Valencia Community College

Course Syllabus

EDF 2005/ Introduction to the Teaching Profession

Spring 2010

January 11 – May 2 (Full Term)

CRN 23652

|  |  |
| --- | --- |
| Professor: Dr. Juanita Benjamín  Contact Information: 407.582.2443 (this is for leaving messages only). I will return your call. | Class Meeting Days/Times:  Tues. and Thurs. 8:00 to 9:15  Location: Bldg 8, Room 211 |

**Course Description & Prerequisites**

General overview of teaching developed through study of processes of teaching and learning, organization and structure of American education and current issues and problems related to education. This course also incorporates a required field experience, generally required as a prerequisite for state university teacher education programs in Florida. Check with prospective transfer program on current requirements.

**Course Text and Supplemental Materials**

* David Miller Sadker & Myra Pollack Sadker

Teachers, Schools, and Society, 8th Edition

* 3 ring binder ½” thick for portfolio

**Course Objectives**

a. To introduce students to the career of education.

b. To inform students about the historical, sociological, and philosophical foundations of   
 schools.

c. To explore school governance, school law, diversity, and the controversy over   
 curriculum control.

d. To examine contemporary issues impacting education.

e. To observe and experience the best teaching practices and to build connections between theory and practice through 15 hours of field-observation hours at the Elementary, Middle and High school levels.

f. To explore a variety of different careers in Education

g. To explore school choices

h. To critically analyze the public schools and classrooms in order to find the answers to questions such as the following: What characteristics define good schools? What role should schools play in society?  What are the characteristics of the best teaching practices? What are the rights and responsibilities of teachers?

**Major Learning Outcomes**

* **Analyze the educational institution in the U.S. by understanding the different educational theories.**
* **Demonstrate an understanding of the core values of teaching and learning.**
* **Observe, analyze and synthesize effective teaching practices through field observations in three different levels elementary, middle and high school.**
* **Students will learn about the different school choices available to them.**
* **Students will learn the major factors beyond the classroom that help make a school effective.**
* **Students will learn about financing and governing of schools and School Law and Ethics.**
* **Students will design their Life Map for their teaching career**

# Valencia Student Core Competencies

This course seeks to reinforce the following Valencia Student Competencies:

* **Think** clearly, critically and creatively by analyzing, synthesizing, integrating and evaluating symbolic works and truth claims.
* Reflect on your own and others’ **values** from individual, cultural and global perspectives.
* **Communicate** by reading, listening, writing and speaking effectively.
* **Act** purposefully, reflectively and responsibly by implementing effective problem solving and decision making strategies.

**Valencia Student Core Competencies can be found at** <http://www.valenciacc.edu/catalog/09-10/>

**Attendance Policy**

It is important that you submit your assignments on time and get involved in the classroom discussions. Late assignments are accepted only with an excused absence document. Absences are only excused if they are unforeseen, uncontrollable and documented (For example, a doctor’s appointment or attending a wedding is not an excused absence, but a death in the family or major sickness will be counted as excused). Critical learning experiences are scheduled for each class session and it is impossible to truly make up for a missed session. Please consider your options carefully. Upon 4 or more unexcused absences, you will be withdrawn from the class and 3 latenesses will be counted as one absence. Attendance policy will vary for online and hybrid courses. Students will be dropped from the course if they **miss 2 consecutive** assignments without submitting an excused absence notification.

It is wise to put aside a couple of hours every week to work on this course as it requires an ongoing, in depth and reflective study of the text book and completion of assignments. A last minute rush on the reading assignments and activities will rarely lead to an ‘**A’** grade in this course, so please consider your options carefully.

**Please make a note again of the fact that field-observation hours are an essential component of EDF 2005 and cannot be exempted, even for current full-time teachers.** It may be helpful to also note that various courses are scheduled throughout the year, providing other opportunities if you think you cannot give your 100% to this course.

