**METROPOLITAN STATE COLLEGE OF DENVER**

**EDU 3000-001**

**Introduction to Education**

**CRN: 40590**

**Tuesdays 9:40 a.m. – 12:20 p.m.**

**Summer 2010**

**INSTRUCTOR**

**Dr. Dennis N. Corash** Office Hours :

West Classroom 163 B Mondays 7:30 – 9:30 a.m.

dcorash@mscd.edu (best way to contact me) Wednesdays 7:30 – 9:30 a.m.

303-352-4457 (office; available during office hours) And by Appointment

**CATALOG COURSE DESCRIPTION**

Prerequisite(s): Completion of Level 1 General Studies requirements.

This course is designed to acquaint the student with the historical, philosophical, financial, legal, and societal foundations involved in elementary education in a changing society. The characteristics and requirements of the professional teacher will be clarified.

**TEXTS**

Introduction to Education: Custom Edition for Metro State College (2010) ISBN: 9780558466633

Other course readings will be provided by the instructor and/or made available through Electronic or Auraria Library Services

**LEARNING OBJECTIVES FOR 3000**

Upon completion of this course the student should be able to:

1. Explore the teaching profession and make a personal decision regarding the pursuit of licensure. (CPBS 8.4)
2. Identify personal strengths and challenges as related to the teaching profession. (CPBS 8.5) (ACEI 5.1)
3. Describe historical, philosophical, financial, and governance influences on practices in American schools. (CPBS 8.1, 8.3)
4. Demonstrate understanding of students’, parents’, teachers’, and school districts’ legal rights and responsibilities. (CPBS 6.4)
5. Analyze current trends and issues in education. (CPBS 8.3)

**ATTENDANCE AND TARDY POLICIES**

Attendance is required for every class period. Students are expected to attend all classes on time and stay the whole class period. Students who have special, unavoidable, emergency-type circumstances, where they will need to miss class or need more time on the assignment, must contact the instructor by e-mail within 24 hours of class time. Documentation may be requested for absences. Participation will count for 20% of the final grade—you need to be in class and prepared in order to participate fully. More than one absence is considered excessive and will result in a lower participation grade. Any student with more than 6 absences may not be able to pass this course. Attendance will be taken first thing when class starts. Tardies will impact the participation grade.

**PREPARATION POLICY**

Reading the assigned text before class, completing assignments on time, coming to class prepared, and participating in all activities are all crucial to your success in this course. As future teachers you will have these expectations of your own students.

**ASSIGNMENT POLICY**

Assignments must be turned in on the day they are due at the beginning of class (unless other arrangements have been made with the instructor *prior* to the due date). Assignments will not be accepted via e-mail. Assignments may not be left in the professor’s box, slipped under the door, or given to the secretary. The weekly reading responses are due at the beginning of class and will not be accepted late for any reason. It is the student’s responsibility to keep all assignments once they are returned through the beginning of the following semester.

**TECHNOLOGY POLICY**

Students are required to use a word processor for all assignments and save them to a secondary source immediately. Computer problems of any kind will not be an acceptable reason for not turning in an assignment on time. There are many computer labs on campus if needed. Please plan ahead. **Assignments must be printed before class!!!** Remember an assignment is not totally completed if it cannot be turned in on time and in the proper way.

Also, please check your e-mails regularly!!! I will be communicating through metro connect if I need to get a message to you before the next class or if I am canceling class due to an emergency (which very rarely happens).

In addition, I will be using a wiki page for this course. Please look here for resources!

**http://metroteacher.wikispaces.com**

**NO SHOW POLICY**

Students will be dropped from the class at the end of the first week of classes for non-attendance unless they have received permission from the instructor or the department chair to be absent. Students may re-enroll with the instructor’s permission on a space available basis.

**IMPORTANT DATES**

Last Day to Drop Full Semester Classes with 100% Refund June 7, 2010

Final Exam Last day of class.

Grades available by web August 14

**“NC” POLICY**The NC notation shall be available to students in all instances through the10th week of classes for fall and spring semesters. Students are responsible for logging on to MetroConnect and indicating an NC for the appropriate courses. Under no circumstances can an NC request be processed following the end of the 10th week of a 16-week semester (11:59 p.m. on the Friday of the 10th week of the semester submitted electronically). Proportional time frames are applied for modular courses, weekend courses, workshops, and summer terms. (June 7th)

**SCHEDULED HOLIDAYS – NO CLASSES** July 5 Campus is Closed.

**RELIGIOUS HOLIDAY POLICY**

Student must provide written notice to the instructor at least two weeks prior to religious holidays that will require missing class. Arrangements will be made for makeup.

