Department of Education Mission: Our mission is to prepare student-centered teachers and leaders who are caring, effective, informed, reflective graduates who successfully engage all learners in diverse schools, communities and global contexts.


In addition to the major text, specific articles and handouts (e.g., September 21st handout on "Great Teachers"); State Standard Five (requirements for new teachers), will be used at various times during the course and will be part of your required material. Also, review specific sections of the Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) that relate to your prospective teaching areas (located on the OSPI web site: [www.k12.wa.us](http://www.k12.wa.us)). Excellent references for the course can also be found on links from Dr. Alvy’s web site: [http://www.ewu.edu/CALE/Programs/Education/Education-Faculty/Harvey-Alvy.xml](http://www.ewu.edu/CALE/Programs/Education/Education-Faculty/Harvey-Alvy.xml); and the excellent websites at the end of each chapter.

General Description of Course: This course will provide the students with a survey of important issues in education as a first-step for individuals considering a career in education. The course content will help students set a foundation for that career. Teaching is more than a profession, it is a "calling" and students should use this course to consider the importance of the commitment to teach. Course content will examine: characteristics of great teachers, philosophical positions on teaching and learning, historical information on schools, legal requirements of schools and educators, pedagogical strategies, multi-cultural and diversity concerns, helping exceptional students with special needs, grade level and system organizational issues, professional ethics, professional organizations, current issues (e.g., No Child Left Behind/Race To The Top), basic curricular and assessment information, and economic forces that shape schools. Other issues that might develop because of timely events will also be addressed as we look to “seize teachable moments,” (such as Sept. 11th, 2001, the Iraq and Afghanistan wars, the U S. economic crisis, and the recent Japanese tragedy) as we are always discerning how to infuse these events into our curriculum. In addition to the content described, as a result of the course, students should fine-tune their descriptive and reflective writing, analytical, evaluative, communication and application skills. To improve these skills various teaching strategies will be used in the class including: group activities, lectures, in-class written assignments, discussions, close reading, and other appropriate techniques.

Academic Integrity: “For matters of academic dishonesty I may give you a 0.0 for your quarter grade.”

Course Outcomes Include:
• Reflecting on our conceptualization of great teachers and reviewing the literature on great teachers.
• Considering important current issues in education.
• Examining the historical development of public and private U. S. schools.
• Discussing and analyzing the political, economic, social, religious and philosophical forces that have shaped American Education.
• Reflecting on and writing a philosophical statement related to teaching and learning
• Reviewing the general structure of our K-12 education system.
• Helping education majors consider grade, subject(s), and personal geographical preference as they embark on a teaching career.
• Applying the beliefs and assumptions regarding “Reflective Thinking” as a conceptual framework and critical principle for the EWU teacher education program.
• Considering the principles, practices and benefits of professional unions, associations and a school Professional Learning Community.
• Understanding the importance of a professional code of ethics and the legal responsibilities of teachers (e.g. responding to child abuse).
• Reviewing several major court decisions that affect schools.
• Examining the various instructional, curricular, assessment, and classroom management roles that teachers engage in.
• Reviewing important sections of the Washington State Performance-Based Pedagogy Assessment Lesson Plan.
• Examining exceptionality related to language, SES and poverty, the achievement gap “gifted” children, students with disabilities, and gender issues.
• Considering how events such as Sept. 11th, and President Obama’s education initiatives affect schools.
• Fine tuning critical intellectual skills, such as, analysis, evaluation, application, and effective communication.

**Tentative Course Outline**

**September 21, 2011**

Orientation to class: The Teddy Stallard Story, ice-breaker, discuss syllabus, student expectations and requirements.

*What Makes a Teacher Great?* Student reflections and literature on great teachers will be the focus. Preliminary ideas on individual expectations for teaching should emerge from the class. An important question for this class is: Are great teachers made through hard work, or just born talented?

**Assignments for September 28:** *Teaching in America*, Read chapter 1; Complete a 2 page assignment (Times, font 12), word-processed, to be turned in at the beginning of class that includes: a) a 1 page mini-autobiography concluding with a paragraph on why you are considering teaching--**attach a photo**, and b) and a 1 page Platform Paper (the platform papers will be a maximum of two pages, and double spaced, starting the following week). Make sure you use headings/subheadings to identify each part of the platform paper including: a) an original **Title** of your paper with chapter #, b) **selected quote** with page # (single space the
quote), c) **summary** (of specific section, in your own words which is ½ the length of the opinion section), and d) **opinion** (commentary). **See detailed explanation of platform paper requirements in the “Evaluation and Assessment Procedures” section on pages 7 of this syllabus.**

