

Location: SLC 205

Semester / Year: Fall 2017

Course Start Date: Wednesday, August 23, 2017

Course End Date: Friday, December 01, 2017

Professor Name: Amy Freier

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Course Description:

This is an introductory course for all education majors. This course discusses professional aspects of teaching and the role of schools in American society. It also surveys the history of education, philosophies of education, financing of public education, current problems and trends, and curriculum development. Elementary and secondary classroom observations are included.

North Dakota ESPB Standards:

50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Interstate New Teacher Assessment and Support Consortium Standards (INTASC):

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Objectives:

Through discussion, performance on exams, presentations, and completion of assignments, students will be able to:

- A. Considered the dispositions of a professional teacher.
- B. Analyzed his or her commitment to become a professional teacher.
- C. A basic understanding of the philosophical foundations of education.
- D. Been introduced to the social foundation of education (politics, funding, finance, No Child Left Behind, Common Core).
- E. A greater awareness of diversity in the classroom and the importance of viewing education from the global perspective.
- F. Observed and reflected of field based experience.

Institutional Mission Statement:

Trinity Bible College and Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see His love demonstrated.

Spiritual Formation Statement:

II Timothy 2:15 "Concentrate on doing your best for God, work you won't be ashamed of, laying out the truth plain and simple. (*Message Bible*)" Teachers, by the nature of the profession, are hard workers and dedicated to lifelong learning. We realize that everything we do is done as if we were doing it for the Lord. If we work on this premise we will never have any regrets or be ashamed of what we have done.

Required Textbooks:

Powell, Sara Davis. *Your Introduction to Education: Explorations in Teaching*. 2nd ed. Boston: Pearson, 2012. Print.

Course Outline:

Wed., Aug 23: Syllabus

Fri., Aug. 25: Chapter 1

Mon., Aug. 28: Chapter 1

Wed., Aug. 30: Chapter 2

Fri., Sept. 1: Chapter 2

Mon., Sept. 4: No School: Labor Day

Wed., Sept. 6: Chapter 3 and **Philosophy of Education Paper due**
 Fri., Sept. 8: Chapter 3
 Mon., Sept., 11: Chapter 3
 Wed., Sept. 13: Review
 Fri., Sept. 15: Test 1
 Mon., Sept. 18: Chapter 4
 Wed., Sept. 20: Chapter 4
 Fri., Sept. 22: National Standards and VCSU
 Mon., Sept. 25: Chapter 5
 Wed., Sept. 27: Chapter 5
 Fri., Sept. 29: Chapter 5 and 6
 Mon., Oct. 2: Chapter 6
 Wed., Oct. 4: Review
 Fri., Oct. 6: Test 2
 Mon., Oct. 9: Chapter 7
 Wed., Oct. 11: Chapter 7 and Presentations Introduced
 Fri., Oct. 13: Chapter 8
 Mon., Oct. 16: Chapter 8
 Wed., Oct. 18: Make Up
 Fri., Oct. 20: No School: Fall Break
 Mon., Oct. 23: Presentations
 Wed., Oct. 25: Presentations
 Fri., Oct. 27: Presentations and Chapter 9
 Mon., Oct. 30: Chapter 9
 Wed., Nov. 1: Chapter 9 and 10
 Fri., Nov. 3: Chapter 10
 Mon., Nov. 6: Chapter 10
 Wed., Nov. 8: Education in America
 Fri., Nov. 10: Make Up and **Qualities of Effective Teachers Due**
 Mon., Nov. 13: Chapter 11
 Wed., Nov. 15: Chapter 11
 Fri., Nov. 17: Chapter 12
 Mon., Nov. 20: Chapter 12 and **Current Political Trends in Education Due**
 Wed., Nov. 22: No School: Thanksgiving
 Fri., Nov. 24: No School Thanksgiving
 Mon., Nov. 27: Review
 Wed., Nov. 29: Test 3 and **Teacher Interview Paper Due**
 Fri., Dec. 1: Review for Final
 Mon., Dec. 4: Final;
 Thursday, Dec. 7: Observation log and Reflection Paper due by noon

Methodology:

Lectures and class discussion, videos and guest speakers, projects both inside and outside of class, assigned readings, and classroom observations.

Course Requirements:

A. Attendance

Class Attendance: Trinity Bible College attendance regulations are guided by the principle that in a traditional classroom setting students receive benefit from the discussion, interaction, and emphasis of a class session which they can get no other way, even with the assignment of

make-up work. To miss class is to experience a loss that may not show up on a final examination but is nevertheless real. The policy encourages faithful class attendance with allowances provided for necessary absences. Each student is encouraged to be responsible about attending all class sessions unless illness or school sponsored activities make it necessary to be absent. With this thought in mind, understand that just being in class is not being in attendance, you must participate, be an active learner, otherwise you may be marked absent. Tardiness: Students are considered tardy if they arrive after class has started. Three instances of tardiness will be charged as one absence. If a student arrives more than 15 minutes late it will be considered an absence. Similarly, except for emergencies, students may not leave the classroom early without prior approval of the instructor or the student may be penalized and counted tardy or absent.