**ADA STUDENTS WITH DISABILITIES**

The Metropolitan State College of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Auraria Library, Suite 116, 303-556-8387.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your faculty notification letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your faculty notification letter.) Once I am in receipt of your official Access Center faculty notification letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access center website [www.mscd.edu/~access](http://www.mscd.edu/~access).

**DISPOSITIONS POLICY**

The dispositions for teachers’ policy and procedures are in effect in this class. A copy of this policy can be found in the student handbook or in the department office in WC 136.

**CELL PHONE POLICY**

\*\*\***You must turn them off as you enter class\*\*\*** If you need to leave it on for a particular class period because of an emergency situation (such as having a family member in the hospital) then just let me know before class starts. Otherwise if your cell phone goes off or if I have to ask you to put it away and not text message during class points will be deducted from your grade. Teachers must show the utmost of professionalism and **text messaging during class or a faculty meeting is not professional.**

**WRITTEN COMMUNICATION**

As professional educators, you are expected to demonstrate **flawless** written communication. Please proofread and edit your work to ensure that it represents you well. Assignments with major problems will result in a lower grade.

**ACADEMIC DISHONESTY**

(Refer to current Student Handbook). Academic dishonesty is a serious offense at the college because it diminishes the quality of scholarship and the learning experience for everyone on campus. An act of academic dishonesty may lead to such penalties as reduction of grade, probation, suspension, or expulsion. Examples of dishonesty include cheating, fabrication, facilitating academic dishonesty, and plagiarism. As teachers, you are expected to draw upon a variety of sources such as professional books and websites. Be sure to cite all sources used particularly on lesson plans and the final paper for this course.

**CLASS EXPECTATIONS**

**Students must be respectful, listen, and refrain from side-conversations while others are talking.** Cell phones must be turned off upon entering class. Participation and engagement are key factors for your success in class. All students will be expected to participate in thoughtful and active discussion as well as work cooperatively in groups and give presentations/demonstrations for the class.

**PERFORMANCE EXPECTATIONS**

Students are expected to self-assess and reflect in a journal on a continual basis. Lesson plans and other assignments will be discussed at the time that they are assigned as well. **Not attending class for final exams will automatically result in one grade lower.**

**COMMUNICATION**

I believe that any good class is a collaborative effort between students and professor. Communication is very important and I believe in an open communication policy. **If you are having problems in the course for any reason I cannot help you unless I know about it. Please see me** **right away!!** I am human and will make mistakes occasionally and cannot correct them unless I am aware of them. If you feel that your grade or score are incorrect please see me. I am always looking to improve. If you have suggestions please tell me.

**ASSIGNMENTS AND GRADING**

All assignments and criteria for evaluating assignments will be discussed in class. This section gives you a brief overview of what to expect over the course of the semester. **Students must complete all assignments in order to pass this course!** All students are required to have a journal that we will be using throughout the class as a learning tool. See the class schedule on the following page for due dates.

**Criteria for Grades:**

A = 92 - 100%

B = 84 - 92%

C = 76 - 83%

D = 68 - 75%

Requirements and Evaluation Criteria:

Attendance and participation 80 pts

Legal Case Study (Measures objectives 3,5). 50 pts

Philosophy Tree (Measures objectives 1, 3). 40 pts

Reading Review Sheets (Measures all objectives) 40 pts

Group Presentation on Colorado Teaching Standards (Measures objectives 1.2). 60 pts

Quizzes on Blackboard (Measures all objectives) 20 pts

Final (Measures all objectives) 40 pts

Other assignments (Measures various objectives) 10 pts (each assigned)

**Weekly Reading Responses**

All students must complete 6 reading responses over the course of the semester. The reading response must be turned in at the beginning of class. Students may not turn in late weekly reading responses for any reason. You may choose which format your prefer for completing the reading responses including:

* Reading Response Worksheet
* Reading Response Graphic Organizer (several options)
* Concept Map
* More types may be added during the semester—check the wiki

Examples of each kind of response can be found on the wiki page for this course:

