

**MARTIN COMMUNITY COLLEGE**  
**COURSE SYLLABUS**  
**Semester/Year: Spring 2011**

**COURSE NUMBER:** EDU 216 (50)

**INSTRUCTOR:** David Jenkins

**COURSE TITLE:** FOUNDATIONS IN EDUCATION

**OFFICE NO:** Martin County Schools  
 300 North Watts Street  
 Williamston, NC 27892

**CREDIT HOURS:** 4

**CONTACT HRS/WK:** 5 (3 class, 2 lab)

**OFFICE/VIRTUAL HOURS:**  
 Email or call instructor

**PREREQUISITES:** Take one set  
 Set 1 ENG 090 AND RED 090 Set 2 ENG 095

**COREREQUISITES:** None

**PHONE NUMBER:** Office (252) 809-4167  
 Home (252) 795-4818  
 Dr. Broughton (252) 789-0246

**FAX:** Jenkins Office (252) 792-8812  
 MCC (252) 792-0826

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**COURSE DESCRIPTION:** This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, PRAXIS I preparation and observation, observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PROGRAM LEARNING COMPETENCIES:**

1. Create environments that are healthy, respectful, supportive and challenging for all children.
2. Design and implement developmentally effective curriculum that addresses all domains of learning.
3. Support and empower all children, families, and communities through trusting and respectful reciprocal relationships.
4. Use authentic assessment responsibly to make informed decisions to guide all children's learning.
5. Communicate effectively using standard written and verbal skills.
6. Utilize technology to enhance learning for all children.
7. Serve as a leader, advocate, and professional in the field of early education.

**PROGRAM LEARNING OUTCOMES:**

1. Demonstrate professional traits expected in early childhood education (ECE).

2. Plan and implement developmentally/culturally appropriate (DCAP) environments and curriculum in early childhood education.
3. Create and use authentic assessment to guide planning and decision-making in early childhood education.

### **COURSE LEARNING OUTCOMES:**

1. State the basic tenets of the teaching profession, including entry, retention, and advancement requirements; status and motivation of teachers; professional organizations; and policies governing educational practice at the local, state, and federal levels.
2. Discuss existing teaching practices in the United States and abroad, including the organization of elementary, middle school, and high school curricula.
3. Explain the multicultural dimensions and mandates of American public schools, including addressing the learning needs of a diverse student body.

#### *Other Course Learning Outcomes:*

1. Complete field observations of teaching roles, goals, methods, and curricula in public elementary and secondary schools, and related educational facilities, including writing of field observation reports.
2. Think critically about current educational issues by analyzing advantages and disadvantages of certain educational approaches during class discussions and presentations.

### **REQUIRED TEXTBOOK:**

Kauchak, D., Eggen, P., (2010) Introduction to teaching: Becoming a professional (4<sup>th</sup> edition), Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN 13:9780131381278

### **SUPPLEMENTAL RESOURCES:**

Journal, mailing supplies (envelopes, postage)

**LEARNING/TEACHING METHODS:** There will be a combination of lecture, reading, writing, and discussion; individual and cooperative hands-on projects/assignments; quizzes and tests, outside reading assignments; as well as computer and other types of research throughout the semester.

The course will be structured by the following learning principles:

1. Learning is individual and social. The learning environment should support the student's individual development in the context of the group.
2. Learning must be student-centered and authentic. Students are less likely to not retain information that is not meaningful.
3. Knowledge is constructed, not transmitted. While learners receive content, they must make it their own through higher-order thinking and inquiry.
4. Learning is experiential. Students learn better when they are actively engaged with the content they are studying.
5. Lessons should be challenging. Students learn best when they are given challenges, choices and responsibility in their own learning.

6. A learning environment must provide time for reflection. Teachers should balance the immersion in experience and expression between opportunities for the student to self-monitor and assess their progress, thus setting direction for further learning.

### ASSESSMENTS/METHODS OF EVALUATION:

Tests (4) Open Book	50 %
Internship	30 %
Homework	20 %

(Outside Reading Assignments will be included in the Homework percentage.)

**Missed Tests: Any missed test will result in a “0” for the grade without proper documentation.**

**Lateness: Points will be deducted for assignments that are submitted late.**

**Deadline missed 1 week 30 points**

**After 1 week - fail**

### GRADING SCALE:

93-100%	A
85- 92%	B
78- 84%	C
70- 77%	D
69 and below	F

### COURSE OUTLINE:

#### Test Dates:

Test 1	Begin Date February 1 - End Date February 6 12:00 Midnight – Chapters 1 - 3
Test 2	Begin Date February 22 - End Date February 27 12:00 Midnight – Chapters 4 - 6
Test 3	Begin Date March 15 - End Date March 20 12:00 Midnight – Chapters 7 - 9
Test 4	Begin Date April 26 - End Date May 3 12:00 Midnight – Chapters 10 -14

