

## CUYAMACA COLLEGE

Child Development /Elementary Education Department

### ED 200—Teaching as a Profession

Fall 2016 Section 9381

3 hours lecture, 3 units Online

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Education Online

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A 3 unit course taught online, with online orientation completed the first week of the semester. In addition a minimum of 45 hours of volunteer field work in a public school during the semester in which ED 200 is completed is required. You cannot pass the class unless the guided observation/volunteer field work hours are completed. *Course Web Site:* <http://bb.gcccd.edu>

On-line orientation should be completed during the first week. Information will be available in the Week 1 Assignments. Assignments, lectures, notes, presentations, discussion, quizzes, activities will all be delivered online. All assignments must be submitted online as a Word document.

**Campus Help Desk (for online students)**

(619)660-4395

### Prerequisites

None. Students must have basic computer skills (word processing, e-mail, sending attachments, web browsing). All written material must be presented in **Microsoft Word**. To participate in this class, students need a reliable internet connection and a computer with **Microsoft Word** installed. No credit can be given for documents not submitted in **Microsoft Word**.

### Required Textbooks/Supplies:

Koch, Janice (2014). *TEACH* (2<sup>nd</sup> ed.). Wadsworth

1 standard size Composition book to record your observation summary during each observation hour.

Plus your choice of one of these options:

1. Corcoran, J. & Carlson, C. (1994). *The Teacher Who Couldn't Read*. Focus on the Family Publishing (out of print, but worth finding on Amazon or similar site).
2. Collins, M., & Tamarkin, C. (1990). *The Marva Collins' Way*. Penguin Putman Books
3. Lemov, Doug. (2010). *Teach Like a Champion*. Jossey-Bass Teacher
4. Marzano, Robert. (2007) *The Art and Science of Teaching*. Assoc. of Supervision and Curr. Development
5. Kidder, T. (1990). *Among Schoolchildren*. Houghton Mifflin Company
6. Edited by Pearl Rock Kane (1991). *My First Year as a Teacher*. New American Library
7. Ozma, Alice (2011). *The Reading Promise*. Grand Central Publishing
8. \*Trelease, Jim (2007). *The Read-Aloud Handbook* **AND**  
Polacco, Patricia (2010). *Junkyard Wonders*. (read aloud picture book)
9. \*Fox, Mem (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever* **AND** Polacco, Patricia (1998). *Thank You Mr. Falker* (read aloud picture book)

\*Choice 8 & 9 require 2 books; one picture book and one smaller book related to reading aloud

## Required Materials

Distance learning students need Windows PC computer with Internet access, MS Office and email capability. Students working on campus need a USB Flash Drive the first week of class.



## Course Description

This course is designed for students considering teaching as a profession and for classroom paraprofessionals working in the public school system. Career exploration, foundations of education, critical issues, and an introduction to literacy acquisition are addressed. Standards for the teaching profession and conditions for effective learning are discussed. 45 hours of guided observation of public school classrooms in a variety of subject areas are a requirement of the course.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Describe, discuss, and apply specific California standards for the teaching profession and for teaching performance, to observed classroom teachers and to oneself.
- 2) Evaluate elementary classroom environments and groups of children with regard to student learning, including effective planning for individual and cultural diversity.

## Grading and Assignments

The semester grade will include:

- Participation: reading, responding to the discussion topics, and posting at least 2 meaningful responses to other students' postings. Your response is worth 6 points; your responses to other students are worth an additional 2 points each for a total of 10 points per week. Some weeks have may have ungraded discussions. (11 discussion topics X 10 points = 110 points).
- Completion of 10 quizzes each worth 15 points that cover the reading assignments/and or learning activities. Chapters 1-10. (150 points).
- Readers Response to the novel (50 points)
- 3 Learning Activities (3 activities X 30 points – 90 points)
- Final Exam – submit written summary of your observation hours **and** 2 signed classroom Observation and Evaluation Forms—Form A and Form B (200 points)
- 45 hours of guided classroom observation/volunteer work in a **public school** classroom

***Note: specific information will be available in the Assignments section on the course menu regarding the individual written assignments.***

## Grading Scale

<b>A = 90-100%</b>	<b>600-540 points</b>
<b>B = 80-89%</b>	<b>539-480 points</b>
<b>C = 70-79%</b>	<b>479-420 points</b>
<b>D = 60-69%</b>	<b>419-360 points</b>
<b>F = 0-59%</b>	<b>0-359 points</b>

## **Due Dates, Make-ups and Incompletes**

- Assignments turned in after the due date will *not* be accepted without prior approval from the teacher, with a compelling reason for the late submission.
- Quizzes will not be available after the due date...there are no make-ups for quizzes.
- An incomplete grade is given only when there is an emergency near the end of the semester.
- Assignments are due by 11:00 pm Monday, PST for each week. (i.e. The Orientation is due by 11:00 pm, Sunday, *August 28, 2016*, PST.) The official week for this class goes Monday through Sunday. For example, the first week goes from Monday, August 22nd through Sunday, August 28th.