**http://metroteacher.wikispaces.com/**

**Tentative Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Focus Questions** | **Topic and Assigned Reading** | **Assignments Due** |
| **Tuesday, June 1** | What do Teachers do? | Introduction to course  Philosophy Tree Assignment  Reading Responses  Group Presentation  Quizzes on Blackboard  Legal Case Study  Ch 1: The Teaching Profession |  |
| **Tuesday, June 8** | Why do we have schooling? | Ch 2: Today’s Teachers  Ch 4: Philosophical Foundations of US Educations  *Explore Philosophies Website*  <http://www.myteachingphilosophy.com/>  Username: philosophy  Password: web  Complete entire Module | **Reading Response Chapters 2 and 4 emailed to me**  **Email me your reflections from the Module and a copy of your final survey.**  **Assignments are due by 6 p.m, Tuesday, June 8.**  **Group Planning Time** |
| **Tuesday, June 15** | Why do we have schooling? | Ch 3: Foundations of Teaching  Ch 5: Historical Foundations of US Education  Model Papers | **Reading Response Chapters 3 and 5**  **Turn in-class**  **Due: Foundations of Teaching and Historical Foundations quiz on Blackboard**  **Due: Philosophy of Education Tree Assignment** |
| **Tuesday, June 22** | How do people learn? | Colorado Performance Based Standards for Teachers:  Group Assignment | **Reading Response Chapter 8**  **Turn in-class**  **Group Presentations on Teaching Standards** |
| **Tuesday, June 29** | Who decides what students are taught? | Ch 6: Governance and Finance of U.S. Schools  Ch 7: Ethical and Legal Issues in U.S. Education | **Due: Governance, Finance, Ethical and Legal Issues quiz on Blackboard**  **Reading Response Chapters 6 and 7 Turn in-class**  **Legal Case Study**  **In-class Final** |

Performance-Based Standards for Colorado Teachers

Group Project/Presentation Guidelines

EDU 3000

**General Overview**

The group project is to be a presentation of information, based on research, of the performance based standards for Colorado teachers. There is a link for the standards under the Web Link tool in Blackboard. The Colorado Content standards (for students) can also be downloaded from this web tool as well. This presentation will be given by 3-4 people (there are 7 standards that will be eligible for this presentation) and last **no longer than 10 minutes**. The goal of the presentation is to inform your colleagues on the standard you have chosen and provide instructional information and/or resources for the standard identified.

**Specifically, each group will:**

1. **Become familiar with your chosen PBST, then (if applicable) become familiar with the Colorado Model Content Standards for students that intertwine with the PBST (for example, PBST #1: Knowledge of Literacy and the Colorado Model Content Standards for Reading and Writing would go together). On the day you present, you will share the PBST, four sub-standards (1.1, 1.2, etc.) and the Colorado Model Content standards for students (if applicable).**
2. **Present at least one resource (it can be a book, an Internet site, a teacher resource book for each of the PBST sub-standards (1.1, 1.2, etc.). Ignore the last substandard: Utilize Colorado Model Content…**
3. **On the day you present, hand out a hard copy resource list to your colleagues, each presenter will also give Dr. Corash a hard copy of the rubric and rate your co-presenters. I will also post your resources/presentation on Blackboard.**

Any of the following formats or combination thereof, can be used to present the topic. Each person in the group should spend equal time presenting. For example, in a play, all participants would help write it and would perform it.

* Power Point Presentation
* Multi-media presentation
* Visual Art
* Skit/Play
* Scrapbook (think about how everyone will visually access this)
* Children’s Story
* Other Ideas by Agreement

See Rubric on the Wikki.

### Legal Case Study Assignment

This assignment demonstrates your knowledge of the school’s and teacher’s legal responsibilities, students’ rights, and the procedures to be followed according to the laws outlined in your text. Class text may be supplemented with outside research, though extensive research is not the intent of the assignment.

Choose one of the law cases below and: (**each bolded phrase is your paragraph title)**

* summarize **the case** in your own words /s et stage for analysis
* identify and describe thoroughly the **law(s) applicable to the case**; explain how/ why they are applicable
* describe thoroughly **the school’s, teacher’s and/or student’s rights and/or responsibilities**
* describe thoroughly a sensible, viable, legal **course of action for the school, teacher, parent, or student (must do at least two)**
* identify and explain well at least two actions the school, teacher, or student could take to **avoid a similar situation in the future**
* **Reflect** on and discuss how this artifact demonstrates your developing proficiency of Colorado Performance Standards for Teachers 6.4, 8.2, and 8.3. .

