Syllabus **CSI Teacher Education Program**

A close-up of a logo

Description automatically generated with medium confidence

|  |  |  |  |
| --- | --- | --- | --- |
| Course Title | **Foundations of Education** | | |
| Course No. & Section | **EDUC 201 SYLLABUS C40A** | | |
| Semester & Year | Fall 2023 | Credit Hours | 3 |
| Course Location/Delivery | John C. Hepworth Higher Education Center **Room 143***/ Hybrid* ***Tuesdays 2-4pm*** | | |
| Office & Student Hours | **MWRF 9-10 am/Zoom/; T 4-5 pm, W 3-4 pm/office/; or**  **e-mail me to make other arrangements** | | |
| Canvas LMS System | This course uses Canvas to post course materials: [csi.edu/canvas](http://www.csi.edu/canvas/) | | |
| Zoom as needed | Join URL as needed: | | |

# **Instructor Information**

|  |  |
| --- | --- |
| Instructor Name | **Dr. Egbert,** Distinguished Professor of Education: Ph.D.; Education Specialist; & SPED Dir. Certifications |
| Office Address | **OFFICE**: Hepworth, Rm. 123, **315 Falls Ave West**, CSI, **Twin Falls, Idaho 83303-1238** |
| Office Phone | **208-732-6890** |
| Email Address | [legbert@csi.edu](mailto:legbert@csi.edu)  **/CSI Email:** CSI students must use a college email account. |
| Communication Advice | I will answer all emails within 48 hours Monday-Friday. If you post a question after 3:00 p.m. on Friday, I may not answer it until Monday evening. |

# **Textbook and Required/Optional Materials**

|  |  |
| --- | --- |
| No Required Text | (**OER) On-line Educational Resources Provided on Canvas at no cost to the students** |
| Reading Content | See Canvas for Weekly Reading assigned; Canvas is the main reading source with additional information (2-3x per week minimum). |
| Submit Assignments | Students in hybrid courses submit ALL course work through Canvas or CSI email, the College’s official required email system. **Post assignment in grade book not in comment section, if you want it graded.** |
| Hybrid Course Activities | Hybrid courses have a **mandatory on-campus session** with graded activities, such as a student presentation or group project. Hybrid courses (also known as blended courses) replace **a portion of traditional face-to-face instruction with web-based** online learning (e.g., video lectures, online discussions, or homework assignments). |
| Required Materials | **Use Chrome Web browser or Mozilla Firefox.**  Canvas Cell Aps **will not** show all instructional information, which limits success.  **Chrome Notebooks and other Tablets will not work well.** |
| Optional Materials | Additional Audio Lecture and power points will be provided   Source: Introduction to Teaching: Becoming  Professional Author: [Don Kauchak](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Don+Kauchak&search-alias=books&field-author=Don+Kauchak&sort=relevancerank) and [Paul Eggen](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&text=Paul+Eggen&search-alias=books&field-author=Paul+Eggen&sort=relevancerank), No purchase necessary |
| Technology Support  **(Helpdesk)** | Students needing assistance with CSI email or Canvas login, etc..are encouraged to contact the Helpdesk via email at [helpdesk@csi.edu](mailto:helpdesk@csi.edu) or via telephone at 208-732-6311. |
| Pacing: 9-12 Hrs. Wkly. | This course is the equivalent of 3 credit hours. Therefore, in this course you should expect **to spend 9-12 hours each week on preparation and completion of course assignments**. This equates to around 1.5 hours a day. |
| Flipping Your Classroom | In-class time is organized around **student engagement, inquiry, and assessment**, allowing students to grapple with, apply, and elaborate on course concepts. In-class sessions typically entail collaborative coursework and use of [**active learning strategies**](https://teaching.berkeley.edu/resources/course-design-guide/active-learning), including case studies, problem sets, or structured discussion. |

**Emergency Management**

The College of Southern Idaho takes campus and personal safety very seriously. When entering a classroom for the first time, we encourage you to take note of the nearest exit should the need to evacuate the building ever exist. In the event of an emergency, CSI will provide updated information as needed through your CSI email and CSI Rave communication. Please make sure your CSI email is activated and your phone number is registered with **Rave Alert**. Instructions for these systems can be found at: www.csi.edu/security/emergency-managemcnt/rave-alert www.csi.edu/new-students/next-steps

Students and faculty should rely on 911 for situations of extreme personal injury or immediate danger, but can contact Campus Safety at 208-732-6605 for other emergencies. For a complete campus safety plan, students and faculty can visit <https://www.csi.edu/security/emergency-management/default.aspx>

### **Course Description**

“Students will examine the teaching field, current trends, and teaching as a profession. Discussions will analyze the social, philosophical, and historical perspectives in education. Students will also explore and develop their identity as an educator.”

