

**Instructor:** Dr. Ryan T. Miller, Adjunct Professor of Education

**Instructor Phone:** 801-856-8174 (Text or leave message)

**Instructor Emails:** [rtmiller5846@gmail.com](mailto:rtmiller5846@gmail.com); [rmill188@bruinmail.slcc.edu](mailto:rmill188@bruinmail.slcc.edu) (Note: this will be forwarded to my gmail account)

**Office Hours:** before or after class

*Due to the EXTREMELY large volume of student emails and texts/calls, regarding course info, missing class notifications, and general course questions, I will only respond between the hours of 9:00am - 5:00pm! (NO EXCEPTIONS)*

**\*PLEASE PRINT A HARD COPY OF THIS SYLLABUS FOR YOUR REFERENCE\***

**Instructor's Websites:**

<https://sites.google.com/site/drmillerswebpage/>

[http://faculty.utah.edu/u0067790-RYAN T. MILLER, Ph.D./teaching/index.html](http://faculty.utah.edu/u0067790-RYAN_T._MILLER,_Ph.D./teaching/index.html)

<http://my.uen.org/myuen/20344>

<http://www.linkedin.com/pub/ryan-t-miller-ph-d/47/746/3a3>

**SLCC Classes Meet:**

**EDU 1010-004: M/W/F: Online; CT 194; 10:00 - 10:50am**

*(Final Exam: Wednesday, Dec 12, 9:00 – 11:00am)*

**EDU 1010-005: M/W/F: Online; CT 198; 9:00 - 9:50am**

*(Final Exam, Monday Dec 10, 9:00 – 11:00am)*

**Text:** *Introduction to Teaching, 4<sup>TH</sup> Edition; Kauchak & Eggen (2011)*

**Class Presentations:** All class presentations will be available on my website.

**Class Assignments:** All class assignments, grades, discussions, & announcements will be available on Canvas.

**Overview**

This course explores the challenges and rewards of teaching in elementary and secondary schools. Students will research and discuss historical perspectives, philosophies, social and legal issues, student diversity, professionalism, availability of teaching positions, and school governance. Students prepare to transfer to a four-year teacher preparation program.

**Course Goals**

1. Students will demonstrate an understanding of historical and theoretical contexts and current applications for appropriate methods of teaching elementary and secondary students.
2. Students will develop critical literacies through assigned readings, written assignments and participation in group peer presentations addressing both historical and contemporary issues in education. Ideas will be clearly organized and will demonstrate effective communication in interpersonal, small group, and large group settings. Assignments and brief research projects will incorporate the use of the college library system and online resources. In addition, students will prepare to take the Praxis I exam for teacher education candidates.

3. Students will conduct classroom observations and analyze relevant data pertinent to elementary and secondary education. Students will become familiar with federal, state, and local government in relation to educational governance and finance, various states' teacher salary schedules, compensation packages, and the development of school district budgets.

4. Students will critically analyze contemporary educational practices, personal cultural and philosophical beliefs, and how these beliefs can impact classroom interaction with students of differing cultures or philosophies. Students will also make strong connections between teaching and child development including appropriate curriculum choices in an elementary school setting using critical problem-solving skills.

5. Each student will participate in a scheduled field experience at an elementary or secondary school. Dialogue with seasoned professionals will increase content knowledge and practical application and awareness of student and faculty rights and responsibilities. Field experience connects SLCC students with the local community and develops a sense of civic responsibility.

### **Field Experience**

**This course requires the completion of at least 15 field experience hours.**

#### What do you need to do?

Field experience hours may be completed in any elementary, middle, or high school (after school programs count) OR a community-based program serving the K-12 population. Select a program that fits your schedule. Contact the school/program office during the first week of the semester.

When you contact the school's principal or program director, let him/her know you would like to volunteer for 15 hours. Many school districts require a background check which can take from two-weeks to a month to complete. You are responsible to pay all fees and make sure the background check is complete before you begin your volunteer hours. When permission is granted, request an assignment in a classroom for the grade you plan to teach.

At end of the first week of the semester email your field experience site information to me: school/program name, the teacher's name, and a contact phone number.

The following tasks need to be completed during field experience:

- Complete field-experience related assignments
- Write a one- to two-page reflection of your experiences in the classroom. Include a statement of how your observations/experiences might influence your future teaching practice
- Complete the field experience log and Volunteer Authorization Form. At the conclusion of your field experience time, submit these forms to me under "Assignments" "Field Experience Forms." (The Evaluation Form is for your Records only and is an optional.)

#### Confidentiality:

Confidentiality is extremely important. When working with children, especially those with special needs, everything you see and hear is confidential. Please do not use the names of teachers or students in your papers or in class discussions. It is particularly important to refrain from discussing children you observe with others outside the classroom. If you chose to video tape your children's literature project in an actual classroom, authorization forms must be completed by all of the students.

## Professional Portfolio

This semester you will create a professional teaching portfolio. Portfolio sections highlight important concepts relevant to current trends in education, challenge your beliefs and create a forum for personal growth and insight.

The professional portfolio will be in an electronic format. Select one of the following:

- Weebly: [www.slcceportfolio.weebly.com](http://www.slcceportfolio.weebly.com)
- Wordpress: [www.slcceportfolio.wordpress.com](http://www.slcceportfolio.wordpress.com)
- Yola: [www.slcceportfolio.yolasite.com](http://www.slcceportfolio.yolasite.com)

You may use your General Education e-portfolio for this project by simply attaching another page titled EDU 1010. Throughout the semester specific sections of the portfolio will be discussed. Each section must be well written and be error free. Be sure to proof read your work or seek support from specialists at the Writing Center.

The portfolios, although due near the end of the semester, may be submitted at any time for full credit. A rubric is posted on the course web site under the icon ‘Professional Portfolio.’

## Assignments

Assignments are an essential component of your learning experience as an opportunity to critically analyze theory and practice. All assignments are listed on the course homepage under the ‘Assignment’ icon. Although the list contains most of the assignments, additional assignments may be given. Each assignment can receive a maximum of 10 points.

To receive full credit, assignments must be submitted on time, be about one page in length, typed using standard 1” margins, and in 12 pt. font Times New Roman. In addition, your work must be well-written. Points will be deducted for spelling, punctuation, and grammatical errors or failure to clearly address key issues contained in the assignment topic.

Assignments are graded on a ten-point scale. Follow the course calendar for due dates. All assignments are due on the day listed on the course calendar. Work is considered late after that time. Late assignments will be penalized at the rate of five-points per day. Work may be submitted before the scheduled due date for full credit. All assignments MUST be posted under the ‘assignment’ icon on the left side of the home page. I will not accept assignments sent via email unless there is a problem with the web site.

## Discussions

Friday weekly discussion points will focus on chapter-related scenarios creating a venue for you to express opinions and question practice. To receive full credit, discussions must be posted by the date listed on the course calendar (9:00am – 9:01pm). You can receive a maximum of 5 points per discussion. **NO LATE ASSIGNMENTS ACCEPTED!**

To enhance your learning and professional growth, please read other students’ responses. You will only receive credit for your original discussion point.

## Quizzes

Chapter multiple choice or true/false quizzes will be given this semester as an extension of your learning. **A 20% penalty will be levied for tests taken after the scheduled testing time.**

## Children's Literature Presentation

As teachers, you will continually look for ways to strengthen curriculum presentations. This semester you have an opportunity to blend your creativity with current elementary or secondary core curriculum standards by completing a lesson plan based on a children's book. A detailed explanation can be found on the home page under "Children's Literature." **You can also, if you feel you are "tech-savvy", create a short video to teach students the content. THIS IS NOT REQUIRED FOR THE ASSIGNMENT!**

## Grades

Grades will be generated from the following areas:

*Assignments: 20%*

*Discussions 10%*

*Quizzes: 20%*

*Other Assignments: 50% (Field experience, Children's literature, & professional portfolio)*

