Course Name: Exploring Teaching (Internet Based Learning)

Course number and section: EDU 221 150

Number of Credits: 3 credits

Days Class Meets: Internet—Lesson videos will be posted and Zooms meetings will be weekly, with recordings for anyone who cannot join. This is a 7 WEEK COURSE.

Meeting Times: Internet Based Learning—so no set days/times, but we will plan to have Zoom sessions weekly on Mondays at 3PM. We will not meet on Labor Day.

Location/Venue: Internet

Instructor: Kerry M. Beal

Contact Phone: 989-330-7070

Contact Email: BealKerryM@jccmi.edu

Online Office Hours: By appointment

Course Description

What are the things prospective teachers beginning their formal study of teacher education should know? Students enrolled in this course will gain knowledge of the role of a professional teacher and education topics: schools, diverse students and their needs, historical and current education issues and trends, as well as philosophical and legal foundations in American education. ***Minimum of 16 and up to 40 hours field experience is included.***

Prerequisite(s)

ENG 131

Course Goals

To foster and develop an understanding of the many facets of work in the education field.

Students will explore and experience key concepts and skills related to teaching and learning in diverse school settings through reading, research, presentation of a lesson, development of a professional portfolio and a teaching philosophy, documented technology and education site-based field experiences.

Course Objectives

Students will explore and experience key concepts and skills related to teaching and learning in diverse school settings through reading, research, presentation of a lesson, development of a professional portfolio and a teaching philosophy, documented technology and education site-based field experiences.

Textbook (chose appropriate options below, delete what does not apply)

We will not have a formal textbook for this course.

☐ **Open Educational Resources (OER):** OERs are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with _free permission_ to:

- Retain – make, own, and control a copy of the resource
- Reuse – use your original, revised, or remixed copy of the resource publicly
- Revise – edit, adapt, and modify your copy of the resource
- Remix – combine your original or revised copy of the resource with other existing material to create something new
- Redistribute – share copies of your original, revised, or remixed copy of the resource with others

☒ **No Textbook Required:** If no textbooks are _required,_ students will not have to purchase books for the course.

Please review the cost of your required materials to determine the best option for you to purchase your materials.

Please note, your opt out selection is for your _entire_ semester schedule. You cannot opt out/opt into individual courses. And you must opt out by the due date of your first class, which is the 3rd day after the start of your earliest course.

[Learn new textbook program at JC](#)

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

Extras

Must have computer device for this class.

FIELD EXPERICE:

YOU MUST COMPLETE 16-40 OBSERVATION HOURS IN A CLASSROOM SETTING BEFORE THE END OF THIS 7 WEEK COURSE. It is your responsibility to find a teacher who will allow you to do this, and who will clear it with their school administrator. You MUST follow any COVID practices set by the school where you are doing observations. You MIUST commit (in writing) to keep student information CONFIDENTIAL. (We will discuss this in the course.). You MUST have a signed and completed form to prove you completed the hours IN ORDER TO PASS THIS COURSE.

Exam Process-

Tests and quizzes will be posted in JetNet with deadlines.

Grading Procedure

Grades will be earned with a TOTAL POINTS system. Every point earned goes toward your grade. No one area of grades will be weighted. Communication is key—ask questions and ask WHY if you are not sure why you earned a low score. This is a college course—if something is posted and worth points, it is in your best interest to do the work thoroughly and well. Stay on task. Check your work. Write at the college level for clear communication, and defend any positions with facts and evidence.

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

Any circumstances under which a student could be dismissed from or failed in the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own

- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation

- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form

- Using notes/books/electronic material without authorization

- Copying

- Submitting others' work as your own or submitting your work for others

- Altering graded work

- Falsifying data

- Exhibiting other behaviors generally considered unethical

- Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the Jackson College accessibility web page.

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Course Management
Follow JC policies and deadlines for withdrawal, and audit and incomplete grading procedures.

Makeup Policy
Communication is imperative. I am a middle school teacher during the workday but you can communicate with JC email (and use your JC email as well), text (see number at the start of this document), or phone call. We can also set up a meeting if needed.

Help
Communicate with me if you need help. Be clear and concise with what you need and on which assignment.

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Student Responsibilities
Do the coursework each week as and when assigned. Join and/or watch Zooms on Mondays. ENGAGE with each other on the forums.

Attendance- Participation Policy
FOR THIS COURSE YOU MUST PARTICIPATE IN A WEEKLY FORUM TO COUNT FOR ATTENDANCE, AND THIS MUST BE DONE MONDAY-TUESDAY, OR WEDNESDAY.

Regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate *within the first couple of days of the term* to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise.

If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus.

All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

Calendar

A partial or complete list of dates or class periods for the course. Within the calendar on specific days are: Assignments, readings, homework, exercised, performances, quizzes, topics, subject matter, skills, chapter titles, discussion topics, tests, comprehensive exams, due dates for major papers or performances. Add or remove columns as necessary to suit your course.

Also include a statement that calendar timelines and assignments are an approximation and could be changed.

WEEK #	DATE OF EACH WEEK	TOPIC	ONLINE WORK TOPICS—ASSIGNMENTS WILL BE POSTED IN JETNET, AND MAY BE ADJUSTED OR CHANGED. THIS IS SIMPLY A GUIDE.
1	Aug. 30-Sept 3	Why Teach? History of American Education Field Experiences: REQUIRED OBSERVATION HOURS FORM—GET STARTED ON THIS ASAP.	Education Timeline Teaching Job Market Bias, Assumptions, Diversity, Equity, Social Justice, Advocacy

WEEK #	DATE OF EACH WEEK	TOPIC	ONLINE WORK TOPICS— ASSIGNMENTS WILL BE POSTED IN JETNET, AND MAY BE ADJUSTED OR CHANGED. THIS IS SIMPLY A GUIDE.
2	Sept. 7-10	Field Experiences Bias, Assumptions, Diversity, Equity, Social Justice, Advocacy Lesson Planning	Teacher Licensing Lesson Planning Professional Portfolio
3	Sept.13-17	Field Experience Reports Lesson Planning Peer Review Mini-Lessons	Lesson Plan Field Experience Discussion Trends in Teaching
4	Sept. 20-24	Field Experience Reports Technology and Other Trends in Education Becoming a Better Teacher	Trends in Teaching Portfolio Culturally Relevant, Culturally Responsive, Culturally Sustaining Approaches to Education
5	Sept. 27- Oct. 1	Field Experience Reports Culturally Relevant, Culturally Responsive, Culturally Sustaining Approaches to Education Mini Lessons	Trends in Teaching Lesson Planning Teaching as a Profession
6	Oct. 4-8	Field Experience Reports Philosophy of Education Portfolio Peer Review	Philosophy of Education Final Draft Portfolio Becoming a Teacher Future of Education
7	Oct. 11-15	Field Experience Reports Becoming a Teacher Wrap Up	Course Reflection Final Assessment and Interview (with Prof. Beal)

Important Dates:

MONDAY 09/06/2021	**LABOR DAY HOLIDAY-NO CLASSES**
MONDAY 10/18/2021	**FINAL DAY OF THIS COURSE/**<mark>**DEADLINE FOR ALL WORK WILL BE OCTOBER 15.**</mark>
WEDNESDAY 11/24- SUNDAY 11/28/2021	**THANKSGIVING HOLIDAY-NO CLASSES**
SATURDAY 12/18/2021	**END OF FALL SEMESTER**