------------------The Purpose of the Course: [Visible Learning](https://www.moedu-sail.org/visible-learning-materials/) ------------------------

Plant a seed and let it grow! C:\Users\Egbert\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5U6YY8NP\MC900437615[1].wmf and/or take off the Rose-colored glasses.C:\Users\Egbert\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0M3X3IRJ\MC900371386[1].wmf

Your 100 level classes are the easiest, with 200 being harder, 300 level are university classes, while 400 & 500 graduate classes require **independent adult learners** to do most of the learning on their own, with little help from the instructor. In this class you will learn foundational knowledge as the fundamentals of teaching in which to scaffold all additional information within future classes. You will learn how **Teacher Practitioners exhibit professional and collegial practices** (see standards below): **You are becoming the person you HOPE to be! as you apply the 1% principle in which you improve who you are 1% each day. And within 365 days, you will have improved/grown 365% with some minor setbacks to factored in when taking risks and challenging yourself. Failing is expected as learning tools along the path of success.**

# **Student Learning Outcomes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Upon completion of EDUC 201, students will be able to:

1. **Explore** teaching definitions, concepts, theories, and techniques.
2. **Critically discuss** the diversity of educational perspectives and goals.
3. **Examine** their background relating to educational topics.
4. **Demonstrate** effective communication skills.

Program Learning Outcomes

**Upon** completing the Education Program Learning Outcome, learners will make critical connections as they:

1. continuously **reflect on and discuss** **their life experiences** as they relate to the art and science of teaching.
2. **demonstrate** effective interpersonal and written **communication skills** with families, students, colleagues, and communities.
3. **intentionally** consider how **growth and development** inform instructional practices.
4. **examine** their own lived experiences and consider other people's perspectives and positions (similar or conflicting) as a basis for **cooperating in a diverse world**.
5. **Develop** and sustain human relationships by being able to **identify and adapt to the needs**, values, expectations, and sensibilities of others.
6. **Explore** the integration of technology in instruction to support student learning.

**Grading and Evaluation**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Call in and make other arrangements prior to the test in case of an emergency. Students will still be subject to a 15% reduction in grade due to a late penalty. **If there is no emergency, there is no test make-up. Check your grade weekly and let me know immediately of any issues. Post grades in gradebook on Canvas and not in the comment section.** **Grade Scale**: Based on the 100% total listed above, letter grades will be assigned as follows:

|  |  |  |
| --- | --- | --- |
| **A: 90 points or above** | **B: 80 points to 89.9 points** | **C: 70 points to 79.9 points** |
| **D: 60 points to 69.9 points** | **F: below 59.9 points** | **Divide the number correct by**  **the total possible to get percentage** |

|  |  |
| --- | --- |
| **Homework Assignments-Canvas**  (Out of class activities such as writing, reading, experiments, works of art, multi-media production, case study, etc. to assist in learning skills and concepts.) | 20% |
| **Online Discussions -Canvas**  (A digital space that enables multiple users to engage in conversation or debate with each other online to assist students in retrieving information and to evaluate learning.) Responsibility (On-line Postings/Assignments) | 20% |
| **Kitchen Table-top Presentations/Final-Attendance & Participation required.**  (Students verbalizing their knowledge and organizing their thoughts about a topic to present a summary of their learning.) Create a game using educational information from the course. | 20% |
| **Captured Learning-Canvas**  (A low stakes or non-graded questioning technique to assist students in retrieving information and to evaluate learning.) | 20% |
| **Team Class Discussions/Questions to Ponder- Attendance & Participation Required.**  In class assignments are completed with others and cannot be made-up for full credit.  Professionalism (Attendance, Participation, Punctuality)  (Students working together to improve their understanding of skills and concepts.) | 20% |
| Total | 100% |

* Within all Education classes, because they are program credits, you will need a "A, B/C" to transfer them to a university of your choice.
* Gen Ed credits only need to be "C" or higher at a Community College (some "Ds” are allowed for Liberal Arts).

**------------------------------------Course Expectations-------------------------------------------**

**ATTENDANCE AND PARTICIPATION POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Absences:** This class meets once a week for two hours with an on-line discussion opening each Friday. Critical-thinking questions provide opportunities for in-depth class conversations and on-line discussions forums provide content reflection.