#### Law Case Study 1

Your school has had significant gang problems over the last few years. Last semester alone, there were five students who were expelled for bringing guns to school. There were physical fights between different gangs on school grounds. One gang member was arrested for dealing drugs out of her school locker.

In response to the gang problems on campus, the School Board has prohibited students from wearing or bringing gang symbols, clothes, and colors to school. If a student violates this prohibition, he or she is immediately suspended from school and is subject to further and more severe discipline.

Four months after the School Board’s ban goes into effect, a new student transfers into your school. The student and his family have just moved to the United States from Israel. On the student’s first day in your class, he proudly displays his Star of David necklace. When the principal sees the necklace, she wants to suspend the student immediately.

What legal issues do you need to consider?

Is there a way to avoid this situation?

What should you do as the classroom teacher?

***Law Case Study 2***

You are the faculty advisor for the student run newspaper at your high school. The end-of-the-year issue of the paper includes articles on drug addiction and drug treatment programs. The authors of the articles put a semester’s worth of work into them. The articles are well researched and factually accurate. They include interviews and advice from doctors, nurses, and counselors. The articles also include anonymous interviews with other students at the school who are taking drugs now or who have taken drugs in the past.

Just before the newspaper is distributed throughout the school, your principal reviews it. She does not like the articles on drug addiction, especially the interviews. She threatens to forbid distribution of the newspaper unless these articles are removed.

What legal precedents should you consider?

As the sponsor what should you do?

Is there a way to avoid this problem?

#### Law Case Study 3

Sandi’s parents have been divorced since she was five years old. She is now seven. She lives with her mother and visits her father every other weekend. He brings her to school on Monday mornings following his weekend visitations. Last year, Sandi was diagnosed with diabetes. She is required to stick to a very strict diet. You noticed that on Mondays following her weekend visits with her father, Sandi is hungry, tired, and unable to concentrate and has even passed out at her desk. Upon talking to Sandi, you learn that when she is with her father, he feeds her all kinds of food, like candy and soda pop, which is not on her diabetic diet.

What is the teacher’s responsibility in this situation?

What are the consequences to the teacher for not acting appropriately?

#### Law Case Study 4

You have just completed a summer school course on using poetry in the classroom. You are really excited about what you have learned and want to incorporate it into your classes. You decide that instead of using your usual textbooks, you will download poems off of the Internet, copy poems from various books and magazines, and put them into a packet for your students to read and study. Your colleagues see the packet and ask if they can make copies as well. You all decide to make this a regular unit and use the packet every year.

What law(s) do you need to consider when doing this?

What guidelines do you need to follow?

#### Law Case Study 5

A family who has a child with severe communication and mobility disabilities from cerebral palsy moves into your attendance area. When her parents come to school to enroll their child the principal explains to them that the school does not have adequate adaptive equipment or teacher aid resources to meet their child’s needs and suggests that they check out the private special education schools in the area.

Which law(s) address this situation?

What should your school do?

#### Law Case Study 6

For many years the composition of your community has been very homogeneous, Christian and conservative, but in recent years more and more families of different faiths and beliefs have been moving to your attendance area. One of your students brings in a children’s Bible storybook for show and tell and begins to retell some of the stories.

How do you respond?

What laws do you need to be aware of?

#### Law Case Study 7

Recently students at your elementary school have been caught with forbidden weapons (knives, brass knuckles, and num-chuks) on school property. The school has a zero tolerance policy and expels any student found with an item that could be used as a weapon and is not appropriate to have in school. To address this problem, faculty decide to conduct a surprise backpack and desk check where every student will be required to dump the contents of their desk and backpack on the floor in the presence of the teacher who will do the inspection.

What laws should you consult to conduct this search legally?

What other responses might accomplish the same purpose?

#### Law Case Study 8

A family has just adopted a child from Russia. When his parents try to enroll their child in their neighborhood school the principal explains that the school does not have services for second language learners and suggest that they will have to pay tuition to a private school dual-language school in the area.

Which law(s) address this situation?

What are the parents’ / student’s rights in this situation?

How can this problem be resolved?

See Rubic on the Wikki.