CASPER COLLEGE COURSE SYLLABUS

EDCI 1500  Introduction to Teaching

Semester/Year: Spring 2015

Lecture Hours: 1  Lab Hours: 0  Credit Hours: 1

Class Time: 3:00-3:50  Days: M  Room: LH 163

Instructor: Thomas (Thom) DeVoogd

Instructor’s Contact Information:
Office Phone: 268.2226, Cell 258 3919 (text for best results)
tdevoogd@caspercollege.edu
Office Location: LH 151E

Office Hours: Monday 4-6
  Tuesday 10:45-12, 2:15-3
  Wednesday 12-1
  Thursday 10:45-11:45

Course Description: This course will provide an overview of the professional expectations of education students. Topics to be addressed will include myefolio development, academic program planning, the skills and strategies necessary to proceed successfully through pre-service teacher education and a career in elementary and/or secondary education.

Statement of Prerequisites: none

Goal: Development of understanding of expectations of the pre-service education program and a career in education.
Outcomes: Casper College General Education outcomes that apply to this course:

1. Demonstrates effective oral and written communication

4. Demonstrate knowledge of diverse cultures and historical perspective

6. Use appropriate technology and information to conduct research

Course Objectives:

• Efficiently login and begin development of a professional electronic portfolio (myefolio).
• Demonstrate knowledge of professional expectations for pre-service teachers including web-presence, professional communications skills, professional attire and collaboration with other adults and professionals.
• Successfully develop a beginning program of study for their future academic career including a draft plan of courses to be taken in pursuit of their education degree.
• Become acquainted with all education faculty in the education department of Casper College and be able to summarize expectations of program and education profession.

Methodology: lecture; discussions, guest speakers. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria*:

• Various assignments including Program of Study
• Information fluency and APA documentation
• myefolio account creation, introduction content, professional photo uploaded
• Educator “Portrait”

Required Text, Readings, and Materials: no text; handouts provided in class; myefolio account; CC student account login/password
**Grading:** Total evaluation will be based on the following grading scale:
- 93 - 100% A
- 85 - 92% B
- 77 - 84% C
- 69 - 76% D
- < 68% and below F

*Points will be distributed in the following manner:
- Classroom Assignments
  Point value varies 100 pts
- Class Discussion, Participation & Attendance
  (10 pts per week + 16 weeks) 160 pts
- Setup of Professional Electronic Portfolio 40 pts

**Total Points Possible 300 pts**

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

**Class Policies & Requirements:**
Attendance is required; Grade of C or better to enter EDFD 2020. Each student will be expected to meet the following requirements for successful completion of the course:
- Thorough reading of assigned text segments and supplementary materials is expected.
- Participation: Active, informed participation in class discussions/activities and intellectual engagement at all times is expected.
- Attendance: As stated in Casper College’s Attendance Policy: “Students are expected to attend all classes for which they are registered and are accountable for all class work during an absence. Non-attendance at a required class, laboratory, rehearsal, or field trip constitutes an absence. Excessive absences or tardiness may result in a lowered grade; and, at the discretion of the college administration, a student who fails to attend regularly may be asked to withdraw from college. A record of absences is kept by each instructor.” For further information, please refer to Casper College’s Attendance Policy. Attendance includes being on time to class and remaining in class for the duration of class.
Attendance is very important for several reasons:
1) In order to learn and understand assignments, students must be present.
2) At the college level, students' professional preparation, responsibility, and work ethic are evidence through prompt and regular attendance.
3) Quality performance is also evidence through student's participation in all class activities and assignments. If a student is not in class, he/she cannot participate.

Assignments: Assignments will be due on specified date. **Late work will not be accepted without PRIOR approval with extenuating circumstances.** Students should contact the instructor by phone, voice mail, prior to absence. If students fail to do so, the assignment will NOT be accepted. Computer, printer, email and USB drive malfunctions are not valid excuses for handing in late assignments. If an assignment is due, your absence does not excuse the submission. **Assignments are required to be submitted in the format (hard copy or email) as requested by the instructor. No late work will be accepted during finals week.**

Correct grammar, spelling, and sentence structure should be used at all times. If there are excessive errors in a document, no credit will be given. Your written work is expected to be quality professional work. Please utilize the Writing Center for assistance.

Withdraw/Audit: The last day to audit or drop the class (check schedule on-line at www.caspercollege.edu; then select Current Students; Semester Schedule)

**Class outcomes and program outcomes are aligned with INTASC Standards 1-10.** Initial competency of these standards are the first steps to becoming a professional educator. Attendance in class is the first step to becoming a professional educator. Any absences will affect your knowledge, understanding, and
application of principles of education. In order for you to be successful in this course and in the teaching profession you must:

- Demonstrate a work ethic through your prompt and regular attendance
- Generate quality performance in your work through participation in all class activities, discussions, and assignments.
- Apply knowledge through discussions and in-class activities to develop higher level thinking.
- Learn to develop into a reflective practitioner.
- Communicate with course instructor, and other professionals in consistent and appropriate ways.
- Complete all assignments, reflect on feedback, and readily apply to future studies.

### Tentative Schedule of Assignments and Calendar

<table>
<thead>
<tr>
<th>Week 1 -</th>
<th>MLK Day - No Class</th>
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<tbody>
<tr>
<td>Week 2 – 1/26</td>
<td>Introductions</td>
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<tr>
<td>Week 3 – 2/2</td>
<td>Guest Speaker –</td>
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<td>Week 4 – 2/9</td>
<td>Communication</td>
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<tr>
<td>Week 5 – 2/16</td>
<td>Presidents' Day - No Class</td>
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<tr>
<td>Week 6 – 2/23</td>
<td>Communication</td>
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<tr>
<td>Week 7 – 3/2</td>
<td>Professionalism student/educator</td>
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<tr>
<td>Week 8 – 3/9</td>
<td>Professionalism student/educator</td>
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<tr>
<td>March 16-20</td>
<td>Spring Break</td>
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<tr>
<td>Week 9 – 3/23</td>
<td>Professionalism student/educator/ Pictionary</td>
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<tr>
<td>Week 10 – 3/30</td>
<td>Campus Resources – Library Presentation</td>
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<tr>
<td>Week 11 – 4/6</td>
<td>Campus Resources – Library Presentations</td>
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<tr>
<td>Week 12 – 4/13</td>
<td>Program of Study</td>
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<tr>
<td>Week 13 – 4/20</td>
<td>Program of Study – submit form to Thom</td>
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<td>Week 14 – 4/27</td>
<td>Myefolio setup</td>
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<td>Week 15 – 5/4</td>
<td>Myefolio – alignment to program outcomes</td>
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<tr>
<td>Finals Week – 11-14</td>
<td>Finals Week – Present Educator Portrait</td>
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