EASTERN ARIZONA COLLEGE
Introduction to Education
Course Design
2014-2015

Course Information
Division .............................................. Social Sciences
Course Number ..................................... EDU 200
Title ..................................................... Introduction to Education
Credits .................................................. 3
Developed by ....................................... Celinda Palmer
Lecture/Lab Ratio ................................. 3 Lecture/0 Lab
Transfer Status ............................ CED 111, TEL 111, Social and Behavioral Sciences (SB)
.......................................................... EDF 200
.......................................................... EDL 200 also satisfies: Tier 2 Indv & Societies (IND2)

Activity Course .................................... No
CIP Code ................................................ 13.0101
Assessment Mode .............................. Pre/Post Test (50 Questions/50 Points)
Semester Taught .................................. Fall and Spring
GE Category ......................................... Social Sciences
Separate Lab ......................................... No
Awareness Course ............................... No
Intensive Writing Course ................. No

Prerequisites
ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value
Any student wishing to become further acquainted with public education in the United States and/or is considering a career in public education.

Description
Overview of the historical, political, economic, social, and philosophical factors that influence education and make it so complex. Opportunity for students to assess their interest and suitability for teaching.

Supplies
Access to a computer
Textbook
Competencies and Performance Standards

1. Build an awareness of the rewards and challenges associated with the teaching profession.

Learning objectives

*What you will learn as you master the competency:*

a. List and briefly describe four major purposes of education.
b. Name and describe the three levels of educational control.
c. Identify five major challenges facing education.
d. Explain how major challenges are being addressed.
e. Determine who should have the greatest control over education.

Performance Standards

*Competence will be demonstrated:*

- by completion of written assignments and oral assignments
- by quizzes
- by final exam

*Criteria - Performance will be satisfactory when:*

- learner can list and briefly describe at least three major education purposes.
- learner can compare and contrast the three levels of educational control.
- learner can name at least four major challenges facing education.
- learner can identify at least three ways in which challenges are being addressed.
- learner can give three reasons why local government should control education.

2. Develop an understanding of classroom procedures and activities.

Learning objectives

*What you will learn as you master the competency:*

a. Write a brief lesson plan.
b. Identify major characteristics of different educational levels.
c. List activities to make the first day of school a success.
d. Name ten critical classroom management skills.

Performance Standards

*Competence will be demonstrated:*

- by completion of written assignments and oral assignments
- by quizzes
- by final exam

*Criteria - Performance will be satisfactory when:*

- learner will write a lesson plan that includes an objective, activities and evaluation.
- learner will list at least 20 characteristics of primary, intermediate, junior high and high schools.
- learner will name at least five things to do to make the first day of class go well.
- learner will identify at least eight critical classroom management skills.
3. Become familiar with effective instructional techniques and practices.

Learning objectives

What you will learn as you master the competency:

a. List ten effective instructional techniques.
b. Explain why the ten instructional techniques are effective.
c. List the steps to the writing process.
d. Identify ten intervention strategies used to address student misbehavior.
e. Name seven effective teaching techniques observed in classroom visitations.
f. Name acceptable writing skills.
g. Demonstrate good work habits.
h. List characteristics of effective schools.
i. Describe components of cooperative learning.

Performance Standards

Competence will be demonstrated:

- by completion of written and oral assignments
- by quizzes
- by final exam

Criteria - Performance will be satisfactory when:

- learner will identify at least eight effective instructional techniques.
- learner will provide rationale for at least eight effective instructional techniques.
- learner will list, in correct order, the six steps to the writing process.
- learner will name at least eight interventions to improve student misbehavior.
- learner will list at least five effective teaching techniques observed in visitations.
- learner will name at least six characteristics of effective schools.
- learner will describe at least four components of cooperative learning.

4. Develop an appreciation for the different physical, emotional, and social characteristics of students.

Learning objectives

What you will learn as you master the competency:

a. Describe Piaget's stages of learning development.
b. Explain how a teacher can implement Piaget's stages of development.
c. Name the learning modalities and explain how to implement them.
d. List ways in which elementary and secondary schools are similar.
e. List ways in which elementary and secondary schools are different.

Performance Standards

Competence will be demonstrated:

- by completion of written and oral assignments
- by quizzes
- by final exam
Criteria - Performance will be satisfactory when:
- learner will score at least 75% of Piaget's chart of learning stages.
- learner will name at least two ways to implement Piaget's stages.
- learner will list three learning modalities and give an example of each one.
- learner will describe at least four similarities of elementary and secondary schools.
- learner will describe at least four differences between elementary and secondary schools.

5. Determine whether or not to pursue a career in the teaching profession.

Learning objectives
What you will learn as you master the competency:
- List reasons why to become a teacher.
- List reasons why not to become a teacher.
- Identify what additional educational learning is desired.