## **Participation and Grading Criteria**

You will need to respond to each week's topic with something that can be supported from the readings or from your personal experiences; your responses must be meaningful and relevant to the discussion. "Good point" or "Couldn't have said it better" are not acceptable responses.

Discussion questions will be evaluated using a rubric emphasizing quality of analysis, comparison, content, and connection with supporting material, Responses should be well written (yes, spelling counts) and clearly address the issues being discussed.

**A note on class participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of 3 times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation *on a weekly basis* is not only a requirement; it is an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up any missing assignments before the cutoff date.

## **Attendance/Drop Policy**

Students will be dropped for lack of progress in accordance with Cuyamaca College policy. Any student not participating in the course during the first week without communicating with the instructor will be dropped from the class to make room for students on the waitlist. Students who are inactive during the remainder of the semester will be dropped from the course if there has been no activity for a period of 7 days or more. Activity in the course includes participation in the discussion board, email communication, turning in assignments, taking quizzes. Students missing 2 or more assignments and or discussion boards will be dropped from this course. Therefore it is imperative that you let me know if for some reason your participation in the class will be interrupted. Logging in to the class and looking around does not count as participating.

## **Course Communication**

Post general question to the Blackboard online discussion board. There is an available e-mail feature in Blackboard which I strongly encourage you to use so that I can immediately identify you as an ED 200 student, or you may send e-mail to [kathy.kotowski@gcccd.edu](mailto:kathy.kotowski@gcccd.edu). I will check email daily during the week and respond within 24 hours. Please include your course in the subject line so that I can tell which class you are in.

Students with disabilities who may need accommodations in this class should notify me and contact Disabled Students Programs and Services (DSPS) early in the semester so that reasonable accommodations may be implemented as soon as possible. See [www.cuyamaca.net/eops/dsps.asp](http://www.cuyamaca.net/eops/dsps.asp) for contact information.

## **Tutoring**

To support your efforts to succeed in this class, I refer you to Supervised Tutoring services that are available. All Supervised Tutoring sections are FREE to you. You need only enroll to receive services – no units or grades are given. (619) 660-4306 [www.cuyamaca.edu/tutoring/new\\_site/default.asp](http://www.cuyamaca.edu/tutoring/new_site/default.asp)

## **Academic Integrity**

When presenting research from the Web for this course, please be aware that utilizing content without acknowledging the source is unethical and unacceptable in this class. In any such case, the student will receive a zero on the assignment, and may be subject to disciplinary action as described in the Cuyamaca College catalog. Any content that is not your own, must be cited and credit given to the author. Remember changing a few words or rearranging the word order does not make the work your own. When in doubt; cite, cite, cite!

## **Important Dates To Remember**

8/22	Class Begins
9/2	Last Day to Add or Drop
9/23	Last Day to Apply for P/NP
10/14	Last Day to Apply for fall 2016 degree
11/10	Last Day to Drop Semester length classes
11/11	Veteran's Day
11/24-11/26	Thanksgiving Holiday
12/12	Observation Journals & Forms Due