(College Policy: 6Hx28: 4-11 Class Attendance and Grade Records)

**Withdrawal Policy**

To withdraw from a course(s) you must access registration on Atlas. Each term, Valencia has two Withdrawal Deadlines: the Withdrawal Deadline for a Grade of W and the Final Withdrawal Deadline. The Withdrawal Deadlines for each term are published in the Academic Calendar in the online official catalog. (<http://www.valenciacc.edu/catalog/09-10/> )

**“No Show” Status**

Class attendance is required beginning with the first class meeting. If you do not attend the first class meeting, you may be withdrawn from the class as a “no show.” If you are withdrawn as a “no show,” you will be financially responsible for the class and a “W” will appear on your transcript for the course.

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| --- | --- | --- | --- |
| **Part of Term** | **Date Range** | **Withdrawal Deadline**  **(To receive a 'W')** | **Withdrawal After Deadline**  **(To receive a 'WF' or 'WP')** |
| **Full** | 1/11/10-5/2/10 | 3/26/10 | 4/25/10 |

|  |  |
| --- | --- |
| **No-Show Reporting Periods for Fall 2009** | |
| **Full** | **1/20/10-2/25/10** |

|  |  |
| --- | --- |
| **College Closed ( Credit Classes Do Not Meet)** | |
| **Dates** | MLK Day – Jan. 18  March 8 -12- Spring Break |

**TENTATIVE CLASS SCHEDULE**

|  |  |
| --- | --- |
| Week 1: Jan 12 and 14  Week 2:  Jan. 19 and 21  Week 3:  Jan 26 and 28  Week 4: Feb. 2 and 4  Week 5: Feb. 9 and 11  Week 6:  Feb. 16 and 18  Week 7:  Feb. 23 and 25  Week 8:  Mar 2 and 4  Week 9:  Mar. 9 and 11  Week 10:  Mar. 16 and 18  Week 11:  Mar. 23 and 25  Week 12:  Mar. 30 and Apr. 1  Week 13:  Apr. 6 and 8  Week 14:  Apr. 13 and 15  Week 15:  Apr. 20 and 22  Week 16:  Apr. 27 | Chapter 1: Becoming a Teacher  Read chapter. Participate in discussions.  Chapter 2: Different Ways of Learning  Begin Field Experiences  Autobiographies due on Jan. 19  Chapter 3:Culturally Responsive Teaching  Resume due on Jan. 26  Exam, Chapters 1, 2, and 3  Chapter 4: Schools: Choices and Challenges  Chapter 5: Student Life in School and Home  Chapter 6: Curriculum Standards and Testing  Field Experience # 1 Due  Exam, chapters 4, 5, and 6  Chapter 7: The History of American Education  Chapter 8: Philosophy of Education  Field Experience # 2 Due, Mar. 2  Begin organization of lesson plan presentation  Spring Break  Chapter 9: Financing and Governing America’s Schools  Philosophy of teaching due, Mar. 16  Exam, chapters 7, 8, and 9  Lesson Plan Presentations Due (Group project)  Continuation of presentations  Chapter 10: School Law and Ethics  Chapter 11: Teacher Effectiveness  Field Experience # 3 Due on April 13  Chapter 12: Your First Classroom (read)  Portfolio Due on April 15  Chapter 13: Q and A Guide to Entering the Teaching Profession  Review for Final  Final Exam, chapters 10 – 13  7-9:30 |

**Course Assignments**

1. Class Participation and class work (25 points)

2. Field Observations and Portfolio (150 points)

3. Lesson Plan Presentation (30 points)

4. Exams (250) (3 Exams worth 50 points each. Final exam worth 100 points)

Your lesson plan should be based on Dr. Madeline Hunter‘s Seven-Step Lesson Plan (pages 119-120 in your book). Additionally, you must also include the following items in your lesson plan.

Grade level

Topic/Subject

Florida Department of Education Standards

Any one model of Effective Instruction

Multiple Intelligences

Make your lesson plan inclusive of Diversity as described in Chapter 2.

You will present the above lesson plan to your class. A visual is to be used for your presentation. You will work in groups of 5 and each member of the group will present a different part of the lesson plan.

**Grade distribution:**

Dress Professionally 5 pts.

Visual 5 pts.

Presentation 10 pts.

Lesson Plan 10 pts.