Performance Standards
Competence will be demonstrated:
- by completion of written and oral assignments
- by quizzes
- by final exam

Criteria - Performance will be satisfactory when:
- learner will state at least four reasons to become a teacher.
- learner will state four reasons why not to become a teacher.
- learner will list at least four educational topics to research further.

6. Develop an appreciation for the diverse student population in the U.S.

Learning Objectives
What you will learn as you master the competency:
- Explain the sources of student diversity in today's classrooms and their implications for educators, including the concept of culturally responsive teaching.
- Describe the demographic trends of U.S. minorities, and describe how ethnic and cultural differences between public school teachers and students may foster misunderstanding.
- Distinguish between the concept of cultural pluralism and that of the "melting pot."
- Discuss the opposing positions in the debate on multicultural education.
- Describe five philosophically different approaches to multicultural education.

Performance Standards
Competence will be demonstrated:
- by completion of written and oral assignments
- by quizzes
- by final exam

Criteria - Performance will be satisfactory when:
- learner will demonstrate how to implement an education plan that meets the needs of the diverse student population.
learner will discuss the opposing positions in the debate on multicultural education.
learner will compare and contrast the history, perspectives, and social issues of the various U.S. ethnic groups.

7. Examine forces that shape various educational systems and philosophies around the world.

Learning Objectives
What you will learn as you master the competency:
a. Explain and analyze education systems, ideas and methods in the world after WWII.
b. Describe the major issues in the history of education for women, for African Americans, for Hispanic Americans, for Asian Americans, and for Native Americans.

Performance Standards
Competence will be demonstrated:
o by completion of written and oral assignments
o by quizzes
o by final exam
Criteria - Performance will be satisfactory when:
o learner will explain how to implement an education plan that meets the needs of the diverse student population.
o learner will demonstrate an understanding of educational systems similar to the U.S.

8. Develop an understanding of the ethical and legal issues in the education field.

Learning Objectives
What you will learn as you master the competency:
a. Distinguish between ethics and the law and explain the proper province of each.
b. List, explain, and apply the six dimensions of ethical teaching, as defined by Kenneth Howe.
c. Give examples of some ethical and legal problems that teachers commonly face, and explain how to think about resolving them
d. Explain in general terms the laws relating to copyright, self-defense, and religion in the classroom, lifestyle choices, and academic freedom

Performance Standards
Competence will be demonstrated:
o by completion of written and oral assignments
o by quizzes
o by final exam
Criteria - Performance will be satisfactory when:
o learner will explain the difference between law and ethics and how to apply this knowledge to problems teachers commonly face.
o learner will list, explain and apply the six dimensions of ethical teaching, as defined by Kenneth Howe.
o learner will describe the rights of students regarding due process, corporal punishment, free speech, sexual harassment, and access to their own school records.
9. Examine the social problems that affect today’s students.

**Learning Objectives**

*What you will learn as you master the competency:*

a. Identify the impact of poverty, homelessness, and child abuse on children’s classroom behavior and learning.

b. Describe the structures of U.S. families today, identifying the difficulties that single parents and working parents face in raising children.

c. Identify the goals of sex education in schools and the types of sex education programs offered.

d. Describe the impact that alcohol abuse, drug abuse, and suicide have had on students in recent years.

e. Describe the problems of school violence and vandalism and summarize some of the aspects that contribute to student aggression.

f. Discuss some of the ways that schools, principals, and teachers can reduce the incidence of school violence.

f. Describe types of-and reasons for—cheating and identify various ways teachers can discourage cheating.

h. Understand the reasons for students dropping out and discuss successful preventive measures.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of written and oral assignments
- by quizzes
- by final exam

*Criteria - Performance will be satisfactory when:*

- learner will identify the impact of poverty, homelessness, and child abuse on children’s classroom behavior and learning.
- learner will describe the structures of U.S. families today, identifying the difficulties that single parents and working parents face in raising children.
- learner will identify the goals of sex education in schools and the types of sex education programs offered.
- learner will describe the impact that alcohol abuse, drug abuse, and suicide have had on students in recent years.
- learner will describe the problems of school violence and vandalism and summarize some of the aspects that contribute to student aggression.
- learner will discuss some of the ways that schools, principals, and teachers can reduce the incidence of school violence.
- learner will describe types of-and reasons for—cheating and identify various ways teachers can discourage cheating.
- learner will understand the reasons for students dropping out and discuss successful preventive measures.
Types of Instruction
Direct Instruction
Discussion
Collaborative Groups/Projects
Guest Speakers
Multimedia Presentations

Grading Information
Grading Rationale
Assignments 45%
Tests 35%
Final Exam 15%
Class Participation 5%

Grading Scale
A  90% - 100%
B  80% - 89%
C  70% - 79%
D  60% - 69%
F  Below 60 %