***The instructor reserves the right to make changes to this syllabus during the semester.***

## Course Schedule

Week	Beginning Date	Topic	Due
Week 1	8/22	Post an introduction to yourself under Profiles on the discussion board & begin reading Chapter 1	Get to know each other by reading & responding to profile postings of other students in the class.
Week 2	8/29	Becoming a Teacher Chapter 1	Discussion 1 and Quiz 1
Week 3	9/5	Teaching Stories Chapter 2	Discussion 2 and Quiz 2 from chapter 2
Week 4	9/12	History of Schooling Chapter 3	Discussion 3 and Quiz 3 from chapter 3
Week 5	9/19	Assignment due—No discussion or quiz	<b>Book Response Due by the end of this week (at the latest)</b>
Week 6	9/26	The Nature of Teaching and Learning Chapter 4	Discussion 4 and Quiz 4 from chapter 4
Week 7	10/3	Who Are Today's Students? Chapter 5	Discussion 5 and Quiz 5 from chapter 5
Week 8	10/10	Contemporary Trends in Education Chapter 6	Discussion 6 and Quiz 6 from chapter 6
Week 9	10/17	Assignment due—No discussion or quiz	<b>Activity 1 &amp; Obs. Form A Due by the end of this week (at the latest)</b>
Week 10	10/24	Digital Revolution and Education Chapter 7	Discussion 7 and Quiz 7 from chapter 7
Week 11	10/31	Globalization and Education Chapter 8	Discussion 8 and Quiz 8 from chapter 8
Week 12	11/7	Assignment due—No discussion or quiz	<b>Activity 2 Due by the end of this week (at the latest)</b>
Week 13	11/14	The Classroom as Community Chapter 9	Discussion 9 and Quiz 9 from chapter 9
Week 14	11/21	Making the Decision to Become a Teacher Chapter 10	Discussion 10 and Quiz 10 from chapter 10
Week 15	11/28	Assignment due—No discussion or quiz	<b>Activity 3 Due by the end of this week (at the latest)</b>
Week 16	12/5	TBD Final Thoughts	Post one of your favorite apps in the discussion board from last week's Activity
Week 17 Final due: 12/12 by 12:00 pm		Submit your classroom observations & Form A/B	Final Exam—Classroom observation journals turned in along with forms A & B

The instructor reserves the right to alter the topics and dates on the syllabus to fit the flow of the class.

## Weekly Assignment Guide for ED 200

\* This is important → Discussions are due by Wednesdays (at the latest), responses to peers, quizzes and all other assignments are due on Sunday nights. Each week is listed here with the major requirements listed for the week. Discussions need to be completed by Wednesdays, peer responses due by Fridays. All quizzes and written papers need to be submitted by Sundays. Everything is due by 11:00 pm PT. Students often get confused here...it is simple; discussion board is due by Wednesday of each week, peer responses by Friday of each week, all other assignments are due by Sunday of each week.

### Week 1: 8/22

- Complete Orientation Scavenger Hunt, located in Week 1 Folder. **Take Orientation Quiz when completed!**
- Post your profile—Introduce yourself to us as your favorite children’s book character! Due by Friday this week only.
- Begin reading chapter 1
- Respond to other students’ discussion postings, this week that will be responding to the profile postings (you will do this most weeks). Always due by Friday @ 11:00

### Week 2: 8/29

- Read chapter 1
- Take Quiz 1 Due 9/2 by Sunday
- Participate in weekly discussion, start a new discussion thread. Respond to other students’ discussion postings.
- Begin scheduling observations
- Begin the book you have chosen to read – due in 3 weeks

### Week 3: 9/5

- Read chapter 2
- Take Quiz 2 by next Sunday
- Participate in weekly discussion by Wednesday, complete peer responses by Friday
- Begin or continue with classroom observations
- Respond to other students’ discussion postings by Friday for full points

### Week 4: 9/7

- Read chapter 3
- Take Quiz 3 by next Sunday
- Participate in weekly discussion by Wednesday, complete peer responses by Friday
- Respond to other students’ discussion postings by Friday for full points
- Continue Classroom with observations
- **Book Response –Due next week**

### Week 5: 9/14

- Begin reading chapter 4
- Continue with Classroom observations
- ***DUE –Book Response***



**Week 6: 9/21**

- Read chapter 4
- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday for full points
- Take Quiz 4 by next Sunday

**Week 7: 9/28**

- Read chapter 5
- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday for full points
- Take quiz 5 by next Sunday
- Continue with Classroom Observations

**Week 8: 10/5**

- Read chapter 6
- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday
- Should have about 15 hours of observation finished
- Take quiz 6 by next Sunday
- **Activity 1 and Observation Form A—Due next week**

**Week 9: 10/12**

- Begin reading chapter 7
- Continue with your participation and observation/Get ready to change grade levels!
- ***DUE –Activity 1—Teacher Interview and Observation/Evaluation Form A***



**Week 10 10/19**

- Read chapter 7
- Participate in discussion/Respond to other students' discussion postings by Friday for full points
- Take quiz 7 by next Sunday
- Continue Classroom Observations

**Week 11: 10/26**

- Read chapter 8
- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday for full points
- Take quiz 8 by next Sunday
- **Assignment 2—Due next week**