**Total: 30 pts.**

3. **FIELD OBSERVATIONS & PORTFOLIO**

**Field Experience/Reflections**

15 hours of field-observations are required in three settings of 5 hours each in the following 3 specific levels:

a) Elementary

b) Middle

c) High

All field observations are to be done in a public school setting and all others must be approved by the instructor. If you are a teacher in higher education or business you need to submit a document on the first day of class stating an alternative field-observation will benefit your individual job requirements. It is to your advantage to set-up observations for the schools as early as possible.

A portfolio is an important part of your field experience and the education program. If your schedule does not allow you time to complete your 15 hours of field-observation, then please do not register for this class.

Field Experience reflections and verification forms are an important part of your portfolio and should be submitted on time for a full grade. A two page, double spaced, typed reflection for each of the three observations is required. You will be using ten concepts from your textbook to write these reflections as follows:

a. Elementary School (10 concepts from Chapters 1-5)

b. Middle School (10 concepts from Chapters 6-9)

c. High School (10 concepts from Chapters 10-15)

Please refer to the Portfolio Rubrics for more details on this assignment.

**Field Observations: 90 pts.**

**Organization, creativity, and professionalism: 20 pts.**

**Total: 150 pts. Portfolio**

**Students are expected to turn in a professional portfolio in a 1/2 inch three ring binder. Late submissions of portfolios will not be accepted. They must be turned in on the due date unless you have a valid excuse such as a doctor’s note, etc.**

Developing a professional portfolio is a major part of this course. Your portfolio in not just a binder that consists of your class-work or field observations but it is much more than that -- It demonstrates your professional and educational growth throughout this semester. Your portfolio should be purposeful, selective, diverse, ongoing, reflective and collaborative. It should be based on the INTASC Standards for Licensing Beginning Teachers as described in your text book.

\*\*\*\*A Portfolio Rubric is provided at the end of this syllabus.

**The field observation verification form must be included with your portfolio in order to get credit for the hours completed. NO VERIFICATION FORM, NO CREDIT.**  The Verification form is provided at the end of the syllabus.

Class work and participation (25 points)

Portfolio (150 points)

Lesson Plan Presentation (30 points)

3 exams 50 points each (150 points)

Final exam (100 points)

**TOTAL POSSIBLE POINTS FOR THE COURSE: 455 POINTS**

Grading scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F

**Makeup Policy for Examinations and All Other Assignments**

**All tests must be taken on the dates assigned. The final examination must be taken on the date published for final examination. If not, this will result in a grade of “F” for the semester. No makeup tests are available for unexcused absences. You will be given a grade of 0. It is the responsibility of the student to arrange make-up exams in consultation with the professor.**

**Expected Student Conduct (Required)**

Valencia Community College is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at Valencia Community College, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty to leave the class. Violation of any classroom or Valencia’s rules may lead to disciplinary action up to and including expulsion from Valencia. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. You will find the Student Code of Conduct in the current Valencia Student Handbook.

Please see the following: the Student Code of Conduct policy

<http://valenciacc.edu/generalcounsel/policydetail.cfm?RecordID=180>

**The use of cellular phones and/or personal music players in class is prohibited.**

Students are expected to participate in class discussions. Be respectful of differing opinions. When another person in the class is speaking, do not interrupt. Wait your turn. Do not make personal attacks on others. If a student does not abide by these rules, he or she may be asked to leave the room and will lose points for that day’s participation.

**Academic Honesty Policy**

1. All forms of academic dishonesty are prohibited at Valencia Community College. Academic dishonesty includes, but is not limited to, acts or attempted acts of plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive.
2. All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged.
3. Students shall take special notice that the assignment of course grades is the responsibility of the students' individual professor.
4. Collaboration on group projects is essential for a group grade. However, each student will be also evaluated on individual contributions and will document such.

For more, please view the following: Academic Dishonesty Policy

<http://www.valenciacc.edu/generalcounsel/policydetail.cfm?RecordID=193>

**Students with Disabilities**

Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities (OSD) and discuss specific needs with the instructor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The East Campus Office is located in Building 5, Room 216.

**Valencia ID cards**

Valencia ID cards are required for the Library, Testing Center, and IMC usage. No other form of ID at those locations will be accepted. Possession and utilization of a Valencia ID is mandatory to obtain these services.

