

**EDUC 2204 Introduction to Education**  
**Fall Semester 2009**  
**Young Harris College Teacher Preparation Program (TPP)**

**Catalog Description:** This course is designed to introduce the student to the educational system. It will focus on the history of education and the philosophies that have influenced our schools today and will analyze current issues and events that are challenging today's teachers. Students will be given the opportunity to study and evaluate local schools by observing ten different classes, ranging from kindergarten to twelfth grade. A minimum of 10 hours of observation in local schools (primary, elementary, middle, and high schools) is required.

**Note:** This class will use Moodle as the electronic learning management system (LMS). Assignments will be submitted electronically via email and Moodle. In addition, Moodle will provide a means of maintaining a daily schedule and calendar of assignments, communication among class members and the instructor, and easy access to web resources.

**Prerequisites: The following are required for classroom observations (Option 1)**

- a. A criminal records check (CRC) is required. This is readily available through your local law enforcement agency, i.e. sheriff's office or police department.
- b. Liability Insurance is required and is available through SGAE or SPAGE. (See websites below.)

<http://www.gae.org/>

[http://www.ciclt.net/pagefoundation/main.asp?RoutineCk=Display&Client=pagefoundation&PT=edit\\_pages&Page=spage\\_index](http://www.ciclt.net/pagefoundation/main.asp?RoutineCk=Display&Client=pagefoundation&PT=edit_pages&Page=spage_index)

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Office hours: Monday, Wednesday, Friday: 10:00 – 11:00 a.m.  
Tuesday and Thursday: 2:00 – 3:00 p.m.  
- Other hours are available upon request.

**Textbook:**

Sadker, M.P., & Sadker, D.M. (2000). Teaching, schools, and society (8<sup>th</sup> ed.). Boston: McGraw-Hill.

**YHC Mission Statement:**

Young Harris College educates, inspires, and empowers students through a comprehensive liberal arts experience that integrates mind, body, and spirit.

**Goals:**

Young Harris College will:

- Educate students through a comprehensive liberal arts experience.
- Challenge students through innovative academic, cultural, athletic, and spiritual programs.
- Recruit and retain excellent students, faculty, and staff.
- Empower students, faculty, and staff to reach their full potential.
- Increase significantly the College's financial resources and facilities to support growth and development.
- Contribute to the quality of life of our local community.

**Conceptual Framework for the Teacher Preparation Program**

The Teacher Preparation Program at Young Harris College originates from the College Mission, Goals, and Values combined with Professional, State, and Institutional standards for the preparation of prospective teachers. With the history of a strong Liberal Arts background woven throughout, the

institutional motto of “**Excellence, Everyday**” supports the pillars of initial teacher preparation. The pillars of the program may be defined as: (a) Knowledge/Content; (b) Skills/Pedagogy; and (c) Dispositions/Professionalism/Ethics. Embedded throughout the program are commitments to (d) Diversity and (e) Technology. With continuous assessment providing constant feedback and monitoring of all components of the Conceptual Framework within the program, the importance of student centered pedagogy based on a strong liberal arts background characterizes both the approach of the Young Harris College faculty and the program expectations/outcomes for teacher candidates. Thus, the motto of the Conceptual Framework of the Young Harris College Teacher Preparation Program is “*Excellence in Learner-Centered Teacher Preparation*”

**Student Outcomes:**

- 1. Students will begin to build a knowledge base of the history and culture of education in America.**
- 2. Students will construct a Philosophy of Education.**
- 3. Students will gain a practical knowledge of the workings of public school classrooms through associated observations.**

The student outcomes and course objectives will be linked directly to the Goals and Objectives of the Teacher Preparation Program, which form the basis for the Conceptual Framework. The student outcomes are also linked to the Young Harris College Mission, Vision, and Goals.

<b>Course Objectives</b>	<b>Student Outcomes</b>	<b>INTASC Principles</b>	<b>TPP Goals (to be added)</b>	<b>YHC Mission, Vision, and Goals</b>
1. Demonstrate an awareness of various historical, philosophical, political, and social movements in the field of education.	<b>1, 2</b>	<b>1</b>	<b>1</b>	Educate Students through a comprehensive liberal arts experience  Challenge students through innovative academic cultural, athletic, and spiritual programs  Empower students, faculty, and staff to reach their full potential
2. Demonstrate an awareness of various issues and trends in education.	<b>1, 2, 3</b>	<b>1, 2, 9, 10</b>	<b>1, 2, 3, 5</b>	Educate Students through a comprehensive liberal arts experience
3. Develop a personal philosophy of education.	<b>1, 2, 3</b>	<b>1-5, 10</b>	<b>1, 2, 3, 4, 5</b>	Challenge students through innovative academic cultural, athletic, and spiritual programs  Empower students, faculty, and staff to reach their full potential
4. Demonstrate	<b>1, 2, 3</b>	<b>5, 9, 10</b>	<b>3, 5</b>	Educate Students

