

**COURSE INFORMATION**

**COURSE TITLE**
EDU221: Introduction to Education

**COURSE DESCRIPTION**
Focuses on the historical, social, political, philosophical, cultural and economic forces that shape the United States public school system. Includes current issues of educational reform, technology as it relates to education and considerations related to becoming a teacher in the state of Colorado. Special interest will be paid to the topic of diversity in the K-12 school system.

**CREDIT HOURS**
Credit Hours: 3

**SUGGESTED PREREQUISITE KNOWLEDGE**
None

**CCCOnline Course Policies**
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

LIBRARY ACCESS

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in this course are as follows:

A. Analyze the historical and political influences on schooling in the United States
B. Demonstrate knowledge of governmental bodies that influence education
C. Formulate a personal philosophy of education
D. Examine social trends and issues related to schooling
E. Explain and understand school and teacher accountability
F. Demonstrate awareness of legal issues involving schooling
G. Examine assessment theory and practice
H. Demonstrate comprehension of school funding at the federal, state and local level
I. Identify how culture, socialization, ethnocentrism, and cultural relativism affect teachers, students and schools in the US.
J. Identify language and literacy concepts as they relate to students from many cultures and language backgrounds
K. Demonstrate the ability to incorporate technology in classroom settings
L. Demonstrate comprehension of what is required to become a teacher in the state of Colorado
M. Demonstrate oral and written proficiencies through class activities and assignments

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Define the history of people and events that have shaped the US education system</td>
<td>A, B, M</td>
</tr>
<tr>
<td>2 Analyze and summarize the significance of certain events and people in education</td>
<td>A, B, M</td>
</tr>
<tr>
<td>3 Construct a personal philosophy of education</td>
<td>C, M</td>
</tr>
<tr>
<td>4 Generate a definition of an effective teacher</td>
<td>C, L</td>
</tr>
<tr>
<td>5 Distinguish the traits of becoming an effective teacher</td>
<td>L</td>
</tr>
</tbody>
</table>
MODULE 2
Outcomes

1. Compare and contrast the roles of the federal government, state government, and local district on education  
   Competencies: B, M

2. Evaluate school choice  
   Competencies: B, D, E, L

3. Identify the different origins of funding that support schools  
   Competencies: H, M

4. Summarize the school's accountability to the district, state, and federal government  
   Competencies: E, M

5. Define the various people and/or institutions to which a teacher is accountable  
   Competencies: E, M

6. Determine levels of teacher performance on Rubric for Evaluating Colorado's Teachers  
   Competencies: L, M

MODULE 3
Outcomes

1. Describe past and current legal issues and summarize how they impact the classroom  
   Competencies: A, B, F, M

2. Identify and evaluate current social issues impacting education  
   Competencies: D, I, M

3. Identify a social trend and how it impacts the classroom setting  
   Competencies: D, I, M

4. Define a teacher's ethical responsibilities  
   Competencies: B, E, L

MODULE 4
Outcomes

1. Generate a definition of diversity as it specifically applies to teaching and students  
   Competencies: F, I, M

2. Compare and contrast culturally responsive classroom and culturally relevant teaching  
   Competencies: I, J, M

3. Explain how to use student's language diversity to foster literacy understanding  
   Competencies: I, J, M

4. Apply the principles of differentiation in meeting the special needs to students  
   Competencies: I, J, K, M

5. Identify the principles of IDEA for students with special needs  
   Competencies: B, E, F, M

MODULE 5
Outcomes

1. Apply principles of assessment theories, practices and their appropriate uses  
   Competencies: G, M

2. Define and apply appropriate and effective use of technology in the classroom  
   Competencies: D, K, M

3. Summarize the steps necessary to obtain a teaching license in the state of Colorado  
   Competencies: L, M

4. Identify the accountability of assessment practices  
   Competencies: B, E, F, G, M
**Grading and Evaluation**

**Methods**
Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

**Grading Policies**
Mark all module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

This is not a self-paced course. The expectation of the ECE/EDU program at CCCOnline is that students will meet assignment due dates. Late assignments will not be accepted without prior approval. Therefore, it is expected that you contact your instructor prior to when the deadline has lapsed. There may be exceptions in special circumstances such as medical emergency, military deployment, or in some legal cases. In these rare situations, it is at the instructor’s discretion to accept late work or make modifications to the course schedule.