**Disclaimer Statement**

This syllabus may be altered, at the instructor’s discretion, during the course of the term. It is the responsibility of the student to make any adjustments as announced.

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STUDENT AFFIDAVIT

I, , affirm that I will abide by the dress and disciplinary codes of the schools that afford me this opportunity. I will dress conservatively and conduct myself in an exemplary manner. I will obey instructions given to me by teachers, teacher’s aides, school staff, and administrators. *I will contact the principal or her/his designated staff member to obtain permission prior to any visitation.*

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(Signature) (Date)

CERTIFICATION OF STUDENT OBSERVATIONS

EDF 2005: Introduction to the Teaching Profession

Dear Principal:

Certain education courses in our curriculum require that students observe teachers and students in live classroom environments. We appreciate your willingness to assist us in developing future educators. Please feel free to contact me via e-mail at  [jbenjamin9@atlas.valenciacc.edu](mailto:%20jbenjamin9@atlas.valenciacc.edu%20) should you have any questions or concerns.

Dr. Juanita Benjamin, Professor

Valencia Community College, East Campus

SUPERVISING TEACHER: Please sign for *each hour* of student observation of your class.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Observation Hour / Date | Teacher’s Name | Teacher’s Signature | School | Grade Level / Subject | Email | Phone |
| Elementary School | 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| Middle School | 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| High School | 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |

**Valencia Community College**

**Portfolio Rubric – EDF 2005**

**TOTAL POINTS: 150**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Days/ Timings:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Item Maximum Score Your Score**

**I. Introduction**

a. One page autobiography with picture 10 points ------------------

b. Resume 10 points ------------------

c. Philosophy of Teaching 10 points ------------------

e. Recommendation Letters (3 letters) 10 points ------------------

**II. Field Observations I, II, and III (30 points each) 9**0 points \_\_\_\_\_\_\_\_\_\_\_

(30 points each field observation)

Elementary Level

a. A two page, double spaced, typed reflections for Elementary School (Ten concepts, Ch1-5)

b. Artifacts (i.e. brochures, handouts, innovative technology or other curriculum ideas, Classroom Management plan, etc.)

c. 3 Pictures (classroom set-up, bulletin boards, students at work)

d. A sample lesson plan

e. Interview with the Elementary teacher

Middle School Level

a. A two page, double spaced, typed reflections for MS (Ten concepts, Ch 6-9 concepts)

b. Artifacts (i.e. brochures, handouts, innovative technology or other curriculum ideas, Classroom Management plan, etc.)

c. 3 Pictures (classroom set-up, bulletin boards, students at work)

d. A sample lesson plan

e. Interview with the Middle School teacher

High School

a. A two page, double spaced, typed reflections for HS (Ten concepts, Ch 10-13 concepts)

b. Artifacts (i.e. brochures, handouts, innovative technology or other curriculum ideas, Classroom Management plan, etc.)

c. 3 Pictures (classroom set-up, bulletin boards, students at work)

d. A sample lesson plan

e. Interview with the High School teacher

**(Each of the above reflection is worth 10 points, other items are worth 5 points each.**

**Bold or Highlight each of the ten concepts you will use in your reflections)**

**III. Organization, Creativity, and Professionalism**  20 points \_\_\_\_\_\_\_\_

(Followed specific guidelines- ½ inch thick binder, cover & content pages, total quality, etc.)

**Total points Possible: 150 Points** Total Points earned: \_\_\_\_\_\_\_\_

**The field observation verification form must be included with your portfolio for all of the 15 hours completed in order to get credit for the field observations. NO VERIFICATION FORM, NO CREDIT.**

**The above items need to be organized well in the above order and with dividers for each section in an half an inch thick binder (81/2 by 11).**  The front cover should have your name, course title and time, and professor’s name as Dr. Juanita Benjamin plus Valencia Community College. All work should be neatly typed and pictures should have captions. Although you can use school name, please do not use the real names of students and teachers. You can use internet sources with references stated in the absence of any of the above items gained from your observations.

**----------------------------------------------------------------------------------------------------**

Comments: