



Course Name: EDUC 1120 Introduction to Education
Credit Hours: 3

Semester Taught: Fall 2020
Time, and Place: Online

Instructor Information:

Instructor: Dr. Zandree Stidham	Communication Information: zandree.stidham@nmmc.edu 505-603-3453	Office Hours: M-F 4 p.m. – 9 p.m. Try any time
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Required Text:

Parkay, F. W (2020). *Becoming a teacher: Eleventh edition*. Holboken, NJ: Pearson Education, Inc.

Required Materials or Readings: As assigned.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description: Introduction to the historical, philosophical, sociological foundations of education, current trends, and issues in education; especially as it relates to a multicultural environment. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical perspectives on education, the role of schools in today's society, school governance, and the legal and ethical issues in education. Students will use those foundations to develop effective strategies related to problems, issues and responsibilities in the field of education. *Co-requisite:* EDUC 1190 (3, 3T+ 0L).

Course Objectives:

1. Examine current trends in education, based on historical, philosophical, and sociological practices, especially as they relate to multicultural learning environments.
2. Demonstrate an understanding of the societal expectations of teachers as they relate to social problems that impact students.
3. Create an inventory of essential knowledge needed for teaching related to understanding recent reforms, historical perspectives on education, the role of schools in today's society, school governance, and the legal and ethical issues in education.
4. Develop effective strategies related to problems, issues and responsibilities in the field of education.

New Mexico Entry Level Teacher Competencies (InTASC):

I. Professional learning and ethical practice:

I.1 The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **I.2a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2.k, I.2.l, I.2.m, I.2.n, I.2.m**

J. Leadership and collaboration:

J.1 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **J.2.a, J.2.b, J.2.c, J.2.d, J.2.e, J.2.f, J.2.g, J.2.h, J.2.i, J.2.j, J.2.k, J.2.l, J.2.m, J.2.n, J.2.o, J.2.p, J.2.q, J.2.r, J.2.s, J.2.**



COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

1. Utilization of technology-based tools to support student learning

Dispositions-

2. A belief that all students can learn
3. Ethical Behavior

Northern New Mexico Student Learning Outcomes-

NNMC Student Learning Outcomes-

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
4. Demonstrate proficiency in the use of Current Technology and Innovation

Assignment Descriptions/ Alignment:

Assignment/Assessment	Course Objectives Conceptual Framework NNMC SLO	Point Value	Points Earned
Discussion Board	1, 2, 3, 4 COE CF- KP 6, 7, 8; S 1, D 2-3, NNMC SL0 3, 4	10 @ 3 pts.	30 pts.
Reflective Journal	1, 2, 3, 4 COE CF- KP 6, 7, 8; S 1, D 2-3, NNMC SL0 3, 4	3 @ 5 pts.	15 pts.
Student Project #1-	1, 2, 3 COE CF- KP 6-9, S 1, D 1-3, NNMC SL0 2,3, 4	1 @ 15 pts.	15 pts.
Student Project #2-Code of Ethics and My Philosophy of Education	3 COE CF- KP 6-9, S 1, D 1-3, NNMC SL0 2,3, 4	1 @ 15 pts.	15 pts.
Student Project #3- INTASC Competency Notebook/Box	2, 4 COE CF- KP 6, 7, 8; S 1, D 2-3, NNMC SL0 3, 4	1 @ 20 pts.	25 pts.
		TOTAL	100 PTS.

Date	Course Topic Weekly Objective	Readings	Assignments/ Due Date
Week #1	Introductions, Syllabus, Course Expectations Students will explore the syllabus, course expectations and how to access Bb tools and content	Course Syllabus Major Assignments-Rubric Review Bb Course Tools	08/17/2020 Post on Discussion Board



Week #2	Part I: The Teaching Profession Students will examine the teaching profession as a career path Students will describe key provisions of ESSA	Ch. 1 – Teaching: Your Chosen Profession	08/24/2020 #1 Discussion Board
Week #3	Student will compare and contrast the demographic landscape between teachers and students	Ch. 2 – Today’s Teachers	08/31/2020 #2 Discussion Board
Week #4	Students will examine the analysis of current student social/emotional trends	Ch. 3- Today’s Schools	09/07/2020 #3 Discussion Board
Week #5	Part II: Foundations of Education Students will compare the five philosophical orientations to teaching	Ch. 4 – Philosophical Foundations of U.S. Education	09/14/2020 Student Project #1 Power Point & Critical Reflection
Week #6	Students will compare and contrast the educational trends over the past several decades and the Trump era and the push for charter schools and vouchers	Ch. 5 – Historical Foundations of U.S. Education	09/21/2020 #4 Discussion Board
Week #7	Students will examine current trends in Trump administration’s education budget	Ch. 6 Governance and Finance of U.S. Schools	09/28/2020 #5 Discussion Board #1 Reflective Journal
Week #8	Students will engage in the ethical and legal issues in current educational systems; i.e., DACA, diversity	Ch. 7 – Ethical and Legal Issues in U.S. Education	10/05/2020 Student Project #2-Code of Ethics and My Philosophy of Education
Week #9	Part III: The Art of Teaching Students will engage in the ethical issues in current educational systems; i.e., diversity	Ch. 8- Today’s Students	10/19/2020 #6 Discussion Board
Week #10	Students will examine and articulate the urgency of meeting student needs	Ch. 9– Addressing Learners’ Individual Needs	10/26/2020 #7 Discussion Board
Week #11	Students will summarize and justify a position on the ideal community of learners	Ch. 10 – Creating a Community of Learners	11/02/2020 #2 Reflective Journal
Week #12	Students will be introduced to the CCSS Math, Language Arts Standards	Ch. 11 – Curriculum, Standards, Assessments, and Student Learning	11/09/2020 #8 Discussion Board
Week #13	Students will be introduced to the CCSS Math, Language Arts Standards	Ch. 12 – Integrating Technology into Teaching	11/16/2020 #3 Reflective Journal
Week #14	Part IV: Your Teaching Future Students will be introduced to the InTASC Teacher Competencies	Ch. 13- Becoming a Professional Teacher	11/23/2020 #9 Discussion Board
Week #15	Student Project #3 INTASC Teacher Competencies		11/30/2020 Student Project #3- INTASC Competency Notebook
Week #16	Tying it altogether		12/07/2020 #10 Discussion Board



Grading

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