<b>94% - 100%</b>	<b>= A</b>
<b>90% - 93%</b>	<b>= A-</b>
<b>87% - 89%</b>	<b>= B+</b>
<b>83% - 86%</b>	<b>= B</b>
<b>80% - 82%</b>	<b>= B-</b>
<b>77% - 79%</b>	<b>= C+</b>
<b>73% - 76%</b>	<b>= C</b>
<b>70% - 72%</b>	<b>= C-</b>
<b>67% - 69%</b>	<b>= D+</b>
<b>63% - 66%</b>	<b>= D</b>
<b>60% - 62%</b>	<b>= D-</b>
<b>59% or less</b>	<b>= F</b>

## Student Support

In compliance with the Americans with Disabilities Act, students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids (including communicative aids, testing accommodations, and other services) must contact the contact the Disabilities Resource Center (DRC) at 957-4659 (TDD 957-4646). Student Support Services determines eligibility for and authorizes the provision of these services and aids. Special testing arrangements can only be honored if your request is handled through the DRC.

## Tech Support

Occasionally the course web site is unavailable. If the site is inoperable, you will not be held responsible for due dates. Assignment/discussion/quiz dates will be amended. You will be notified of new due dates by looking at the announcement or calendar section of the home page. If you experience technical difficulties or if you simply do not understand how to navigate the system, contact the Help Desk at 957-5555.

## General Education ePortfolio

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. **It is a requirement in this class for you to add to your ePortfolio**, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <http://www.slcc.edu/gened/eportfolio>

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own:

<http://slcceportfolio.yolasite.com>

<http://slcceportfolio.wordpress.com>

<http://slcceportfolio.weebly.com>

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the **free workshops** at the Taylorsville-Redwood, South, and Jordan libraries: <http://libweb.slcc.edu/services/forms/eportfolio>. You may also visit the **ePortfolio Lab** in the basement of the Taylorsville-Redwood Library during business hours, and staff will help you without an appointment. Finally, questions regarding the ePortfolio can be directed to [eportfolio@slcc.edu](mailto:eportfolio@slcc.edu).

## Professional Portfolio



This semester you will create a professional teaching portfolio. Portfolio sections highlight important concepts relevant to current trends in education, challenge your beliefs and create a forum for personal growth and insight.

The professional portfolio will be in an electronic format. Select one of the following:

- Weebly: [www.slceportfolio.weebly.com](http://www.slceportfolio.weebly.com)
- Wordpress: [www.slceportfolio.wordpress.com](http://www.slceportfolio.wordpress.com)
- Yola: [www.slceportfolio.yolasite.com](http://www.slceportfolio.yolasite.com)
- Blogger
- Blogspot

Throughout the semester specific sections of the portfolio will be discussed. Each section must be well written: be sure to proof read your work. The portfolios, although due near the end of the semester, may be submitted at any time for full credit. A grading rubric is posted on the course web site under the icon 'Professional Portfolio' to assist with your project work.

### **Artifacts: Items to Include in this Course's Professional Teaching Portfolio**

1. Education Resume  
This is a typical resume that highlights your work history, education, etc. as they pertain to teaching and learning.  
Many online resources are available for you. Search 'resume' for samples.
2. Lesson Plan  
During the semester you will prepare a lesson plan using children's literature.
3. Philosophy of Education  
What are your personal reflections about teaching and learning? Are there any specific schools of educational philosophy that fit your personal view of education?
4. Description of Your Classroom Management System  
Include a discussion of rules and procedures
5. How Do You Plan to Assess and Grade Student Learning?  
Include examples of formative and summative assessments as well as how you plan to assess whether or not your students are learning.

When your portfolio is complete, you will copy and paste your URL on the course homepage under "Professional Portfolio."

Near the end of the semester, you will post your portfolio URL under 'assignments' 'professional portfolio.' A grading rubric is posted on the homepage under 'professional portfolio.'



**EDU 1010  
Orientation to Education**

**Children's Literature Activity/Lesson Plan**

To receive full credit for this project, each of the criteria listed below must be met. Complete this form and send it to me as an email Word doc attachment.

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

Author \_\_\_\_\_ Illustrator \_\_\_\_\_

Why did you choose this book?

