**Education 111: Introduction to American Education**

**Dual Credit: Richwoods High School/Illinois Central College**

**Fall 2018**

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RHS Room 603

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# Course Description

This course is an introduction to the field of American Education Studies, and it will cover the history, philosophy, financing, legal aspects, and current issues of American education. The course will include a general overview of how American schools began and how they function today. Students will demonstrate an understanding of the Illinois Learning Standards and will be introduced to the Illinois Professional Teaching Standards. Students will complete a 15-hour classroom observation clinical experience.

# Illinois Professional Teaching Standards

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| Standard 1: | Teaching Diverse Students |
| Standard 2: | Content Area and Pedagogical Knowledge |
| Standard 3: | Planning for Differentiated Instruction |
| Standard 4: | Learning Environment |
| Standard 5: | Instructional Delivery |
| Standard 6: | Reading, Writing, and Oral Communication |
| Standard 7: | Assessment |
| Standard 8: | Collaborative Relationships |
| Standard 9: | Professionalism, Leadership, and Advocacy |

**Course Objectives** (In alignment with the Illinois Professional Teaching Standards)

1. To describe the historical and philosophical foundations of the American education system as it has developed from the Colonial period to the present. (2, 3, 4)
2. To describe the funding process for American public schools and examine the impact this has on students’ education. (2, 4)
3. To describe the changing role of government in education at the local, state, and national levels, as well as the influence government has on education. (2, 3, 4, 5)
4. To describe the organization and structure of the levels of instruction from early childhood through high school. (2, 4, 5)
5. To compare and contrast the current theories of teaching in American education. (1, 2, 3, 4, 5)
6. To analyze the current challenges in American education. (1, 2, 3, 4, 5, 7)
7. To demonstrate professional behavior while observing day-to-day activities of teachers and students in PreK-12 classrooms. (1, 2, 3, 4, 5, 6, 7)
8. To design an appropriate lesson for a PreK-12 classroom. (1, 2, 4, 5, 6)

**Required Materials**

* **Textbook**: Sadker & Zittleman. *Teachers, Schools, and Society: A Brief Introduction to Education*, 4th edition, McGraw Hill (2016).
* Additional **readings** will be assigned (distributed in class or on the course website).
* A **notebook** for reading notes, reflections, and class activities.
* A **folder** to store handouts and loose leaf paper.
* **Email** accounts through PSD 150 and ICC.
* **BYOD**. I will have laptops in class for your use, but if you can bring your own to class, that is preferable. You may also want to use a storage device such as a flash drive.

**Course Expectations and Policies**

This is a **college course**, so you will be held to college-level behavioral and academic expectations. Additionally, this course is part of a professional preparation program, so your behavior should demonstrate your readiness to practice professional behavior and discourse. As a member of this class, you are an ICC student. District 150 grading policies do not apply to college courses (e.g., no 40% in place of a zero). This is NOT a course simply used to fulfill a high school elective, but it is part of your first year of college. It is very important that you understand the benefits and challenges of this type of course. Students planning on contracting “senioritis,” those who miss school frequently, and those who habitually come to class unprepared without completed work and/or required materials should recognize these traits in themselves. You will need to decide to shift sharply away from that paradigm or enroll in a different course. Your final grade will appear on your ICC transcript which will be considered by other colleges for admission, course placement, and credit. The stakes, as well as the payoff, are significant and should be clear to you before you delve into the course.

**Attendance & Punctuality**

**You are expected to attend every class session and complete all activities and assignments.** We will spend our time in class productively and learn together as a classroom community. If you miss class, please be aware that you may not be able to make up in-class assignments or activities. You must also attend and be punctual to your arranged field experiences.

If you must miss or be late, be sure the people that are expecting you (e.g., peers in a group project, the instructor, mentor teacher, etc.) are aware of the disruption. Notify me in an email well in advance if you have unavoidable conflicts related to class. If for any reason you miss class, you are responsible for that day’s work. If at all possible, plan your absence ahead of time so you can act accordingly. Otherwise, you may not be able to make up work from that class meeting. This includes quizzes, presentations, and other formal assignments.

Assignments will have specific due dates and requirements for the method of submission. Be sure you are aware of these making sure your work is complete and in the correct format. Assignments turned in late without my prior permission will be penalized 10% per day. This means that each day an assignment is late, the highest grade possible drops down one full letter grade. **Assignments more than 5 days late will not be accepted**.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work. A student’s placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student’s own thought, effort, and study. You will be expected to apply **APA** style of citation and documentation when referring to sources in assignments.

Plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any written, oral, or electronic format. Submitting the same assignment for more than one course is considered a breach of academic integrity unless prior approval is given by all affected instructors.

Students who plagiarize will fail the assignment and risk failing the course.

**Assignment Format**

All formal written assignments must be typed, double-spaced, in a standard 12-point font (Calibri, Times New Roman), and use 1” margins in accordance with APA format. Notes and work completed **in class** may be handwritten neatly in ink. If I can’t read it, I can’t grade it.

Many assignments will be turned in electronically. Be sure you understand the required format and method of submission.

**Professional Conduct**

Since this course is part of a professional preparation program, students are expected to adhere to the code of conduct consistent with standards for professional environments. This means:

* Communicating with an open, positive, respectful attitude with peers, the course instructor, school faculty and students, staff, and administration. This applies to communication conducted in all formats.
* Behaving in a respectful, mature, and responsible way that reflects a professional disposition. This applies in our classroom, in schools, and in the community at large.
* Appearing in professionally accepted attire that reflects a commitment to the profession of teaching when in school settings and during formal presentations, teaching, and leading class activities.

