

**College of Education and Human Services
Northern Kentucky University
EDU 305-001/003 Introduction to Education (Online)
2 credit hours Spring 2018**



online

"Learn, Lead, Succeed"

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Academic Standards (KAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

Professor: Dr. John Huss

Office: MEP 285 **Telephone:** (859) 572-6985 **Email:** hussj@nku.edu

Office Hours: M: 10:00 am-1:00 (virtual); W: 10:00 am-1:00 (virtual) and face-to-face-by appointment

Textbook: There is no required textbook for this course.

COURSE DESCRIPTION

This course is an introductory course in which students examine teaching as a profession, and schooling as it currently functions in America. Basic inquiry into contemporary educational theory and practice is conducted to assist students in making a competent career decision: Is a career in education right for me? This course places special emphasis on diversity, intellectual vitality, and the professional community.

COURSE DESIGN

This course is taught in a **web-based format**, meaning that the information is presented exclusively through the learning management system Blackboard (<http://learnonline.nku.edu>). No on-campus meetings are scheduled.

- **Many of the online modules contain audio accompaniments, so make sure you have speakers or headphones available.**
- **If you encounter technological or Blackboard difficulties please contact the IT Service Center: <http://oit.nku.edu/help.html>**

Correspondence: Course announcements will be posted on Blackboard or sent to your NKU e-mail address. You are encouraged to check Blackboard and NKU email daily.

COMMUNICATION WITH PROFESSOR

The professor will be available to answer e-mails within a 24-hour period (usually less). Students participating in this course will be notified when I am unavailable for e-mails and/or phone calls.

Student Learning Outcomes, Assessment and Standards Alignment:

Student Learning Outcome	Assessment (Assignments)	KAS Alignment	Kentucky Teacher Standards	InTASC Standard and Category	KfFT Domains
Demonstrate a mastery of readings and lecture material.	Exam 1, Exam 2 Final Exam	2.14, 2.20, 4.5, 4.6	1.4	Content Knowledge	3D
Compose a philosophy of education statement, which is a reflective piece that will outline one's set of beliefs about the purpose, process, nature, and ideals of education.	Philosophy of Education	3.1, 6.1, 6.2, 6.3	1.4	Application of Content	4E
Attend a local school board meeting and respond to specific questions about the experience	School Board Meeting Report	2.14, 2.15	1.4	Application of Content	4E
Contribute to a class wiki in which a teaching resource and brief explanation of its value are shared.	Teacher Resource Wiki	5.3	1.4	Application of Content	4E

Course Objectives/Learning Targets: Upon completion of this course, the successful student will be able to:

1. Describe characteristics of the teaching profession including: society's expectations, governance, job requirements, teacher supply and demand, salaries, growth opportunities, benefits, and the political environment in which schools personally function.
2. Describe the multiple roles of a teacher, including, but not limited to: colleague, decision-maker, change agent, nurturer, and exemplary citizen.
3. Demonstrate knowledge of why America supports a system of access to public education and the alternatives to public education.
4. Describe the diversity of distinctive cultural patterns in society with focus on providing equal education opportunity for students.
5. Describe the historical evolution of the American school, its organization and purpose, from colonial times to the 21st century.
6. Describe the major philosophies of American educators: behaviorism, essentialism, existentialism, perennialism, progressivism, and post modernism/social reconstructionism
7. Describe the financial tax structures, which support American public education.
8. Describe the role of the judiciary in the development of schooling in America by citing the implications of selected court cases that have direct effect on public education.

COURSE GRADING

Students will complete the following learner outcomes:

Exam 1	50 points	(Week 5)
Exam 2	50 points	(Week 12)
Written Analysis 1: Philosophy of Education	35 points	(Week 12)
Written Analysis 2: School Governance Paper	30 points	(Week 16)
Wiki Assignment	5 points	(Week 16, due by 4/28)
Participation	5 points	(throughout semester)
Final Examination	<u>100 points</u>	(Final Exam Available 5/3-5/5)
TOTAL	275 points	

Grading Scale

<u>Grade</u>	<u>Percent</u>	<u>Points Earned</u>
A	95%+	260-275
A-	93%+	255-259
B+	91%+	249-254
B	87%+	238-248
B-	85%+	233-237
C+	83%+	227-232
C	77%+	211-226
C-	75%+	205-210
D+	73%+	200-204
D	70%+	192-199
F	<70%	0-191

The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

DESCRIPTION OF LEARNER COUTCOMES

Note: Assignments should be submitted by Sunday night at midnight on the weeks they are due, unless otherwise noted

Written Examinations (Exams 1, 2, Final): The first two exams will feature multiple choice questions for a total of 50 points on each exam. The final will likewise feature a multiple choice format and will be worth 100 points. The Final will be cumulative and will revisit some of the key ideas discussed throughout the semester. A study guide will be provided. *Grades will not be curved.* Note: **The exams in the course are closed note.**

Written Analysis: While specific criteria will apply to each assignment, all papers will be evaluated on the mechanics of writing, organization, and explanation of the topic, clarity of presentation, and consistency of arguments. All papers must be typed and double-spaced. Make sure you keep a copy for yourself of each paper.