Portfolio Work: Begin organizing your Portfolio for this class starting with pages 36-37 of text, answer the “Personal Research” question 1 and the following questions: What “teaching” experiences did you have before entering Eastern’s education program? How did these experiences influence your decision to consider teaching as a profession? Also, for your portfolio begin a Clipping File (a current events file—see pages 72-73) from local or national newspapers or journals about educational issues. Review the sources at the end of the reference section of this syllabus. Definitely, feel free to use selected information from appropriate web sites at the end of each text chapter on specific topics covered in the course. (These are excellent web sites!) Review the "Evaluation and Assessment Procedures" in this syllabus for overview of portfolio expectations. **Final portfolio is due November 30, 2011.**

**September 28, 2011**  
The Life of a Teacher and Important Current Issues and Trends in Education. We will examine teachers as decision makers, standards, qualities of teachers, metaphors that help us understanding teaching, and the intrinsic and extrinsic rewards of teaching. Also, what are the big issues and trends "out there"? Some of the issues and trends discussed during this class will include: educational reform, multiculturalism and diversity, closing the achievement gap, the standards movement, safe schools, meeting special needs, technology, community involvement, “No Child Left Behind/Race To The Top,” September 11th and, What else? An important question for this class is: Which issues are most important to you? (Why?)

**Assignments for October 5th:** *Teaching in America*, Part of Chapter 9 (pages 302-327), Chapter 7 (pages 214-223; 232-247), and part of Chapter 6 (202-210); & Complete 2 page, double spaced (font 12), educational platform paper to be handed in at the beginning of class. Make sure you use headings/subheadings to identify each part of the platform paper: **Title** of your paper with chapter #, **selected quote** with page #, **content summary** (in your own words), and **opinion** (commentary). (Read all these chapter sections, but select **one** chapter for the educational platform paper.)

Portfolio Work: In *Teaching In America*, on p. 37, complete Portfolio question 2 (use the State Standard #5 handout for Portfolio question 2—**and write one paragraph on your general plan—expected years in program, when you hope to complete courses and student teaching**). Again, pages 72-73, “For Your Portfolio” question 1 (excellent resource suggestions, this is part of the “clipping file” you started last week). Page 73 also has a list of **excellent websites** of professional organizations for clipping file resources.

**October 5, 2011**  
An Overview of the History of Education and the Political, Economic and Parent Forces that Influence Schools. An important question for this class is: How is the history of education important for today's teachers? Colonial schools, schooling in the 19th and 20th century and important legislation will be reviewed. A cooperative activity reviewing key events, individuals,
and ideas will culminate this historical section. Political, economic and social forces at the federal, state and local level will also be examined, along with parent involvement.

**Assignment for October 12th:** *Teaching in America*, Chapter 9 (pages 327-350); Complete a 2-page educational platform paper to be handed in at the beginning of class on one of the two chapters.

**Portfolio Work:** Text, Portfolio question, page 351, question # 1, based on your initial personal philosophy draft during class (likely completed during the next two weeks) using pages 328-329 as a guide, and review of educational philosophies in class. **In your Portfolio submit only the final copy of your philosophy statement.**

**October 12, 2011**

**Philosophical Perspectives on Teaching and Learning:** An important question for this class is: How do we combine theory and practice? Often, practitioners maintain that theory is useless. After examining the various branches of philosophy and specific educational philosophies, students will have an opportunity to "gauge" where they are regarding individual philosophical positions by participating in a cooperative group lesson development activity. Some time will be set aside this week and/or next week to write about your philosophy and discuss in groups.

**Assignment for October 19th:** *Teaching in America*, Chapters 10 and 3; Complete a two-page educational Platform Paper on Chapter 10 OR Chapter 3 to be handed in at the beginning of class.

**Portfolio Work:** “For your Portfolio” Question, p. 111 (Focus on reasons for choosing type of school size, and grade level preferences; your previous philosophy statement will “cover” the first part of the assignment on “aims” of education. Thus there is no need to do the “aims” part of the assignment.) and Portfolio Question, p. 139—Use the knowledge gained from your reading of Chapter 4 to describe ("invent"/create a narrative “portrait”) an English-language-learner, developing practical teaching strategies/recommendations for that learner.

**October 19, 2011**

**Assessment As a Major Movement in American Education:** The assessment movement as an outgrowth of essentialism and accountability will be examined.

**The Structure and Organization of Schools:** An important question for this class is: Are we structuring K-12 schools in ways that optimize teaching and learning? Grade level arrangements (elementary, middle and high school), alternative schools, rural, urban, suburban and international schools, and other critical organizational issues will be examined. Also, effective schools research: What is a good school? As we examine this information, reflect on your possible career choices concerning grade level, subject area, geographical location, and your major and minor. (Class time will be set aside to review for the Mid-term examination.)