**Electronic Communication**

* Cell phone are useful tools for our lives both in and out of academics. However, there are appropriate times and places for their use. Unrestrained use of cell phones will not be allowed during class time. At the beginning of class, I expect that your phone will be put away out of sight. If you have trouble disengaging with your phone, I will offer you a safe place to store it during class. If you need more than one reminder of this policy, disciplinary action will be taken.
* **District 150 provides Microsoft Office 365 free** of charge for all students. This package includes Outlook for email. All email communication for class must be through Outlook. Emails sent through other providers (@gmail, @comcast, @att, etc.) will not be read or responded to. Using the institutional platform is a regular practice in most academic and work-place environments, so following it now will help prepare you for life beyond high school.
* You will also have an **ICC email** address since this is a dual credit course. Sign in to your ICC email account regularly so you don’t miss important communications.
* When sending **emails**, use professional academic conventions.
  + Use a clear, specific subject.
  + Address the email recipient as you would in a formal written letter. Use titles like Mr., Ms., or Dr., unless directed otherwise. Start with “Dear” or “Hello.”
  + In the body of the email, use succinct language and avoid spelling errors.
  + Use a closing (Sincerely, Thank you, My best, etc.) followed by your name.
* **Microsoft Office 365** includes Word, PowerPoint, Teams, OneDrive, and other useful tools. In a continuing effort to reduce paper use and be organized, we will be using them regularly. **Google Docs and Google Slides will not be used** for class assignments since they do not function properly within the district platform. If you draft assignments using Google tools or other platforms, you will need to convert them before submission.
* Course materials and activities are contained on my website **(karalycke.weebly.com).** Please bookmark this site on your laptop, phone and other devices you use regularly.

# Course Assignments and Grading

Brief descriptions of assignments are provided below, and further details will be provided in class. Each assignment has a specific due date and must be submitted correctly by that time. A tentative grading structure for the class is provided. Adjustments to assignments may be made as each class is unique in its pace and path. Assignments may be added or omitted as deemed necessary by the instructor. You will be notified in a timely way should any such change occur.

**Current Events in Education Project**

You will work with a small group to research and create a presentation about a current event in education. You will use credible and reliable sources to gather information and present at least two perspectives on the issue.

# Reading Quizzes/Activities

Throughout the course, you will be expected to demonstrate that you are keeping up with and reflecting on the readings assigned for class. Quizzes and in-class activities that make direct use of the readings will be assigned and graded.

# Philosophy Statement (first draft and final)

You will write your philosophy of education early in the course. You will revise it over the semester based on your changing knowledge, beliefs, and experiences. The final draft of your Philosophy Statement will be submitted near the end of the course.

# School Report Card Project

# For this assignment you will compare public data on several schools regarding student and community population, funding, achievement, and other relevant features. We will use published data from the Illinois Report Card (<https://www.illinoisreportcard.com/>), school web sites, and other publications to analyze and draw conclusions about different schools and their representations.

# Clinical Experience

Successful completion of a clinical experience is **required for passing EDUC 111**. You will log a minimum of 15 clock hours of direct classroom observation in an assigned school setting. Your observations will be conducted in a District 150 school. Even if you successfully complete all other course requirements, **if you do not complete the clinical component** **you will** **fail the course**.

**Observation Papers (4)**

As part of your required clinical experience, you will write four papers based on your classroom observations. I will provide a list of focus areas that you will use for topics. As you observe in your assigned classroom, pay special attention to the prompts related to a specific focus area so that you can write a detailed paper about your observations. Potential topic areas include classroom characteristics, classroom demographics, classroom management, general instructional methodology, and differentiating instruction.

**Lesson Plan**

Students in EDUC 111 will design a lesson plan for one class period appropriate for the grade level and/or subject you intend to teach. You may use lesson plans you find on the internet to help you create your unique plan. If you do, be sure to cite your sources, and be sure that you follow the guidelines for content and structure for the assignment as given.

**Mini-Lesson Demonstration**

In addition to the written lesson plan, you will give a brief teaching demonstration to the class in which you teach a part of your lesson. This may include direct instruction, demonstration, and/or a class activity. The date of your teaching demonstration will be assigned. If you miss your assigned date, you may not be able to make it up. **The lesson plan is REQUIRED in order to be allowed to complete your teaching demonstration.** You will NOT be scheduled for a teaching demonstration if you fail to turn in a lesson plan. The lesson plan and demonstration are required for the course. **Students who do not complete these assignments will fail the course.**

**Clinical Forms Submission and Dual Credit**

In order to earn dual credit for this course, ICC has a number of expectations for paperwork regarding your Clinical Experience. You will complete forms that must be completed correctly and on time to earn dual credit. Be aware of all dual credit responsibilities and expectations that come from ICC (I will help you with this, but ultimately it is your responsibility!). Welcome to the wild and wacky world of bureaucracy in public education!

**Grading**

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| **Assignment** | **Grade %** |
| Projects   * Current Events * School Report Card | 20% |
| Reading Quizzes/Activities | 20% |
| Philosophy Statement   * Draft * Final | 10% |
| Clinical Experience   * Log * Observation Papers * Forms submitted | 30% |
| Lesson Design   * Plan * Demonstration | 20% |
| Total | 100% |

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 and below

**Syllabus Amendments**

I reserve the right to amend any portion of this syllabus and the course calendar at any time throughout the semester.