- 1) **Philosophy of Education**---Compose your philosophy of education. Your philosophy should address your philosophical preferences for the following areas: (1) Role of Teacher; (2) Content/What Should Be Taught; (3) Methodology/ How Material Should Be Presented; and (4) Role of Student. Your philosophical statements regarding these areas *should reinforce one or more of the educational philosophies discussed in class.* You should also *connect your philosophy to the specific philosophers discussed in class (at least 2)*. Paper should be double-spaced and have an appropriate introduction and conclusion. Additional guidance will be provided. **This assignment is due in Blackboard by the completion of Week 12 (midnight Sunday April 1) and should be approximately 2 pages.**

- 2) **School Governance Report on School Board Meeting Observation---** Now is a great time to develop a personal connection to school district leadership. Your local School Board is responsible for creating policies and setting budget priorities for superintendents and school district staff to implement. They are also elected officials and need and want to hear from the citizens about the issues that are important to children, students, and families in the community. For this assignment you will attend a local board of education meeting and write a report about your experiences. In writing your report, list each of these questions, and then provide your response. The board meeting must be one that is conducted this semester.

- What meeting was attended and what was the date?
- Who from the board or council was in attendance? (You do not have to give exact names)
- What groups of people from the board office or the school(s) attended the meeting?
- What groups of people from the community attended the meeting other than the board or council members and the school employees?
- What was the major focus of the meeting?
- What was the atmosphere of the meeting?
- What is your reaction to this type of school governance?
- Based on what you know now about school governance, what changes would you make in the school governance structure?

NOTE: Must include a signed copy of the agenda from the meeting

You may submit a photo of your signed agenda page, a scan of your signed agenda page, or, if you are on campus, you may drop off a copy of your signed agenda page at my office MEP 285.

This report is due no later than the end of Week 16 (April 27).

Note: You should call the board of education office where you plan to attend to get the schedule for the next meeting (or check the district's web site). This should be done as quickly as possible.

Class Wiki on Educational Resources: This assignment will take place the last week of class---For this assignment you will contribute to our class Wiki on great educational resources. Maybe you find a cool website or blog dealing with teaching in general (or a specific content area that would be useful for teaching language arts, social studies, reading, math, science, physical education, music, etc.). You are being asked to contribute by adding the following: your first and last name and then a Teacher's Resource that you believe to be a great educator's resource. You are helping your fellow students build their own libraries of helpful educator resources. Also add 1 or 2 lines about why this resource will be helpful as an educator. **Your contribution to the Wiki should be completed in Week 16 by Friday April 27 at midnight.**

Class Participation: You will receive credit for your participation in our class activities, specifically your contributions to Voice Thread in the two modules where Voice Thread is

utilized. **Note:** In order to receive credit, **your contribution must be made within the week the Voice Thread appears in the modules. Contributions made at a later time will not be counted unless prior arrangements have been made with me.**

COURSE POLICIES and PROCEDURES

Student Honor Code: The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

In addition, students in the education programs must also adhere to the education programs' Code of Ethics: http://coehs.nku.edu/content/dam/coehs/docs/COEHS_code_ethics_20.doc and the Professional Code of Ethics for Kentucky School Certified Personnel: <http://www.kyepsb.net/legal/ethics.asp>.

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, clinical experiences, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows

Online Communication with instructor: 1 hour x 16 weeks	= 16.0 Hours
Required Module Readings: 16 modules x 3 hours each	= 48.0 Hours
<u>Assignments:</u>	
Voice Threads 2 X 2 hours each	= 4.0 Hours
Philosophy of Education	= 5.0 Hours
School Governance Report	= 4.0 Hours
Wiki Assignment	= 1.0 Hour
<u>Exams:</u> (includes estimated study time)	
Exam 1	= 5.0 Hour
Exam 2	= 5.0 Hour
Final Exam	= 6.5 Hours

Total

94.5 Hours

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the Academic Calendar (<http://registrar.nku.edu/academiccalendar.html>).