**Assignment for October 26th** Study for Mid-term. A Platform Paper is not due for this week.
October 26, 2011
Mid-term Examination (I will let you know on October 19th if we need to meet following the exam on October 26th.)

Assignment for November 2nd: Teaching In America, Chapters 4 and 2; complete a 2 page educational platform paper on Chapter 4 OR 2 to be handed in at the beginning of class.

November 2, 2011
Teaching Students in a World Celebrating Diversity Multiculturalism has become a major issue because all students have not benefited from our schools. Race, ethnicity, gender, language, religion, and other cultural issues need to be examined to better understand how we can improve teaching and learning for all students—to close the achievement and opportunity gaps. Thus, an important question for this class is: How can we meet the multi-cultural needs of each student?

The Professional in Education Part I: Teacher Associations and Organizations, Job Security, Professional Development and Lifelong Learning. Helping teachers to "feel" professional has been a goal of professional organizations that address the critical question for this class: What does it mean to be a professional? Part of being a professional relates to lifelong learning, reflective practice, ethical leadership, joining professional organizations and engaging in Professional Development Activities in Professional Learning Communities. Also, reflective thinking as an important principle of the EWU educational program will be discussed during this class.

Assignment for November 9th: Teaching In America, Chapter 8; complete a 2 page educational platform paper to be handed in at the beginning of class.

Portfolio Work: Text, p. 300, Portfolio question 1, and the following question: Write a paragraph about why you think the teaching profession should have a code of ethical practice? For portfolio question #1, try to obtain ethical practice, sexual harassment, or discipline guidelines from a school in Washington State or use the NEA guidelines from the text or the WAC guidelines from the class handout.

November 9, 2011
The Professional in Education, Part II: Ethical Behavior and the Rule of Law. An important question for this class is: Should we accept the notion that ethical practice is similar to "common sense"? An overview of important federal and state laws will be addressed relating to rights of students, teachers and parents. Activity on Landmark Supreme Court Cases. Guidelines for ethical practice in teaching will be examined along with the notion of common sense.

Assignment for November 16th: Teaching In America, Chapter 11; Complete a 2-page educational platform paper to be handed in at the beginning of class.

Portfolio Work: Text, page 416, Portfolio Question 1 (EALRs or GLEs from the state or curriculum material from your particular school can be used for question 1--see OSPI website address on page 1 of this syllabus or Dr. Alvy’s web site.)
**November 16, 2011**  
The Teacher's Daily Responsibilities: Aligning Curriculum, Instruction and Assessment To Meet Student Needs: After discussing various definitions of curriculum and important educators (e.g., Vygotsky), a cooperative activity will take place using direct and nondirect teaching strategies. Important questions for this class are: How would you define curriculum? What are the components of an effective lesson?

Assignment for November 30th *Teaching in America*, Chapter 5; **A Platform Paper is not due in two weeks because of the Portfolio due date of November 30th.**

Portfolio Work: **Complete Portfolio for November 30th class.**

**November 30, 2011**  
Teaching Academically Diverse Learners: Addressing Exceptionality, Special Needs and At-Risk Issues: Important laws that affect students with special needs (IDEA laws and Section 504) will be reviewed along with the pros and cons of full-inclusion. Teaching and management strategies for assisting students with special needs will be discussed. An important question for this class is: Can teachers develop all of the skills necessary to meet a multitude of needs that have emerged in today's classrooms? **(Class time will be set aside to review for the Final Examination.)**

Assignment for Wednesday, December 7th: **Study for Final Exam.**

**December 7 (Wednesday)**  
**Final Examination from 12:00-2:00 PM**

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**Evaluation and Assessment Procedures**
Regarding the rationale behind the forms of assessment: The quality/success of the course will depend a great deal on the individual and group contributions that you make. Educators should be successful communicators, decision makers, listeners, problem solvers and reflective practitioners. We will work on these skills together.