Utah State Standard:

Objective (s):

Materials:

Background for Teachers:

Intended Learning Outcomes: (same as objectives)

Instructional Procedures:

Family Connections: (take home activity)

Assessment Plan: (how do you plan to assess whether or not students gained the skill/concept?)



**Log Sheet: Field Experience Hours EDU 1010**

Name of School (s): \_\_\_\_\_

Cooperating Teacher's Name: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Your Name: \_\_\_\_\_

DATE	TIMES	TOTAL HOURS	Teacher's Signature
<i>Example:</i> 9/30/12	8:30 – 12:30	4	<i>Ryan T. Miller, Ph.D.</i>

**Scan and email this form to me when your field experience hours are complete.**

EDU 1010 - Teacher Evaluation

**Student:** \_\_\_\_\_ **Teacher** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Grade** \_\_\_\_\_

Professionalism		Excels	Average	Poor
1	100% attendance, 15 hours during semester			
2	Prompt: student was consistently on time			
3	Student works well with students, teachers, principal			
4	Student has professional appearance and conduct			
Attitude		Excels	Average	Poor
1	Is helpful and cooperative			
2	Shows enthusiasm			
3	Shows interest in doing assigned tasks			
4	Shows interest in learning from teacher's experience			
5	Shows initiative in completing tasks after explanation			
Educational Experience		Excels	Average	Poor
1	Student asks questions to increase understanding			
2	Student shows interest in learning about students			
3	Student shows interest in teaching practices			
4	Student relates well to students, respects differences			
5	Student seems comfortable in the classroom			
6	Student can communicate with students and teachers			
7	Student demonstrates appropriate behavior			

Cooperating Teacher's Signature \_\_\_\_\_



**Field Experience Volunteer Authorization Form**

\_\_\_\_\_, a student at Salt Lake Community College,  
will volunteer 15 hours this semester in the \_\_\_\_\_ grade at \_\_\_\_\_

School. School Address: \_\_\_\_\_ Phone Number:  
\_\_\_\_\_ ; Cooperating Teacher: \_\_\_\_\_

The principal and teacher have given permission for the above student to work in the classroom. They further agree that the Salt Lake Community College (SLCC) instructor may visit the classroom while the student is on site. School personnel understand that the SLCC student will observe children and teaching methods while assisting the teacher. The goal of this experience is to give prospective teachers an opportunity to work with children, find out what teaching is really like, and assess whether or not they will like teaching. Thank you for your help.

\_\_\_\_\_  
(Principal's Signature)                      (Teacher's Signature)

I agree to hold Salt Lake Community College blameless for any harm that may occur as a result of my volunteer experience. I understand that SLCC is not liable for any social, emotional, or intellectual harm that may result from my volunteer experience. I agree that I am responsible for my own conduct while acting as a volunteer.

\_\_\_\_\_  
(Student's Signature)                      (Date)

**Scan and email this form to me when your hours are complete or before.**



**Salt Lake Community College  
Department of Education  
Student Supervision Form**

Dear Host Educator,

Thank you for your willingness to act as host educator for Salt Lake Community College students from my Orientation to Education course. You and the student will arrange at least 15 clock hours throughout the semester for the student to volunteer in your classroom.

SLCC students will be observing, discussing, and learning to:

- Understand the basic issues related to choosing a career in teaching
- Critically examine incoming perceptions and philosophies related to teaching in an urban setting
- Critically examine the relationship between education and the concept of equality of opportunity for all students
- Begin to develop a teaching philosophy that can be translated into practice
- Observe the roles played by teachers, students, and administrators in today's Urban schools
- Evaluate personal strengths, weaknesses, and interests in the area of teaching
- Explore some of the issues confronting educators in the urban public school setting
- Become familiar with the organizational knowledge base needed for teaching and how that translates knowledge into classroom practice for all students
- Begin creating a professional portfolio and build a developing educational philosophy using INTASC Standards and Praxis Criterion

Due to legal responsibilities established by Utah State Law, all preservice educators are required to be directly supervised while in the public setting and while involved in any and all school activities (i.e. tutoring, coaching, interviews with students). Therefore, it is my understanding as a host educator you will directly supervise the students at all times. If you have any questions, please feel free to contact me at 801-856-8174.