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (10 @ 20 points each)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment (10 assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. History of Education assignment</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>2. Personal Philosophy of Education</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>3. Governing and Funding school assignments</td>
<td>70</td>
<td>6%</td>
</tr>
<tr>
<td>4. Teacher Accountability assignment</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>5. How the Laws of Affect our Teaching assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>6. Action Research - Applied Learning in Classroom Setting Observation 1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>7. Creating a culturally responsive classroom assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>8. Action Research - Applied Learning in Classroom Setting Observation 2</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>9. Effective technology assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>10. Action Research - Applied Learning in Classroom Setting Observation 3</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Grading Scale**

A = 90 to 100%    B = 80 to 89%    C = 70 to 79%    D = 60 to 69%    F = 59% and below
**DISCUSSIONS**

See [Discussion Guidelines & Rubric in the Syllabus](#) for specific Discussion Evaluation Information.

**ASSIGNMENTS**

Each assignment has its own rubric that will be used for grading purposes. All rubrics are attached to the respective assignment. Please review each rubric before completing the assignment.

**PARTICIPATION AND INTERACTION**

This is not a self-paced course: The weeks will go by very quickly. If you wait you will find it hard to catch up and difficult to make the due dates. But the class is very doable. You will be writing and interacting with me and with other students though your discussions and assignments, but even with all of that this course can easily be completed in the term's timeframe. Just keep with the schedule's timeline.

**PARTICIPATION IN DISCUSSIONS IS CRITICAL:**

Participation in Discussions is a very important part of this class experience and cannot be made up after each week's discussion ends. Discussions are where we discuss the readings and benefit from each class member's contributions and questions. You'll find Discussion Assignments within each unit. Sometimes you will be asked to post to more than one topic in a given unit. You will be also expected to respond to your classmates' postings. You will be expected to offer helpful comments as you can. You'll want to be sure you do so to receive all points for the week. Expect to post at least 3-5 times at a detailed level in each unit. You will have a rubric to help you understand expectations for Discussions. Remember, you will receive points which will count toward your final grade for participating in the Discussions, so of course, not participating will have a negative effect on your final course grade.

**COMMUNICATIONS ABOUT DIFFICULTIES/ABSENCE:**

It is your responsibility to contact me in a timely manner if you become ill or have scheduling or computer problems that would keep you from participating in the course activities for an entire week.

**KEEP A COPY OF ALL SUBMISSIONS**

Be sure to save copies of everything you send me -- email and assignments. Murphy's Law of the Computer seems to be -- what can go wrong, will. In fact, I'd advise making a back-up copy of everything on a second disk that you keep somewhere in a safe place. I'd also advise keeping a copy of everything I send you as well.
COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, discussions, quizzes, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module Assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

MODULE 1

Reading/Assignments/Exams

Due Dates

Reading: Introduction to becoming a teacher
Introduction/ Defining a teacher discussion
Effective teachers discussion
History of Education assignment
Personal Philosophy of Education

MODULE 2

Reading/Assignments/Exams

Due Dates

Reading: Governing and financing schools
School choice discussion
Testing as a measure of accountability discussion
Governing and funding school assignment
Teacher accountability assignment

MODULE 3

Reading/Assignments/Exams

Due Dates

Reading: School as a social institution
Code of ethics discussion
Trends in education discussion
How the laws affect our teaching assignment
Action Research - Applied learning in Classroom Setting Observation 1
Module 4

Reading/Assignments/Exams

- Reading: Teaching diverse students
- Teaching diversity discussion
- Language diversity discussion
- Creating a culturally responsive classroom assignment
- Action Research - Applied Learning in Classroom Setting
  - Observation 2

Module 5

Reading/Assignments/Exams

- Reading: Organizing effective schools
- High stakes testing discussion
- Reality of teaching discussion
- Effective technology assignment
- Action Research - Applied Learning in Classroom Setting
  - Observation 3

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