Final grades will be based on the following five areas:
1. **Class Participation:** Constructive class participation is crucial to the course. All students are expected to attend class EACH WEEK and contribute to the discussions. Thus, students must follow the schedule of syllabus readings, and handouts given during the quarter. Students should also be prepared to engage in a variety of class activities including, but not limited to, discussions, writing assignments from the text, small group activities, presentations, and case studies. During lectures students are expected to take careful notes that will be very helpful during mid-term and final exams. **Further, students are invited to ask questions when a point is unclear. (I WELCOME YOUR QUESTIONS!!!)** Again, attendance is critical. (If excessive absences occur I will use my discretion to penalize a student’s grade more than 10% because “real time” classroom interactions/activities cannot be “duplicated.”) 10%

2. **Educational Platform Papers.** Throughout the course 2 page, double spaced, educational Platform Papers will be assigned on various textbook chapters. These cogent and succinct Platform Papers should follow these important steps: 1) read the assigned chapter or chapter sections thoroughly, 2) select one major issue/topic (do not summarize the whole chapter) to write about that you find compelling, a topic that makes you think and/or gets you emotionally “fired up” (i.e., because you agree, disagree, or just think it is very important—you decide!), 3) state the issue/topic as a title for your platform paper (create the title) along with the chapter number (e.g., Chapter 8—“The Right to Free Speech for Students”), 4) cite a quote (the quote must be single-spaced), with the page number from the textbook, that gets at the “heart” of the issue/topic, 5) Write 1-2 paragraphs summarizing the issue based on information from the chapter (This must be in your own words—the quote noted above is the only part of the paper that is copied directly from the text), 6) write 3-4 paragraphs stating your opinion concerning the issue/topic. **CONSIDER: HOW DOES THE SECTION AFFECT/CHANGE YOUR CURRENT THINKING/PERSPECTIVE ON THE ISSUE/TOPIC?** You may use information from a website at the end of a chapter to support your opinion. IDENTIFY AND LABEL EACH PART OF YOUR PLATFORM PAPER AS FOLLOWS, a) original TITLE (with chapter #), b) QUOTE (with page #), c) SUMMARY, and d) OPINION. A KEY TO YOUR SUCCESS ON THE PLATFORM PAPERS IS THE SELECTION OF TOPICS/ISSUES THAT ARE IMPORTANT TO YOU. AGAIN, TO DO AN EFFECTIVE JOB ON THE PLATFORM PAPERS IT IS CRITICAL THAT YOU THOROUGHLY READ EACH ASSIGNED CHAPTER, OR ASSIGNED SECTION OF A CHAPTER. (Please do not forget to proofread your work. Also, have a friend proofread the work!) 25%

3. **Portfolio Project:** During the quarter, students will develop an organized class portfolio including "artifacts" that will, in total, serve as a visual indication of your progress and success in the course. The portfolio will include: a) a personal self-assessment essay that answers the
following questions: What challenged you during the class? What went well/ what didn’t? What insight/new perspectives/“ahas” did you gain about yourself? What insights did you gain about teaching? What insights did you gain about your future?), b) the portfolio assignments specifically noted above in this syllabus as part of several weekly assignments, c) a “clipping file” of articles, from a variety of sources, on important class issues from journals, newspapers, and the Internet and highlight parts of each article that caught your attention (see the "clipping file" instructions on pages 72-73), d) your educational philosophy as developed in class and from the text assignments; the philosophical essay should be two-pages and address the importance of educating all students, (see p. 351, portfolio question #1, and see p. 4 of this syllabus), e) EWU’s Principles of Reflective Thinking, f) a curriculum section, with a sample curriculum document, preferably from the Washington Essential Academic Learning Requirements—(EALRs), and from your preferred grade level or subject, g) State Standard Five, requirements for new teachers h) ethical practice recommendations/guidelines, i) a resume (see page 467 in the text as a sample, and check other examples on the Internet), j) other items that will contribute to your understanding of the course. A three-ring binder (loose-leaf notebook) for the variety of resources is required for the portfolio. The portfolio should have a cover/title page with your name and course information. A table of contents should be included sequencing the major items in the portfolio, although specific page numbers are not required. Use tabs or page dividers to separate major parts of the portfolio. The portfolio is due on November 30th 25%

4. Mid-term Examination, October 26th, 2011 20%

5. Final Examination on Wednesday, December 7th, 2011, 12-2:00 PM 20%

Selected Bibliography for Introduction to Education


Zhao. Y. (2009). *Catching up or leading the way.* Alexandria. VA: ASCD.

Excellent newspapers and journals are available for educators. These include: Education Week, The New York Times, Instructor, Kappan, Young Children, Educational Leadership, American Educator, Exceptional Children, Teacher Magazine, The Elementary School Journal, American Educational Research Association Journal, and many others. Additionally, the text cites many fine web sites, also consider the site “Education World”.

### Additional Guidelines and EWU Regulations

**I. Equality Opportunity Statement:** No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin, or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

**II. Affirmative Action Statement:** Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

**III. Americans with Disabilities Act Statement:** Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to visit Disability Support Services (DSS), TAW 124, or call (509) 359-6871 and speak with the staff.