

- I. Ed 201: Introduction to Education
- II. 3 Credit Hours
- III. Course Description: Ed 201 will provide student with a full scale view of the field of education. An emphasis is placed on the role of the teacher and the teacher's interaction with the student and other educators. Sociological, historical and philosophical concepts of American public and private education are explored. Student will have the opportunity to examine current trends and issues in education and take a stand on what he/she believes.
- IV. Place of Course in the Curriculum: This course will be taken by all Education Major candidates during their freshman/sophomore year.
- V. Goals and Objectives of the Course:
 - 1. Provide pre-service teachers with information on how to become fluent in discussing their role, the role of their students, issues that impact their tasks as a teacher, and to ignite a passion for this profession.
 - 2. To increase the candidate's understanding of the significance of the teaching vocation.

Objectives:

- 1. Understand that teaching, in the public or private schools, is your God-given ministry in the mission field.
- 2. Explain why student needs must be identified before effective teaching can take place.
- 3. Develop a set of appropriate reactions to typical classroom situations through the use of case studies.
- 4. Describe the teacher's role in the church and community.
- 5. Discuss some of the pertinent past and present philosophies of education.
- 6. Begin to develop and verbalize a personal philosophy of education.
- 7. Enumerate several differences of classrooms of different age levels and the students in those classrooms.
- 8. List several social issues that have affected the school systems in the last decade and elaborate on ways schools have addressed those issues.
- 9. Discuss the impact that culturally diverse education is having on schools.
- 10. Identify ways that you as a pre-service teacher can interact with and learn about people of different cultures than those with which you are accustomed to interacting.
- 11. Verbalize and then demonstrate how one would go about selecting appropriate curriculum for a particular group of students.
- 12. List ways that both private and public education are funded and governed.
- 13. Summarize some of the federal and state court decisions, etc. that directly affect the educational system.

14. Understand how the historical roots of American education immediately affect today's classroom practice and pedagogy.
15. Discuss the merits and drawbacks of a variety of current educational trends and reform measures.

VI. Course Content:

1. What Can the New Teacher Expect? Culture Shock!
2. Curriculum: What we teach and why we teach it
3. Technology in the classroom
4. History of American Education
5. Power and Money within Education
6. Philosophies of Education
7. Current Reforms in Education
8. Social Problems that Students Face
9. Ethical and Legal Issues

VII. Methodology:

1. Large and small group discussions
2. Cooperative Learning
3. Lecture
4. Case studies
5. Individual and group presentations
6. Simulations

VIII. Student Roles:

1. Complete assigned readings.
2. Participate in class discussion.
3. Complete case study reflections.
4. Complete Philosophy of Education.
5. Debate a topic on reforms in education.
6. Group presentation on current technology in the classroom.
7. Complete quizzes and final examination.

IX. Evaluation:

Case Study Analysis	20%
Quizzes	20%
Technology in the Classroom Assignments	10%
Educational Debate	10%
Class attitude, speaking points & attendance	10%
Other Assignments	10%
Final Exam	20%

X. Bibliography

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Kotlowitz, A., (1991). *There Are No Children Here*. New York, NY: Anchor Books-Random House, Inc.

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Marzano, R.J., Pickering, D.J., & Polluck, J.E., (2001). *Classroom Instruction that Works*. Alexandria, VA: ASCD.

McTighe, J., & Wiggins, G., (2008, May). Put Understanding First. *Educational Leadership*, 36-41.

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