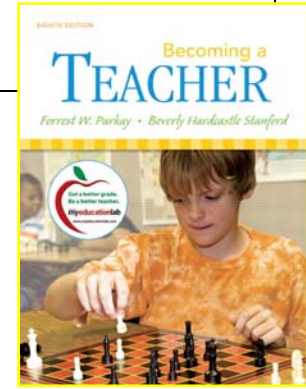


Session: Spring 2010 (8/23/10 - 10/17/10)
Course Title: Intro to Elementary Education
Course Number: EDUC 90
Division: Social and Behavioral Sciences
Department: Education
Recommended Preparation: ENG 300, ENG 340, and CD 107
Ticket#: 11515
Units: 3



Required Materials

Textbook: *Becoming a Teacher* (8th edition)
Authors: Forrest W. Parkay & Beverly H. Stanford
ISBN#: 9780205625093
Publisher: Pearson Education
Division: Social and Behavioral Sciences

ISBN # for Textbook & MyEducationLab Bundle Option: 9780136101352

Website Access: MyEducationLab (see page 6 of this syllabus for further details)

Instructor: Curt Visca, Associate Faculty Member
E-Mail: cvisca@saddleback.edu
Website: <http://www.saddleback.edu/faculty/cvisca/>
Phone Number: 949-582-4900 (ext. 3248)*
** E-mail is the best way to contact the instructor.*

Office Hours: Since this is an on-line course and Mr. Visca is a full-time principal in a local school district during the day, he will respond to student e-mails in the evening during the week.

Instructor's Comments: Please review this syllabus thoroughly so that you can do your very best work in EDUC 90. I have been a college professor for over 4 years and have over 21 years of experience as a public school administrator.

Catalog Description: Explores careers in the teaching profession in a broad context, both from an academic understanding as well as from experience garnered from focused observations in K-8 classrooms and schools. This course meets Elementary Subject Matter Preparation requirements for students who are considering a teaching career. Provides for early and frequent opportunities to engage in field experiences that are linked to college and university coursework (formerly CDES 90).

Meeting Day/Time: All coursework will be completed by students on a weekly basis on-line through Blackboard.

Observation Requirements

- A total of 45 classroom observation hours must be conducted anytime from 8/23/10 to 10/10/10 and classroom observation information must be completed and posted on the EDUC 90 Blackboard site by 11:55 p.m. on Sunday, 10/10/10, in the following areas:
 - Elementary school (15 total hours)
 - Middle school (15 total hours)
 - Special Education (15 total hours)
 - Each observation must take place in a public or private school with teachers who hold a valid California Teaching Credential (CTC). Some private schools do not require teachers to hold a CTC (please check before setting up an observation).
 - Special education classroom observations can include just about any setting, such as a Special Day Class (SDC), Speech class, or Reading Resource Program (RSP).
 - One of these experiences must be in a classroom with two or more English language learners (students who speak a language other than English).
 - Some public school districts require all visitors to have a current TB test and to be fingerprinted. Keep this in mind when setting up an observation in a public school district.

Discussion Board: Since we are not meeting in-person in a traditional classroom setting, students in EDUC 90 will be expected to contribute to on-line discussions and thoughts on Blackboard's Discussion Board. Topics will range from themes and content from the textbook, to current events and school observation experiences.

Netiquette: Students are asked to remember their Netiquette while posting comments on Discussion Board. What is Netiquette? Simply stated, it is network etiquette -- that is, the etiquette of cyberspace. Netiquette is a set of rules for behaving properly on-line.

- Netiquette Website: <http://www.albion.com/netiquette/corerules.html>

Correct Grammar & Punctuation: Always remember that this is a college class and not a "texting class." In short, do not use text abbreviations or lingo! Always use correct grammar and punctuation when posting Discussion Board comments, sending e-mail correspondence, and posting other EDUC 90 assignments. This means complete sentences that start with an uppercase letter, words are spelled correctly, and each sentence ends with a period, question mark, etc. Remember, you're in college and not texting your family and friends!

Absence Policy: Since this is an on-line class, students need to check the EDUC 90 Blackboard schedule each week on Monday for updates and assignments.

Student Support Services: Please check out Saddleback College's "Special Services" link at <http://www.saddleback.edu/ss/couns/dsps/> for assistance.

Important Dates

Add without Instructor Permission by: Sunday, 8/22/10
First Week of Class Begins: Monday, 8/23/10
Drop with Refund by: Friday, 8/27/10
Elect Pass/No Pass by: Wednesday, 9/8/10
Drop without 'W' Grade by: Wednesday, 9/8/10
Drop with 'W' Grade by: Monday, 9/27/10
Last Week of Class Ends: Sunday, 10/17/10

Class Participation: Students must participate in all aspects of EDUC 90 (taking the mid-term and final, doing classroom observations, creating an activity/lesson plan, and contributing to Discussion Board) in order to obtain an A or B grade.