* **Mandatory on-campus session once a week for full assignment points**
* **Mandatory homework on-line for peer “Connectivity” through discussion**
* **Collaboration with peers for Dunn & Gardner’s Learning Styles and Maslow’s belonging needs “in -practice.”**
* **Collaboration with peers for Carol Dweck, Daniel Pink, & Lawrence Kounins’s “theory into practice”**
* **Discover Myers & Briggs Personality Type,** [**Johari’s Window**](https://www.storyboardthat.com/articles/b/johari-window)**, and personal Philosophy of learning.**

A class or assignment missed due to required participation **in a verified CSI school activity** will not be considered an absence, if completed but may receive deducted points. Students who miss class or assignments for other reasons are considered absent and **may not** have the opportunity to make-up the weekly community learning activity.

**A doctor’s note does excuse you from class but does not excuse you from completing the assignment. You may not have 3 absences. Upon missing a fourth class, you will be asked to attend a conference with me and/or drop the class because each class consists of two hours.**

**LATE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Acknowledge and adhere to due dates for all assignments: Papers and assignments posted after assigned due date are** late and will receive an automatic reduction of 10% the first day late and **will not** be accepted **one week** after due date. The end of the term is the Friday before finals. **No assignments will be accepted during finals week**. Final’s Week is reserved for the final project only. Changes in course content may be made by the instructor which you will be responsible for, so make sure you **check the on-line “Home Page” regularly**.

Student Responsibilities for Learning: Attend class regularly, arrive on time, and be ready to actively engage in the class. Turn in work reflecting your time, effort, and understanding. All work submitted is to be a representation of an individual’s own ideas, concepts, and understanding. Violations of academic integrity **will** result in failure of the assignment, failure in the class, and/or ***dismissal from the program***.

Dishonesty practices will be reported to a department committee for consultation/review/disciplinary action. Classroom behavior is to be appropriate to a positive learning environment. You should treat all class members with respect and be thoughtful in your own contributions to the class. You will receive one warning concerning inappropriate behavior; if the behavior persists, the matter will be referred to student services for college discipline. If there is a problem in the class, please let me know: <http://www.csi.edu/StudentHandbook/pdf/StudentCodeOfConduct.pdf>

Faculty Responsibilities for Teaching: Anything not covered in class according to schedule .... will be ***your*** responsibility. All grades are final and ***will not*** be discussed in class at any time. Please make an appointment to discuss grades in my office. Essay papers will be graded ***2-3 weeks*** after the due date. All other papers will be returned **within four days or visible on–line.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SEVEN COURSE REQUIREMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. PORTFOLIO ENTRY:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Autobiographical Statement**: The report for portfolio entries should be a least labeled (2-up to 6…no more than 6 typed pages), 1-cover sheet, double spaced, **font 12**, in **APA (American Psychological Association)** essay form on a word processor, saved to your hard drive. A final essay **copy** will be submitted to the instructor. Grammar and spelling errors are graded. I will **not read a paper that is not proofread** and in finished form. **You will not have the opportunity to rewrite this paper.**

**Once graded and approved by instructor, you will add this to your Weebly.com, E-Portfolio. The entire E-portfolio will be graded in your Exit Seminar your final semester at CSI. \* Abstracts are extra credit as well as In-text Citations and the Reference page. An example of this essay and all information is provided on Canvas as well as APA information required for this paper.** University Entrance exams include the **Praxis *Written* Exam**, indicating the importance for the APA professional written essays in our classes. CSI can help prepare students for these exams by requiring APA format in their coursework.

**2.PHILOSOPHY PAPER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** One -Two paragraphs (double spaced) analytical paper about you and your beliefs. Self-assessment will be taken on-line, and additional information will be provided.

**3.OBSERVATIONS/DATA COLLECTION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Program Development, Implementation, & Evaluation of Educational Programs fulfill INTASC Standards for Accreditation & Graduate Transfer for success in College, Career, & Life, includes Project-Based Learning (PBL) + teachers learning through Collaborative Assessment Practice (CAP) and assessments for deeper learning.

**4.FINAL PRESENTATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| Signature Performance Assessment: Research a CANVAS Educational topic to be presented in class, using multiple formats (power point, poster, visual aide, game, etc). Designed to be taught to colleagues. You will create a (1) lesson plan, (2) create a game using 201’s content, and (3) present the game in small groups of 3-4 to your peers. We will use the Danielson’s Evaluation process, reflect on your teaching, and reteach to another group of 3-4 students. |

**5.DISCUSSIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

DB’s are an important aspect to learning in that they allow you to **challenge each other, think critically, question your own ideas**, and learn something in the process. Every DB will come with a set of instructions on how to participate. Please read each DB carefully so you know what will be expected of you. You may ONLY participate in that DB during the allotted time frame. You **cannot make up a DB**. Participation in group discussions should contain proper grammar; complete sentences and posting should demonstrate thought and effort. Your grade on each discussion **will be reflective** of whether you met the rubric criteria.