Total Absences: Total absences may not exceed the allowable number established by the college. This is a 3 credit class which means on the 12th absence you may fail this class.

B. Computers

Once class begins, computers are to be used only for taking class notes; all unnecessary internet connections need to be terminated. This applies to smart phones as well.

Assignments:

- 1) **Class Readings and Participation: (50015.1)** It is expected that students read the chapter to be discussed **before** class and come prepared to contribute to class discussion with his or her background knowledge, experience, and questions. Beyond that there will be assignments assigned during class that reflect what was taught within a class period. These assignments are to be turned in by the next class period to receive credit. **(120 pts)**
- 2) **Exams:** There will be *four* exams. Test # 1 will cover chapters 1-3, Test # 2 will cover chapters 4-6, Test # 3 will cover chapters 7-12, and Test # 4 be the final. **(100 points each)**
- 3) **On Site Observation (100 points for observation and 100 points for the paper) (Standards 1,3,4, 5,10, and 50015.1)** Education students will be required to observe 40 hours in a classroom setting. Part of this will take place as a class, the rest will be arranged by you. In order to get in the required number of hours, it is important that you start this as soon as possible. A two-paged, typed, double-spaced report for your hours of classroom observation is required. These reports should respond to the observation and reflection of what you saw, learned, and gleaned while in the classroom. This is a requirement that must be done in order to pass this class, failure to meet the required 40 hours will result in a grade reduction or failure of this course.
- 4) **Qualities of Effective Teachers Paper (100 points) (Standards 9 and 10):** Using a variety of resources answer the following essay question: What makes a teacher effective? This essay needs to be two pages and have at least two sources.
- 5) **Teacher Interview Paper (50 points) (Standards 9 and 10):** Conduct an interview with a teacher learning what it is like to be a teacher and if they can offer any advice to you as a teacher candidate, as well as gaining insight into an important current issue that they have to deal with in the classroom and how they deal with it, then write a two-page paper discussing your findings.
- 6) **Present a Theorist (150 points) (Standard 1 and 50015.1):** Students will present an educational theorist, such as Vygotsky, Gardner, Maslow, Piaget, etc. to the class or trend/policy such as No Child Left Behind, Common Core, etc. Presentation will demonstrate thorough research and creativity.
- 7) **Philosophy of Education Paper (50 points) (50015.1):** Two-paged, double-spaced paper that thoroughly explains your personal philosophy of education and why you want to be a teacher. Simply put: what is education and why do you want to be a teacher?

- 8) **Current Political Trends in Education (100 points):** Reflect on the current administrations view of education while comparing it to previously elected administrations view of education. A two-three page paper with sources is required.

Grading Procedure:

Class Participation/Class Assignments	120
Observation	250
Observation Reflection	150
Qualities of Effective Teachers	100
Teacher Interview	50
Present A Theorist	150
Philosophy of Education	50
Current Trends in Education	100
Tests 4@ 100 each	400

TOTAL PTS 1370

A. **Student Record Keeping:**

Students are encouraged to keep a record of their own scores to determine their grade. Keep all returned assignments (for your portfolio) and record the points in a document for your records.

B. **Late Paper Policy:**

It is the student's responsibility to turn in work on the due date by 11:59pm. Late assignments will be penalized and work handed in a week late will be given a failing grade.

C. **Tests are to be taken as scheduled.**

Students who will miss a test due to approved extra-curricular activities set up an alternate test time with the instructor before the scheduled test date. Test taken after the test date may be penalized.

D. When students are instructing the class, professionalism and appropriate teacher dispositions (see TBC Teacher Education Handbook) are expected in the following three areas:

1. **Appearance:** The student is expected to dress professionally, not only for his or her own confidence, but to give his or her presentation more credibility.
2. **Conduct:** The student's manner of conduct will be professional. Appropriate attributes from your teaching should command the respect of those who are listening. Remember that **you** are the **teacher** for this time.
3. **Materials:** The student's handouts and materials used for demonstrations shall be professional and understandable. Correct spelling and punctuation is a part of that professionalism.
4. **Participation:** It is required that you not only show up for your assigned day to present, but that you also are in attendance for those of your classmates as well. Failure to be present will result in a deduction of points.

E. In order to guarantee the excellent learning environment that each student deserves (and has paid highly for), it is expected that students will act responsibly by: (1) coming to class prepared; (2) showing respect when other classmates or the instructor are talking, by not talking and carrying-on side conversations; (3) giving the speaker their **full and undivided attention**; and (4) remaining seated unless it is an emergency, (5) respecting the rules and policies put into place by the school and teacher you are observing.

Selected Bibliography:

Strike, Kenneth. Jonas F. Soltis. The Ethics of Teaching. 4th ed. New York: Teachers College Press, 2004.

Stronge, James H. Qualities of Effective Teachers. Virginia: Association for Supervision and Curriculum Development, 2002.

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