Sincerely,

**Ryan T. Miller, Ph.D.**

Ryan T. Miller, Ph.D.  
Adjunct Professor  
Salt Lake Community College Department of Education  
[rmill188@bruinmail.slcc.edu](mailto:rmill188@bruinmail.slcc.edu)  
[rtmiller5846@gmail.com](mailto:rtmiller5846@gmail.com)

**This form is for your host teacher.**

## EDU 1010 4<sup>th</sup> Edition Textbook Material: ASSIGNMENTS

### **Chapter 1**

1. What are the intrinsic rewards of teaching? List at least three.
2. What difficulties can teachers face, professionally? What are the provisions of 'No Child Left Behind'? Do you support the practice?
3. Is teaching a profession? Ask your mentor teacher (field experience) for a response to this question and use his/her statements in your paper.

### **Chapter 2**

1. What various ways can you obtain a licensed teacher? Which method do you plan to pursue? How did your mentor teacher obtain his/her teaching license?
2. Why do new teachers leave the profession? What can you do now (in college) to prevent this from happening to you? How did your mentor teacher survive his/her first few years?
3. Discuss minority teachers and what they bring to the teaching profession.

### **Chapter 3**

1. How can socioeconomic factors affect teaching and schools in general? Do you see any evidence of these indicators in your field experience classroom?
2. What changes are we seeing in students? Which concern you? Why?

### **Chapter 4**

1. How will you embrace various cultures in your classroom? Include a brief discussion of multicultural education. How does your mentor teacher address multicultural issues in his/her classroom?
2. What is culturally responsive teaching? Do you observe culturally responsive teaching in your field experience classroom? List specific examples of how your future classroom could be culturally responsive.
3. How do you plan to work with children whose first language is not English?

### **Chapter 5**

1. Students vary in development and ability. What are the differences in current definitions of intelligence? Describe how you might work with students who have various levels of abilities. How does your mentor teacher incorporate various intelligences in his/her classroom?

### **Chapter 6**

1. Referring to the material in chapter 6, select an historical era or contemporary issue discussed in the chapter. Briefly explain how this era influenced education in the United States. What contemporary connections do you see between your chosen era and teaching practices today?

### **Chapter 7**

1. This week write your philosophy of education for your professional portfolio. Submit your philosophy below. If corrections are warranted, you will include the corrected copy in your professional portfolio.

## **Chapter 8**

1. What are the major educational governance structures the state and local levels?
2. What various sources of funding are available for public schools? Where are these funds used?
3. What is an effective school? List the indicators of an effective school.

## **Chapter 9**

1. How are schools funded? How is the money spent?
2. What choices should parents have to select their children's schools? Explain your answers.

## **Chapter 10**

1. What are the legal limitations facing education today? Do these limitations influence ethical dimensions of teaching?
2. Does the Federal Constitution protect teachers? If so, what provisions. If not, why not?
3. What rights should students have in the public school system?

## **Chapter 11**

1. Define the following:
  - a. Explicit curriculum
  - b. Implicit curriculum
  - c. Integrated curriculum
  - d. Extra-curriculum
2. What forces influence curriculum? Ask your mentor teacher how curriculum is selected in your field experience school/program and include this information in your paper.

## **Chapter 12**

1. This week write your philosophy of classroom management. Before you begin writing, ask your mentor teacher to define his/her personal philosophy of managing a classroom. Once your philosophy is complete, submit it below. If corrections are warranted, you will include the corrected copy in your professional portfolio.

## **Chapter 13**

1. The text discusses essential teaching skills. List each and explain how you might use each in your future classroom. What evidence of essential teaching skills do you see in your field experience classroom?

## **Chapter 14**

1. This week write your philosophy of assessing student learning. As with your other philosophy statements, discuss this issue with your mentor teacher and submit the finished copy below. If corrections are warranted, you will include the corrected copy in your professional portfolio.