**Week 12 11/2**

- Begin reading chapter 9
- Continue Classroom Observations
- ***DUE – Activity 2 –Pinterest Teaching Boards***

**Week 13: 11/9**

- Read chapter 9
- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday for full points
- Continue Classroom Observations
- Take quiz 9 by next Sunday

**Week 14: 11/16**

- Read chapter 10
- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday
- Take quiz 10 by next Sunday
- **Activity 3 –due next week**

**Week 15: 11/23**

- Wrap up Classroom Observations
- ***DUE –Activity 3 –Teacher/Classroom Apps***

**Week 16: 11/30**

- Participate in weekly discussion by Wednesday
- Respond to other students' discussion postings by Friday for full points
- Finish writing up your Observations
- No quiz this week!

**FINAL EXAMINATION WEEK Submit by Monday 12/12/16 by 12:00 ☺ please!**

- ***FINAL EXAM: Submit observation/experience journal notes and signed Observation/Evaluation Forms A and B. Must submit both forms at this time even if you already submitted Form A during week 9. This needs to be the original. Your observation notes should be in your own handwriting dated with a separate entry for each time you observed/volunteered in the classroom, use a standard composition book for this assignment.***

**KEEP UP WITH THE READING AND ASSIGNMENTS/ACTIVITIES. DON'T FALL BEHIND, BE SURE TO ASK QUESTIONS AND CLARIFY CONCERNS WITH ME.**

**The instructor reserves the right to make changes to this schedule as needed.**

**\*I cannot grade any assignments that are not submitted in Word. If you submit in wps. or other formats I may not be able to grade it and you may not receive credit for the assignment. Your document must end in .doc or .docx**



## Activity Details ED 200

### Book Response (Due Week 5)

After you have finished reading one of the book choices for this course I would like you to simply write a one page response to something in the book that really spoke to you as an educator. For example:

- What was it about this piece of literature that will change the way you relate to students, peers, parents, or your administrator?
- How will this book help to shape the framework of your educational philosophy?
- How did this book reinforce or strengthen your commitment to become an educator?
- What really stood out in this book and changed your perspective regarding the field of education?

I don't expect you to address all of these questions, just pick one and tell me how the book you choose impacted you as a future teacher. Your response should be one or two pages in length. This response is worth 50 points.

### Activity 1 Teacher Interview (Due Week 9)

Interview a teacher regarding his/her experiences, preparation, workload, reflections on the profession, and recommendations for a new teacher. Write a one-page summary of that interview with the questions you asked and the answers that you were given. The purpose of this assignment is to provide you with opportunities to explore additional aspects of the teaching profession. (This activity is worth 30 points).

Examples of some questions to get you started:

What 3 words would you use to describe the qualities that are needed to become a teacher? Or  
If someone gave you \$10,000 to spend on your classroom, how would you spend it?

### Activity 2 Pinterest Boards/ (Due Week 12)

Create 10 to 15 "boards" that you will use when you begin teaching, start collecting ideas for your own classroom and "pin" them to your new boards. Once you have created your boards then you will need to begin adding your collection of ideas to them! A good start would be about 10-20 "pins" on each board. This won't take as long as it might sound! Ask the teacher you are observing if you are unsure how to get started, I'm sure they will know what you are talking about! Your boards could include themes such as; Classroom Management, Getting Started, Math, Guided Reading, Daily 5, Common Core, Science, Writing Prompts, Classroom Organization, Templates, DIY, Books for Read-Alouds, Technology in the Classroom, Communication, Ideas I Love, Art, Music, or Monthly themes....the way you organize it is up to you. You are the one who will by using this and adding to it as you find ideas that you love and want to use in your own classroom. You may already have a Pinterest account, if so simply continue adding your new teaching boards to your existing Pinterest account if you don't already have one it is time to make an account! Get started now, and have fun with this assignment! Just don't get too addicted! Please include the headings of your boards as well as the link to your Pinterest homepage when you submit the assignment. Submit in the Week 12 Folder. (This activity is worth 30 points).

### Activity 3 Teacher/Classroom Apps (Due Week 15)

For this assignment you will collect approximately 10 Teacher or classroom apps that will either work on your iPad/iPhone or Android device (depending on what you have). You do not need to install them or spend money on them. Simply research them, write a short description/review of each (about a paragraph for each) . You may ask your host teacher if they use any and if so what they recommend. Post your favorite and its description in the discussion board this week. (This activity is worth 30 points).