It is important to keep in mind that even though you are interacting on a social level, this is still college and there are a few rules. How you interact with your peers and your instructor on the Discussion Board will reflect who you are. Always **“put your best foot forward**” and consider the way your words could be interpreted (or misinterpreted). Impress me with your ability to **think critically, analyze varied situations, and effective communication**.

**6.** **CAPTURED LEARNING ASSESSMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

There will be weekly opportunities to “Capture Learning Assessment (CLA)” which will ask for depth of knowledge answers in an essay format. You will use **specific vocabulary from the readings and video**s. Your answers will **demonstrate that you have read and understood** the material and are able to **analyze and evaluate the concepts** to formulate your own thoughts. Information necessary to capture learning will come from the On-line Education Resources and discussion material. Canvas entry can be accessed more than once but only for one week. However, you cannot start the test, wait, and come back to finish it later. **Read the module information, review the main points, and complete the discussions to be successful**. Call in and make other arrangements prior to the timeframe in case of an emergency. Students will still be subject to a 10% reduction in grade due to a late penalty.

# **7. WEEBLY -ELECTRONIC PORTFOLIO CREATION FINALS WEEK\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Final week, you will see a tutorial to begin your process by adding the Philosophy and Autobiographical Essay.

**Library**

The CSI Library is located on the main floor of the Meyerhoeffer Building and offers a variety of information resources and services to CSI students (including distance learning students taking classes online or at the off-campus centers). A current CSI student identification card is required to check out materials from the library.

## The library has an open computer lab, study carrels, comfortable seating, study rooms, quiet study room, and the Eagles’ Perch (student lounge). The library collections include books, e-books, reference works, government documents, journals, and magazines (both printed and electronic formats), newspapers, DVDs, and CDs. The library also offers access to a variety of online information resources and services: journal databases, e-journals, e-books, online films, and downloadable audiobooks.

## All online resources are available to students on and off campus. The library’s online catalog which quickly identifies materials that the library owns, and all electronic resources are accessible from any computer with an Internet connection. The library also offers interlibrary loan services (where resources are borrowed from other libraries).

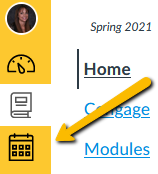
## Reference and research assistance is provided, as well as information literacy instruction. Library instruction is available to classes and student groups and is tailored to the students’ specific needs. “Your Guide to Research,” a self-paced Canvas course which provides information on all the libraries’ many resources and research strategies, is available for your personal use through self-enrollment. For more information and to access our online resources and services visit the CSI Library Web site at: [www.csi.edu/library](http://www.csi.edu/library).

**Learning & Tutoring Commons**

We are here to help you succeed! Come see us if you want a bright, open and interactive study area. We can provide you with an extra hand learning course concept, working through assignments or developing additional learning strategies and technology skills.

**Student Resources**

Your College of Southern Idaho experience extends far beyond the classroom. Students have opportunities and support both on and off the campus. In addition to the course-specific content provided in this syllabus, there are a variety of college-wide policies, procedures, and support areas that are designed to help you be successful at CSI. You can find these at [Additional Syllabus Information and Student Services.docx](file:///C:\Users\LUELI\Dropbox\2022%20syllabi\2022%20Syllabi\Spring%202022\syllabus-statements-for-students%20(1).pdf) along with additional resources for each area.

***Once you are there, select “course” on the right and select month at the top of the screen.***

***See Course Calendar Schedule and Modules on Canvas for Homework Assignments. The Home page is your landing page and will have the week’s assignment listed for a quick view of the week.***

* **Dates Available** *indicate that the assignments are open for submissions.*
* ***Date Due*** *indicates when the late policy occurs beyond that date and time; and*
* ***Close Date*** *implies that students* ***canno****t enter a late assignment beyond that day and time.*
* *You will receive* ***TODO*** *Alerts when something is assigned, usually the reading for the week.*

College of Southern Idaho's Canvas Online Platform

This course is included in CSI’s Canvas Program. This grants you access to your required course materials digitally by the first day of class at no cost. No further textbook purchase is necessary.