to purchase the textbook materials on the first day of class. Use this link <https://us.sagepub.com/en-us/nam/introduction-to-teaching/book258458#preview> and scroll down to find chapter 1 and chapter 2 under Sample Chapters and Material. From there, you may read the first two chapters of the book.

The book is also on reserve so it may be used *inside the library* at the following locations: Clearwater, Midtown, Seminole Tarpon Springs, St. Pete Gibbs.

This site explains how to use the Sage publisher resources. <https://us.sagepub.com/en-us/nam/halliebdemo>

Chalk & Wire

Chalk & Wire is a requirement for all COE students enrolled in a bachelor's degree program and for all EPI students.

Students using **eBooks** must have access to the **eBooks** during class sessions.

Supplemental Material

Resources: Internet is required for this course. Throughout the course, websites, videos and other required readings will be posted to MyCourses. Participants will also be required to locate additional journal articles, books, educational videos, and documents, etc.

Library: <http://www.spcollege.edu/libraries/>

B. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MCourses continuously to assure all current content for class has been accessed. Additionally, students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.

All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires 15 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships. Due to the unprecedented school closures with COVID-19, this semester students will complete alternate assignments to satisfy the 15 hour requirement. This information will be available in the "Field Experience" folder the first week of class.

B. ALL Course Assignments

Due dates stated on course calendar.

Modules

Each module is worth a possible 50 points - a combination of quizzes, discussion postings, and focus areas of the module. Please refer to individual assignments for the specific breakdown of points.

1. Online Quizzes = 220 points

- Students have **two hours** to complete each **open note/open text/open lesson quiz** of 20 multiple choice questions worth 20 points.
- The quiz will cover material from the textbook, lessons, links and linked videos. Read the contents of the lesson first to be able to access the information in the allotted time.
- Once you submit the quiz, it will be automatically graded. You may go to the Grades tab to see your score.

2. Discussions = 110 points

- There are **Discussion Topics and or Scenarios** for each Module worth 10 points.

3. Focus Assignments = 220 points

- Each assignment is worth 20 points.

4. Field Experience = 50 points

Field Experience Component	Completed by Deadline Posted in Calendar
Acknowledgement Survey	10 points
Journal	40 points

5. Midterm and Final Activity = 50 points

- Midterm - (30 points)
- Final - What I Learned through Art (20 points)

Grading Scale

A	585-650 and completes "Start Here" module and all parts of the Field Experience requirements
B	520-584 and completes "Start Here" module and all parts of the Field Experience requirements
C	455-519 and completes "Start Here" module and all parts of the Field Experience requirements
D	390-454 and completes "Start Here" module and all parts of the Field Experience requirements
F	389 & below or fails to complete "Start Here" module or all parts of the Field Experience requirements

UCC Assignments: Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Students in a degree program must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtIW9RP12YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/>

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

EDF 1005 Introduction to Education			
Module	Topics/Activities	Assignments Due	Points
Start Here Module 5/18-5/22	Read Syllabus Read Addendums	<ul style="list-style-type: none"> • Discussion: Introduce Yourself • Review Instructor Information Page • Review Field Experience Folder <p>DUE: Sunday, 5/24: 11:30 p.m.</p>	0 0 0
Module 1 5/25-5/29 Memorial Day: 5/25 College Closed	Chapter 1 Becoming a Teacher	Read Chapter 1 <ul style="list-style-type: none"> • Discussion: What do Teachers Make? • Focus Questions: Ethics of the Teaching Profession • Chapter 1 Quiz • Acknowledgement Survey <p>DUE: Tuesday, 5/26, 11:30 p.m.</p>	10 20 20 10
Modules 2 & 3 6/1-6/5	Chapter 2 Today's Students Chapter 3 Addressing Learners' Individual Needs	Read Chapter 2 <ul style="list-style-type: none"> • Discussion: English Language Learners • Focus Questions: Gender Articles • Chapter 2 Quiz Read Chapter 3 <ul style="list-style-type: none"> • Discussion: Differentiated Instruction • Focus: Cultural Diversity and Inclusion • Chapter 3 Quiz <p>DUE: Tuesday, 6/2, 11:30 p.m.</p>	10 20 20 10 20 20

<p>Module 4 6/8-6/12</p>	<p>The Social Context of Schools</p>	<p>Read Chapter 4</p> <ul style="list-style-type: none"> • Discussion: Social Constructs Facing Teachers 10 • Focus: Practice GK Tests 20 • Chapter 4 Quiz 20 <p>DUE: Tuesday, 6/9, 11:30 p.m.</p>	
<p>Module 5 & Midterm 6/15-6/19</p>	<p>Chapter 5 Families and Communities Midterm Activity</p>	<p>Read Chapter 5</p> <ul style="list-style-type: none"> • Discussion: Personal Culture Poem 10 • Focus: School Choice 20 • Chapter 5 Quiz 30 <p>Opposing Viewpoints - Waiting for Superman Backpack Full of Cash</p> <p>DUE: Tuesday, 6/16, 11:30 p.m.</p>	
<p>Modules 6 & 7 6/22-6/26</p>	<p>Chapter 6 History of Schools in the United States Chapter 7 Developing a Philosophy of Teaching and Learning</p>	<p>Read Chapter 6</p> <ul style="list-style-type: none"> • Discussion: Significant Events in Education 10 • Focus: School Video 1770 – 1890 20 • Chapter 6 Quiz 20 <p>Read Chapter 7</p> <ul style="list-style-type: none"> • Discussion: Philosophical Discussions 10 • Focus: Relevant Philosophies 20 • Chapter 7 Quiz 20 <p>DUE: Tuesday, 6/23, 11:30 p.m.</p>	
<p>Modules 8 & 9 6/29-7/3</p>	<p>Chapter 8 Organizing and Financing Schools for Learning Chapter 9 The Law as it Relates to Teaching and Learning</p>	<p>Read Chapter 8</p> <ul style="list-style-type: none"> • Discussion: School Funding 10 • Focus: School Board Meeting 20 • Chapter Quiz 8 20 <p>Read Chapter 9 10</p>	

		<ul style="list-style-type: none"> • Discussion: Education Court Decisions/Amendments • Focus: Mis/Mal/Non-feasance • Chapter 9 Quiz 	20 20
		DUE: Tuesday, 6/30, 11:30 p.m.	
Module 10 7/6-7/10	Chapter 10 Standards, Curriculum, and Accountability	Read Chapter 10 <ul style="list-style-type: none"> • Discussion: CPALMS Lesson Idea • Focus: VAM and Merit Pay Debate • Chapter Quiz 10 	10 20 20
		DUE: Tuesday, 7/7, 11:30 p.m.	
Module 11 and Field Experience 7/13-7/17	Chapter 11 Becoming an Effective Teacher Field Experience Project	Read Chapter 11 <ul style="list-style-type: none"> • Discussion: Educator Alternatives • GKT Tutoring Verification • Chapter Quiz 11 • Submit Field Experience Journal 	10 20 20 10 10 40
		DUE: Tuesday, 7/14, 11:30 p.m.	
Final 7/20-7/24	Final Activity	<ul style="list-style-type: none"> • What I Learned - Iterated through Art 	20
		DUE: Tuesday, 7/21, 11:30 p.m.	
Total Points			650

VII. Uniform Core Curriculum Assignments

Uniform Core Curriculum is not applicable in lower division courses.

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) principles and guidelines: 1.1, 1.3, 1.4.