Professional (Ethical) behavior while observing in local schools and role playing in the classroom.				through a comprehensive liberal arts experience  Challenge students through innovative academic cultural, athletic, and spiritual programs  Empower students, faculty, and staff to reach their full potential  Contribute to the quality of life of our local community.
5. Evaluate her/his personal educational goals, career choice, and educational philosophy.	<b>1, 2, 3</b>	<b>5, 9, 10</b>	<b>1, 2, 3, 4, 5</b>	Challenge students through innovative academic cultural, athletic, and spiritual programs  Empower students, faculty, and staff to reach their full potential

**Course Requirements and Grading Policy for EDU 240**

<b>Requirement/Project</b>	<b>Point value</b>	<b>Students: Note here the Young Harris College Mission, Vision, Goals, the Department of Education goals and objectives; the INTASC Principles; and course outcomes each project enables you to demonstrate.</b>
<p><b>1. Field Experience:</b> Select one (1) of the two options: <b>A. Education Major:</b> Observe 10 hours in an assigned classroom, submit a journal report summarizing your observations of *teaching strategies, *classroom management, *student engagement/participation, student assessment/evaluation, *general professional/ instructional noteworthy points, along with an Observation Record Form documenting your observations. (See <b>Observation Packet</b>) (<b>Option 1</b>)</p> <p><b>B. Elective:</b> a) attend and record as described in class a school board meeting, b) attend and record as described in class a school function such as a PTA, PTO, open site-based decision making council, c) Interview (record as per class description) a practicing classroom teacher. (<b>Option 2</b>)</p> <p><b>Note: Your choice of option 1 or 2 must be made and noted to the instructor (see 'Option Choice' form in the folder of</b></p>	200 points	

<b>downloads for the course) by the end of week 2 of the class. (January 23<sup>rd</sup>)</b>		
<b>2. Develop an Education Philosophy.</b> A) Write a paper and B) conduct a presentation that outlines your perspective, backed by your own life experiences, classroom observations, and education articles on the following: <ul style="list-style-type: none"> <li>• <b>the purpose of education;</b></li> <li>• <b>educational philosophic perspective</b></li> <li>• <b>preferred instructional strategies</b></li> <li>• <b>classroom management style;</b></li> <li>• <b>ethical role of the teacher in the classroom and community;</b></li> <li>• <b>why you want to be a teacher.</b></li> </ul> This paper and presentation should identify a value system that reflects your feelings as to the importance of education in our society - maximum five (5) pages. APA or MLA style	300 (200 points for paper and 100 points for class presentation)	
<b>4.</b> There will be <b>two exams</b> . Exams will cover reading assignments, class participation projects, observations, and other class activities.	200 points per exam.	
<b>5. Class Participation.</b> Includes class discussions, cooperative learning assignments, short presentations, etc.	200 points	

- Requirements will be submitted via **email** or Learning Management System (LMS).

Students will observe how classroom teachers meet the Georgia Professional Standards as they participate in their field experiences. Students may choose to observe at least ten (10) hours in public school classrooms.

**GRADING POLICY:**

- A = > 90%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = < 60%

**Attendance Requirements: Preservice Teacher Attendance Policy**

One of the important characteristics of a highly effective teacher is excellent attendance. Attendance and carrying out responsibilities in the manner of a practicing professional are qualifications required by school administrators.

A major component of the Conceptual Framework of the Teacher Preparation Program of Young Harris College will reflect that the “Preservice teacher will demonstrate professionalism”. Attendance and submitting reports on or before the due date are critical components of professional dispositions.

Preservice students are required to demonstrate excellent attendance in classes and engage in ongoing professional dispositions. The following criteria will be your guide:

- Attend each class session, be participatory, and on time (absences are due to illness or emergency).
- Cell phones or lap top computers are not to be in use during class time without permission. This disposition is expected to be in effect in formal class time as well as public school classroom visits.
- Four absences [three absences (TR)] are allowed (MWF) and After the 4th absence (MWF) or 3<sup>rd</sup> absence (TR), without a physician’s note or YHC activity excuse, points will be deducted from the class participation grade for each additional absence.

As attendance is an important part of any class, there will be a maximum of four (4) unexcused absences (MWF) for this course [Three (3) for TR class]. **Upon exceeding the maximum, the student may be removed from the class roll. Attendance will be taken daily. Unexcused tardiness may be counted as an unexcused absence.** (Class attendance and Withdrawal policies are described in detail in the *Young Harris College Catalog 2008-2009, pages 51-52.*)

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**Disability Policy:** See the current *Young Harris College Student Handbook and Catalog*.

**Academic Dishonesty:** See the current *Young Harris College Catalog 2008-2009, pages 51-52*

Honor Code violations: “Young Harris College is dedicated to the development of Christian faith and character and to providing opportunities for personal and intellectual growth and responsible citizenship. Simply stated, the Honor Code is the belief that the students of Young Harris College should commit themselves to nothing less than the rigorous adherence to intellectual honesty in all facets of academic life.”

Any evidence of Honor Code Violations (including, but not limited to plagiarism, counterfeit work, using false citations, cheating on an exam, and unauthorized or unacknowledged help on an assignment) will result in a grade of zero (0) for the assignment. In addition, an Honor Code Violation Report will be submitted to the Academic Dean.