WEEK	DATE	
1	January 5	Class Overview, Chapter 1 – Do I Want to be a Teacher?
2	January 17	Chapter 2 – Developing As a Professional
3	January 24	Chapter 3 – Changes in American Society
4	January 31	Chapter 4 - Student Diversity: Culture, Language, Gender
5	February 7	Chapter 5 – Student Diversity: Development, Ability,
6	February 14	Chapter 6 – Education in the United States
7	February 21	Chapter 7 – Educational Philosophy
8	February 28	Chapter 8 – Organization of American Schools
9	March 7	Chapter 9 – Governance and Finance
10	March 14	Work on Assignments
11	March 21	Chapter 10 – School Law
12	March 28	Chapter 11 – Curriculum in an Era of Standards
13	April 4	Chapter 12 – Productive Learning Environments
14	April 11	Chapter 13 – Effective Instruction
15	April 18	Chapter 14 – Assessments, Standards, and Accountability
16	April 25	Work on Assignments

### School Internship (30 %) Due April 24 Midnight

All tutoring/observing must be in a public school/ setting with a supervising teacher. All students will be required to tutor a child or observe an activity for two hours each week. Students must have **24** hours of tutoring or observing. Students should observe classes 2 hours a week. Should document your time and keep a journal. Should be a span of at least 10 weeks. Students should turn in with diary a typed written summary of surprises and what was learned from the internship. (at least 1 page typed).

You must have the following information for credit:

Teacher Commitment <b>Due by January 30</b>	10 Points
Internship Documentation <b>Due April 24</b>	20 Points
Diary – must have dates and narratives <b>Due April 24</b>	70 Points
<b>Total</b>	<b>100 Points</b>

### Teacher Interviews: **Due January 29**

The students will interview three public school teachers. The first interview will be conducted with a new teacher who has been in the profession for less than 5 years. The second interview will be conducted with a public school teacher who has been in the field for more than 10 years. The third interview will be conducted with a lateral entry teacher with at least 1 year of experience. The students will write a paper (typed) describing the interviews, and comparing the responses of these teachers.

### Teacher-Assistant Interview: **Due February 19**

The students will interview a teacher assistant who has been employed for at least two years. In this interview, the assistant will describe his/her role in the public school system. The students will write a one-page paper (typed) describing the results of the interview. Compare responses with the Teacher Interviews.

### Educational Philosophy: **Due March 19**

Students will type a statement of their philosophy of education.

### Teacher Job Interview Simulation – **Due April 2**

Students will respond in writing to questions that possibly would be asked if on a job interview as a teacher.

### News Articles

**The articles will be provided.**

Below is the timeline and due dates.

News Article 1 - Due Monday February 7

News Article 2 - Due Monday March 7

News Article 3 - Due Monday April 4

News Article 4 - Due Monday April 26

## **SCHOOL ATTENDANCE POLICY:**

Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours for a course, which includes classes, labs, and shops.

**Attendance will be taken in seated class sessions.** EDU 216 has a lab requirement that requires students to be in schools/day cares. Supervising staff at those institutions will document attendance.

Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The attendance requirement for Early Childhood Education and Early Childhood Teacher Associate students is ninety percent (90%).

The census date is the date on which ten percent (10%) of the total course hours have met. Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent census date, the instructor will administratively withdraw the student.

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor may be administratively withdrawn from the class by the instructor and given a grade of "WF." The "WF" will be equivalent to an "F" when calculated into the student's GPA. The course syllabus will indicate what the instructor considers a justifiable absence and will define "verifiable contact." Students may remove a "WF" by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an "F." The last day to officially withdraw without receiving an "F" is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included on the course syllabus.

Make-up work may be allowed at the discretion of the instructor. Late work or make-up work receives an automatic deduction of ten percent (10%) from the earned grade for each day it's late. Students in clinical and cooperative educational work experiences must complete 100 percent (100%) of the required hours to receive a passing grade. Clinical or cooperative work experience make-up hours require clinical or cooperative educational work site approval and approval of the instructor.

Habitual tardiness and/or early departure in this course will be considered in computing class attendance as well as your professionalism grade.

Students will be counted absent from the date they register for each course.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

If an instructor fails to report for a class within 15 minutes of the scheduled beginning time and has not left instructions, those students present should sign a sheet before leaving and designate a student to submit it to the Dean of Academic Affairs and Student Services.

**Students are expected to log in a minimum of one time per week in Blackboard.**

**Missed Tests: Any missed test will result in a "0" for the grade without proper documentation.**

**Lateness: Points will be deducted for assignments that are submitted late.**

**Deadline missed 1 week 30 points**

**After 1 week - fail**

### **Student Attendance Policy Continued:**

To enter section 50 (Internet) courses, students must do two things:

- (1) First, students must complete a technology assessment located on the Blackboard or Moodle login page.
- (2) Second, students must login into Blackboard or Moodle and complete the first assignment within seven (7) school days.

Both the technology assessment and the first assignment must be completed for students to remain in the course. If students are taking more than one online course, the student **ONLY** takes the technology assessment **ONE** time.

### **REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES\***

**\*In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The *Request for Excused Absences for Religious Observances* form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

**CONTACT:** If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252) 789-0246 or (252) 789-0247 by phone, [pbroughton@martincc.edu](mailto:pbroughton@martincc.edu) by email, or in person at her office in Building 2, Room 33.

**To access the Martin Community College Career Center Catalog for policies and curriculum requirements, please go online to [www.martincc.edu](http://www.martincc.edu).**

### **Disability Statement:**

If you have need for a disability-related accommodation, please notify the Student Services counselor at (252) 789 – 0293.