Final Exam: The final exam will be available online 4/30-5/2 at midnight

- **Makeup Policy and Late Assignments**

Makeup exams will be given only in the most extreme of circumstances and only after discussing the situation with me. Assignments must be submitted by the date/time indicated on the syllabus

unless you have contacted me BEFORE the assignment is due to communicate a specific circumstance that has arisen. **Assignments submitted after the due date, and without consulting with me, will either be a) not accepted or b) accepted at a 25% point reduction each day past the due date.** It is up to the instructor's discretion as to which option is appropriate.

- **Deviations from Syllabus and/or Course Procedures**

If you have a reason to request a deviation from the procedures spelled out in this syllabus, it must be approved in writing and in advance of the date in question.

- **Plagiarism**

Academic dishonesty in any form (plagiarism, submitting other people's work as your own, submitting your previous work to satisfy new requirements, and the like) will result in a failure on the assignment in question. Proven academic dishonesty may result in failure in the course and a recommendation that the chair of the department review the student's standing regarding acceptance in the program. Anyone who copies answers from another person during an exam, or uses any other means to cheat on a test, will receive an automatic "F" for the exam. The "F" will have a numeric value of zero and will be averaged in with your other exam grades, which will greatly jeopardize your chances of passing the class.

- **Last Day to Drop the Class with a "W"**

The official university date for your last-chance withdrawal is March 19. This is a firm date; requests to drop after this deadline will not be approved by the Department Chair or the Dean. **Please note---there is no extra credit available in the course to compensate for a low grade.**

"Children today are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers" - Socrates (420 BC)

IMPORTANT UNIVERSITY DATES

These dates are for informational purposes and do not necessarily impact the online course

January 8--Classes Begin

January 15--Martin Luther King, Jr. Birthday, No Classes

March 6-10--Spring Break, No Classes

March 20--Last Day to Drop Class with a Grade of "W"

April 27--Last Day of Regular Classes

TENTATIVE CLASS SCHEDULE

(Your instructor reserves the right to modify this schedule to better meet the needs of students.)

WEEK 1 (1/8-1/14)	Introduction and Course Overview; Becoming a Teacher! Looking at Intrinsic and Extrinsic Rewards
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WEEK 2 (1/15-1/21)	Is Teaching a Profession?
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WEEK 3 (1/22-1/28)	Learner Diversity: Differences in Today's Students; A Look at Multiple Intelligences (It's not how smart I am, it's HOW I am smart)
WEEK 4 (1/29-2/4)	Historical Roots of Education in the United States
WEEK 5 (2/5-2/11)	Exam 1
WEEK 6 (2/12-2/18)	Educational Philosophy: Intellectual Foundations of American Schooling, Part 1 Introduction to Philosophies of Education; Essentialism and Perennialism
WEEK 7 (2/19-2/25)	Educational Philosophy: Intellectual Foundations of American Schooling, Part 2 Progressivism and Existentialism
WEEK 8 (2/26-3/4)	Educational Philosophy: Intellectual Foundations of American Schooling, Part 3 Behaviorism and Post Modernism/Social Reconstructionism
WEEK 9 (3/5-3/11)	Spring Break, No Online Sessions***
WEEK 10 (3/12-3/18)	Governance and Finance of Education A Look at Curriculum/Bloom's Taxonomy
WEEK 11 (3/19-3/25)	School Law: Ethical and Legal Influences on Teaching
WEEK 12 (3/26-4/1)	Exam 2 Philosophy of Education paper due in Blackboard
WEEK 13 (4/2-4/8)	Instruction in American Classrooms
WEEK 14 (4/9-4/15)	The Organization of American Schools
WEEK 15 (4/16-4/22)	Joining the Profession
WEEK 16 (4/23-4/27)	Bringing it All Together and Looking Ahead Last opportunity to submit School Governance Paper; Wiki Assignment must be completed by midnight Friday April 27

FINAL EXAM WEEK

**Final Exam (Monday April 30-Wednesday May 2
at midnight)****BIBLIOGRAPHY**

- Armstrong, D.G., Henson, K.T. and Savage, T.V. (2014). *Teaching today: Introduction to Education*. New York: Macmillan Publishing Co.
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- Webb, L.D., Metha, A., & Jordan, K.F. (2016). *Foundations of American education*. Upper Saddle River, NJ: Merrill.

Tell me and I'll forget. Show me and I may not remember. Involve me and I'll understand. **Native American Proverb**

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. --**William Arthur Ward**

To teach is to learn twice. **Joseph Joubert**

The task of the excellent teacher is to stimulate 'apparently ordinary' people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people. **K. Patricia Cross**