When we join the Young Harris College community, we sign the Roll of Honor, and formally enroll under the pledge:

***“As a member of the student body of Young Harris College I understand that integrity is vital to the mission of the College, which is to foster the spiritual, ethical, and intellectual growth of every student. I pledge to adhere rigorously to honesty in all facets of academic and campus life and to abide unconditionally by the provisions of the Honor Code. If I violate this Code, I will accept the penalty that is duly imposed.”***

**Schedule (Tentative)  
Fall Semester 2009**

<b>Session</b>		<b>Assignments/ In-class readings</b>	<b>Assignments in Progress</b>
<b>WEEK 1, 2, 3</b>	Week 1 -Introduction to course () -Classroom Teaching: Teacher/Student Perspectives - Comparing Problem-Based/Discovery Oriented  Week 2 -Instruction (Learner- Centered) with Direct Teaching () (Teacher-Centered) -History of American Education  Week 3 -Philosophy of Education () -Introduction of Philosophy of Teaching assignments	<p align="center"><b>Chapter 11</b></p> <p align="center"><b>Chapter 7 Chapter 8</b>  <b>-Introduction of Philosophy of Teaching Paper and Presentation</b></p>	<p align="center"><b>Philosophy of Teaching Paper</b></p> <p align="center"><b>Student Presentation (final paper)</b></p>
<b>WEEK 4, 5, 6</b>	Week 4 () -Philosophy of Teaching assignment: Educational Philosophic Perspective  Week 5 -Philosophy of Teaching assignment: Educational () Philosophic Perspective (draft due)  Week 6 -Quality Instruction/Teacher Effectiveness  () -Sample Activities	<p align="center"><b>-Philosophy of Teaching assignment: Educational Philosophic Perspective</b></p> <p align="center"><b>-Philosophy of Teaching assignment: Educational Philosophic Perspective (draft due) Chapter 11</b></p>	<p align="center"><b>Philosophy of Teaching Paper</b></p> <p align="center"><b>Student Presentation (final paper)</b></p>
<b>WEEK 7, 8, 9</b>	Week 7 -Student Diversity () (Special Needs Children, Gifted, Defining Intelligence, Gardner’s Multiple Intelligences, Bank’s Multiculturalism, etc.)  Week 8 -Exam I () -Philosophy of Teaching assignment: Preferred Instructional Strategies/Diversity (Linking	<p align="center"><b>Chapter 2 Chapter 3</b></p> <p align="center"><b>-Philosophy of Teaching assignment: Preferred Instructional Strategies/Diversity</b></p>	<p align="center"><b>Philosophy of Teaching Paper</b></p> <p align="center"><b>Student Presentation (final paper)</b></p>

	<p>methods with diversity) -Give back and review exams</p> <p>Week 9 -Philosophy of Teaching assignment: Preferred ( ) -Instructional Strategies/Diversity (draft)</p>	<p><b>(Linking methods with diversity)</b></p> <p><b>Philosophy of Teaching assignment: Preferred Instructional Strategies/Diversity (draft due) Chapter 2 &amp; 3</b></p>	
<b>WEEK 10, 11, 12</b>	<p>Week 10 -Purpose of Schools ( ) -Classroom Management</p> <p>Week 11 -Philosophy of Teaching assignment: Purpose of ( ) Schools, and Classroom Management Style</p> <p>Week 12 -Law and Ethics ( ) - Exam II -Philosophy of Teaching assignment: Teacher Ethics (draft) -Hand back Exam II</p>	<p><b>Chapter 4 Chapter 11</b></p> <p><b>-Philosophy of Teaching assignment: Purpose of Schools and Classroom Management Style</b></p> <p><b>Chapter 10</b></p> <p><b>-Philosophy of Teaching assignment: Teacher Ethics (draft due)</b></p>	<p><b>Philosophy of Teaching Paper</b></p> <p><b>Student Presentation (final paper)</b></p>
<b>WEEK 13, 14, 15</b>	<p>Week 13 -Georgia Public School Curriculum: Performance ( ) Standards and No Child Left Behind -Review Philosophy of Teaching assignment (draft paper due)</p> <p>Week 14 -Open meeting with any students who need ( ) guidance on Philosophy of Teaching Paper</p> <p>Week 15 -Philosophy of Teacher paper due in final form ( ) -Presentation of Philosophy of Teaching</p>	<p><b>Chapter 6</b> <b>Reading provided in class.</b></p> <p><b>-Philosophy of Teacher paper due in final form</b></p> <p><b>-Presentation of Philosophy of Teaching</b></p>	<p><b>Philosophy of Teaching Paper</b></p> <p><b>Student Presentation (final paper)</b></p>
<p><b>Important Dates:</b>  <b>Classes Begin – August 17</b>  <b>Labor Day (no classes) – September 7</b>  <b>Mid-Semester Holidays – October 8-11</b>  <b>Thanksgiving Holidays – November 25-29</b>  <b>Final Exams – December 7-10</b></p>			

