

EDU1148 Education, Intro.

Course Syllabus

COURSE REQUIREMENTS

Education, Intro. is an introductory course. Education, Intro. is a prerequisite for Education II. All students may take this course.

COURSE DESCRIPTION

This course familiarizes students with the historical, cultural and philosophical infrastructure of the American public education system. Students will also delve into prevailing and historical roles, outlooks, stereotypes, and trademarks that exemplify teaching as a profession.

You will probe the influences of the American educational system. The historical, philosophical, social, and ethical issues facing an assorted society are topics that we will delve into. You will also learn about individual educational systems around the world.

LEARNING OBJECTIVES

This course unveils to the student the expansive and complex field of public education. It will highlight personal and professional aspects required for rewarding and prosperous teaching. By the end of the course, all students should:

- Know how students' learning can be motivated
- Grasp how biases and viewpoints can affect teaching
- Relate how schools are organized with communities
- Understand the relevance of contemplation on the educational process
- Promote self-assessment and problem-solving approaches to enhance their practice
- Recount the attributes U.S. schools and some of the issues, trials, and rewards of teaching and learning
- Establish an understanding of how schools outside of the U.S. operate differently

ATTENDANCE

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy.

Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

CLASSROOM BEHAVIOR

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

TUTORIAL ASSISTANCE

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: tutordept@usilacs.org.

NON-DISCRIMINATORY STATEMENT

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: hr@usilacs.org.

DRESS CODE

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to www.merriam-webster.com/dictionary/business%20casual. NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

NETIQUETTE

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.
- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

ADA ACCOMMODATIONS

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office
1221 Brickell Ave.
Miami, FL 33131
1-305-330-2202
registrarsoffice@usilacs.org

ACADEMIC DISHONESTY/CHEATING

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit www.citationmachine.net for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

REFERENCE MATERIALS

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

- (2013) A guide to free and open source education. Carolyn Fox. The United
- (2000) Top Qualities of an Effective Teacher. Georgetown University.
- (2014) 11 Habits of an Effective Teacher: George Lucas Educational Foundation. Carrie Lam, Academic Director, Teacher & Workshop Leader, Canada. (Blog)
- (2017) Secrets of Finland's Education. Light of Hope.
- (2016) What is Education for? Deborah Duncan. TedX NicosiaSalon.
- (2015) What's Education for? The School of life.
- (2010) RSA ANIMATE: Changing Education Paradigms. The RSA:

MINIMUM REQUIRED SUPPLIES

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

GRADING SYSTEM

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a “D” in order to pass the class.

ASSIGNMENTS

Current Education Topic Discussion/Activity-

There are plenty of hot topics and debates happening in education all the time. You will then prepare to have an interactive discussion or activity with the class based on your topic. You will prepare a one page handout for the class, including a list of references (minimum of three sources APA style), provocative, questions, and potential solutions for consideration.

Lesson/Activity Plan-

You will create a basic plan for a 30 minute interactive lesson/activity for the grade level and content area of your choice. It should include the following elements: a standards-based objective, a student-centered lesson/activity, time allotments for each part of the lesson, a plan for differentiation and flexibility, potential questions to prompt student thinking, a list of possible ways students may respond to the lesson and your possible responses, an assessment plan, and a summarizing element.

I am a Teacher Presentation-

A 10-15 minute PowerPoint presentation. A minimum of 10 slides depicting your journey to become a teacher. Include your current teaching philosophy. This presentation should demonstrate considerable effort, creativity, thoroughness, and substantial critical reflection on the impact of this course on your development as a future teacher.

WEEKLY ASSIGNMENTS

Week 1	Overview of course and coursework Introduction
Week 2	Context and Culture
Week 3	Types of Learning and the Developing Brain
Week 4	Processes that Support Learning <i>Current education topic discussion/activity due</i>
Week 5	Video review and Exam
Week 6	Knowledge and Reasoning
Week 7	Motivation to Learn
Week 8	Implications for Learning in School <i>Lesson/Activity Plan due</i>
Week 9	Video review and Exam
Week 10	Digital Technology
Week 11	Learning Across the Life Span
Week 12	Research Agenda <i>I am a Teacher Presentation due</i>
Week 13	Video review and Final exam