INTRODUCTION TO TEACHING & TECHNOLOGY
EDU 2010

Class Hours: 3.0
Credit Hours:  3.0
Laboratory Hours: 0.0
Revised: Fall 2012

Catalog Course Description:
An overview of school in America, the role and responsibility of the teacher, and an introduction to instructional principles and practices. The course combines classroom discussion with field observations as a means to analyze the teaching profession.

Entry Level Standards:
Students must be able to read and write at the college level.

Corequisites:
ENGL 1010

Textbook(s) and Other Course Materials:
Textbook: Introduction to Teaching, by Donald Kauchak and Paul Eggen

Tennessee State Department of Education Curriculum Standards
http://www.state.tn.us/education/ci/standards/index.php

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Research Topic Overview &amp; Topic Selection</td>
</tr>
<tr>
<td>2</td>
<td>The Teacher</td>
</tr>
<tr>
<td>3</td>
<td>The Students</td>
</tr>
<tr>
<td>4</td>
<td>The School (Effective School Organization)</td>
</tr>
<tr>
<td>5</td>
<td>Current Issues in Education (Researching, Reporting, Presenting)</td>
</tr>
<tr>
<td>6</td>
<td>Field Experience—Overview and Instructions</td>
</tr>
<tr>
<td>7</td>
<td>Curriculum Standards</td>
</tr>
<tr>
<td>8</td>
<td>Lesson Planning</td>
</tr>
</tbody>
</table>
II. Course Goals*:

The course will

A. Develop an appreciation for the teaching career and an understanding of the personal qualities, skills, compassion, and commitment needed to be an effective teacher. (III.1,2,3)

B. Become knowledgeable of the local teacher education licensure programs, the requirements for becoming a licensed teacher through each of these programs, and the professional organizations and their importance to students in the teaching field as well as teachers in the classroom. (III.1, 4)

C. Develop an awareness of the terminology, current issues and “best practices” in education and how these affect the teacher in the classroom. (III.1, 4; II.6)

D. Develop the skills needed to build lesson plans that include appropriate curriculum standards and effective instructional and assessment strategies. (I.5; VII.3, 4, 5)

E. Expand and enhance the knowledge of varied learning and teaching styles and how these impact the classroom learning environment. (II.3)

F. Expand the understanding of how technology operations and concepts can be used to enhance the effectiveness of the classroom teacher. ( VII.1, 2, 3, 4, 5, 6)

G. Develop an understanding of the social, ethical, and legal and issues surrounding the use of technology in PreK-12 schools. (II.3; III.1, 2)

H. Develop an understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds and students with disabilities and an awareness of the importance of equal educational opportunity and multicultural education. (II.3)

I. Increase the ability to reflect, analyze, and assimilate information acquired from a variety of sources.

J. Expand the skills needed to seek and acquire a job as a classroom teacher. (VII.1, 3, 4, 6)

*Roman numerals after course objectives reference goals of the Education program (Career Program Goals and General Education Goals are listed http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/)
III. Expected Student Learning Outcomes*:

Students will be able to:

1. Identify the characteristics of an effective teacher and use this information to make an appropriate career choice. (A)

2. Make educational decisions related to teacher licensure and take appropriate steps to complete requirements according to selected teacher education program. (B)

3. Join and participate in the teachers’ professional organization. (STEA) (B)

4. Define and use educational terms and information in class discussions, assignments, and field experience. (A, C, D, E)

5. Research and present information in class related to educational terminology, issues, and “best practices.” (C)

6. Identify the varied learning styles and other factors that affect student learning and the learning environment and use these in the development of assignments and in classroom discussion. (E)

7. Begin a portfolio that will continue to be developed throughout the licensure program and then be used in the process of finding a job. (J)

8. Develop and discuss classroom policies and procedures that will meet the needs of a diverse classroom population and are in compliance with copyright law, fair-use guidelines, security, and child protection. (C,H)

9. Reflect, analyze, and assimilate the knowledge gained through observing experienced teachers in the classroom by keeping a reflective journal and participating in classroom discussions. (I)

10. Demonstrate efficiency in using technology to complete classroom assignments. (F,G)

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures:

Course grade is determined as follows:

- Checkpoints & Quizzes = 50
- Educational Research Report = 100
- Report Presentation = 50
- Lesson Plan = 100
- Powerpoint (w/lesson plan) = 50
- Field Experience (Hours) = 150
- Field Experience (Journal) = 50
- Portfolio (Resume) = 50
- Portfolio (Philosophy) = 50
- Portfolio (Resource List) = 50
- Professional Development = 100
Final Exam = 100

Attendance (See *below) = 100

Total Possible Points 1000

*Attendance: 100 possible points

<table>
<thead>
<tr>
<th>Absences</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>100 pts.</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale: Grade Conversion based on above points

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000 pts.</td>
<td>A</td>
</tr>
<tr>
<td>800-890 pts.</td>
<td>B</td>
</tr>
<tr>
<td>700-790 pts.</td>
<td>C</td>
</tr>
<tr>
<td>600-690 pts.</td>
<td>D</td>
</tr>
<tr>
<td>000-590 pts.</td>
<td>F</td>
</tr>
</tbody>
</table>

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

Students must complete a minimum of 15 hours in the field to receive a passing grade in the course.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular PSCC procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at http://www.pstcc.edu/sswd/

Revised 5/25/11(BJ)