Grading Standards/Criteria:

A = 900 to 1,000 points
B = 800 to 899 points
C = 700 to 799 points
D = 600 to 699 points
F = 0 to 599 points

Discussion Board (20 points each topic/5 total topics): 100 points

Activity/Lesson Plan: 50 points

Elementary Classroom Observation (15 hours): 150 points

Middle School Classroom Observation (15 hours): 150 points

Special Education Observation (15 hours): 150 points

Mid-Term: 200 points

Final: 200 points

EDUC 90 Course Calendar

8/23/10 - 10/17/10

Week/Date	Reading Assignment/Topic	Assignments & Tests
Week #1 8/23/10	Chapter 1 <i>Teaching: Your Chosen Profession</i> Chapter 2 <i>Today's Teachers</i>	Review Syllabus, Blackboard Site, & MyEducationLab Site Activity/Lesson Plan & Observation Guidelines Available Monday, 8/23/10 Week #1 Discussion Board Available Monday, 8/23/10 Post-Test Available Monday, 8/23/10 to Sunday, 8/30/10
Week #2 8/30/10	Chapter 3 <i>Today's Schools</i> Chapter 4 <i>Philosophical Foundations of U.S. Education</i>	Week #2 Discussion Board Available Monday, 8/30/10
Week #3 9/6/10	Chapter 5 <i>Historical Foundations of U.S. Education</i> Chapter 6 <i>Governance and Finance of U.S. Schools</i>	Week #3 Discussion Board Available Monday, 9/6/10
Week #4 9/13/10	Chapter 7 <i>Ethical and Legal Issues in U.S. Education</i> Chapter 8 <i>Today's Students</i>	Week #4 Discussion Board Available Monday, 9/13/10 Mid-Term Available Monday, 9/13/10 to Sunday, 9/19/10
Week #5 9/20/10	Chapter 9 <i>Addressing Learners' Individual Needs</i> Chapter 10 <i>Authentic Instruction and Curricula for Creating a Community of Learners</i>	Week #5 Discussion Board Available Monday, 9/20/10
Week #6 9/27/10	Chapter 11 <i>Curriculum Standards, Assessment, and Student Learning</i> Chapter 12 <i>Integrating Technology into Teaching</i>	Complete Observations & Activity/Lesson Plan
Week #7 10/4/10	Chapter 13 <i>Becoming a Professional Teacher</i>	Observations & Activity/Lesson Plan Due Sunday, 10/10/10
Week #8 10/11/10	Review Textbook Last Day of Class: Sunday, 10/17/10	Final & Post-Test Available Monday, 10/11/10 to Sunday, 10/17/10

Policy Regarding Late Assignments: Students are encouraged to complete and submit assignments on or before the due date to earn full credit (points). Late assignments will receive a 10 percent deduction each day (24-hour period) that it is late. The 10 percent is based on the full points for an assignment, such as 20 points for Discussion Board and 150 points per observation level. For example, if a student submits a late Discussion board post two days (approximately 48 hours) after the due date, then 16 points would be the most points that can be earned by the student, if a perfect score of 20 points was earned on the assignment.

Rubrics: The activity/lesson plan and all observations will be graded based on a rubric. These rubrics will be posted on Blackboard for students to review prior to completing each assignment.

Pre-Test & Post-Test: All Saddleback students are asked to take a brief and anonymous pre-test and post-test for each class. Each EDUC 90 student is encouraged to take a pre-test during the first week of class and a post-test during the last week of class. The purpose of these tests is to see the level of overall knowledge growth for students. The pre-test and post-test will not be graded and students will not see their scores. Information will be reviewed by Saddleback administrators to improve instruction.

Student Learning Outcome (SLO): Students who take this course will be able to create a K-12 activity/lesson plan.

Assessment Method and Criteria for Success: In a specific activity/lesson plan format, 75% of students will be able to accurately complete five categories (content, outcome, process, assessment, and extension) that are based on a California Department of Education (CDE) grade level standard by scoring 80 points out of a possible 100 points.

Policy on Academic Dishonesty & Consequences: EDUC 90 students caught using activity/lesson plans or observations from other college classes will receive a 0 for the assignment for dishonest behavior. The expectation is that the principles of truth and honesty will be followed by EDUC 90 students in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids and assistance during the EDUC 90 class. When making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in the text or offering a footnote.

MyEducationLab Info: MyEducationLab is a completely interactive, research-based learning website that brings teaching to life. Through authentic in-class video footage, interactive simulations, rich case studies, examples of authentic teacher and student work, and lesson-building tools, MyEducationLab prepares you for your teaching career by showing what quality instruction looks like.

How to Purchase MyEducationLab: Having access to MyEducationLab at <http://www.myeducationlab.com> is a required supplemental resource to be utilized by EDUC 90 students for assignments throughout the course. The Saddleback College bookstore carries the access code bundled with the textbook at a significant discount. If you choose to purchase your textbook through another vendor, you will be required to purchase a MyEducationLab access code at full price at <http://www.myeducationlab.com>.

- To purchase/register an access code, go to <http://www.myeducationlab.com>.
- Click "student" under "Buy Access" on the left-hand side.
- There will be a series of questions to help you set up an account.
- Choose the EDUC 90 textbook being used in MyEducation Lab. It's *Becoming a Teacher* (8th edition) by Forrest W. Parkay & Beverly H. Stanford.
- After completing the registration process, you will need to choose the EDUC 90 course ID, which is: **cm999151**.
- E-mail Kimberly.scheyving@pearson.com if you have any issues registering.

<p><u>Course Syllabus:</u> Students are expected to thoroughly review and understand the EDUC 90 course syllabus. Items posted on Blackboard are also considered part of the syllabus. E-mail Mr. Visca at cvisca@saddleback.edu if you have any questions regarding the syllabus or items posted on Blackboard.</p>
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