

Rev. 2007

Ashland University
Dwight Schar College of Education
Department of Educational Foundations
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 2
Field/Clinical Hours: 30

Course number: EDFN 130

Course title for the catalog: Introduction to Teaching: Exploring Teaching as a Career

Catalog description:

This course investigates the field of teaching as a profession. It explores historical, philosophical, and theoretical foundations and current issues. It also examines similarities and differences found in teaching at various licensure categories. Students engage in field and clinical experiences, including research, presentation, and discussion.

Prerequisite(s) for this course is (are):

None

The enrollment restriction(s) for this course are:

None

Course and field/clinical experience objectives are (including knowledge, skills, dispositions)

In addition to coursework, Education 130 includes 30 clock hours of field and clinical experiences. These will include classroom observation, presentations, and other designated experiences.

Knowledge:

The teacher education student will have knowledge of:

1. Historical development of education in the United States
2. Philosophies and theories of education
3. Selected current issues in education (e.g. Governance, funding, standards movement, student assessment including value added assessment, NCLB, equity/equality, inclusion, democratic schools, and multicultural issues)
4. Roles and responsibilities of teachers
5. The relationship between curriculum and instruction
6. Similarities and differences found in teaching at the various levels of license.

Skills

The teacher education student will:

1. Discuss the historical development of education in the United States
2. Discuss various philosophies and theories of education and their impact on curriculum and instruction
3. Discuss current issues of education with an understanding of their beginnings.
4. Identify and discuss major roles and responsibilities of teachers
5. Explain the relationship between curriculum and instruction
6. Explain similarities and differences found in teaching in various categories of licensure
7. Explain his/her personal philosophy of education.
8. Reflect on education as a profession.

Dispositions

The teacher education student will:

1. Value the knowledge of historical development of United States education and its impact today.
2. Respect the rights of stakeholders in education to value various philosophies and theories of education
3. Value the examination of current issues in education from historical, philosophical and theoretical perspectives
4. Value the roles and responsibilities of teachers, including those that vary by licensure category
5. Value the teacher's role in curriculum and instruction decision making
6. Value the identification and articulation of a personal philosophy of education
7. Value self-reflection.

Suggested texts and/or references:

Ashland University Teacher Education Guide to Education 130

Sadker, D.M. & Zittleman, K.R. (2007). Teachers, schools and society: a brief introduction to education. Boston: McGraw Hill.

Suggested instructional strategies:

Class discussion, field experiences, films, readings, research, writing, presentations, peer and self-evaluation.

Description of field/clinical experiences:

For this class, students will complete 30 clock hours of field and clinical experiences.

FIELD EXPERIENCE:

Field experiences will include classroom observation of various grade levels, and will discuss observations in class.

CLINICAL EXPERIENCE:

Clinical experiences will include structured presentations to peers and self-evaluation

Evaluation of students:

Assessment measures will include:

1. Written field observation report of teacher/student interaction at the three major licensure levels.
2. Written teacher interview for each field observation
3. Written analysis and personal reflection paper for each field observation
4. Written personal philosophy of education
5. Research-based class presentation on selected topic
6. Attendance/participation/professionalism
7. Consistent use of standard English in oral and written communication
8. Consistent demonstration of professional attitudes and behaviors
9. Quizzes/tests on course content at instructor's discretion

Faculty who frequently teach the course:

Flanagan Hudson, Eibel, Broda, Wlodarsky

Licensure programs in which course is required:

All Teacher Licensure Programs

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations: Not applicable

Bibliography (Learned Societies, etc.)

Borich, G.D. (2008). Observation skills for Effective teaching. (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Good, T.L. & Brophy, J.E. (2008). Looking into classrooms. (10th ed.). Boston: Pearson Education, Inc.

Hall, G.E., Quinn, L.F., & Gollnick, D.M. (2008). The joy of teaching: making a difference in student learning. Boston: Pearson Education, Inc.

Kauchak, D. & Eggen, P. (2008). Introduction to teaching: becoming a professional. (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Oakes, J. & Lipton, M. (2007). Teaching to change the world. (3rd ed.). Boston: McGraw Hill.

Parkay, F.W. & Stanford, B.H. (2007). Becoming a teacher. (7th ed.). Boston: Pearson Education, Inc