This 3-unit course will provide students with a survey of important issues in education as a first step for those considering a career in teaching. EDUC 201 is an overview of the role of the schools in a democratic society, an introduction of reflective thinking necessary for the effective classroom practitioner, an analysis of the various philosophical views of teaching and learning, and a survey of the historical and legal perspectives of education as they apply to educators.

By the time you have completed the course, you will be able to do the following:

- have an introductory knowledge of the development of public and private schools in the United States;
- have an introductory knowledge of the political, economic, social, religious, and philosophical forces that have shaped American education;
- have an introductory knowledge of the general structure of the K-12 educational system;
- have an introductory knowledge of the principles, practices, and benefits of professional organizations;
- have an introductory knowledge of the professional code of ethics of educators and the roles of teachers;
- have an introductory knowledge of the underlying belief and assumptions regarding reflective thinking as an organizing principle for the EWU teacher education program.

To maximize learning and make this course as valuable as possible, we will function as a learning community that includes active participation and sharing during the term. I will model a variety of classroom strategies to help you augment your repertoire of teaching practices as well as better understand what an effective classroom practitioner is. Three expectations will serve as the guidelines for this course: (1) attend, (2) come prepared, and (3) participate. The more you take responsibility for your own learning, the more value you will receive from the course. Be willing to express your thoughts and feelings, and be willing to listen to others.
The course has one required text which will comprise most of the assigned reading:


Further, I strongly recommend that you purchase a copy of the current edition of the *Publication Manual of the American Psychological Association* if you haven’t mastered APA style.

The course meets Wednesdays from 3 to 5:50 p.m. Here is how the course is set up in broad strokes. There may be some minor changes due to unforeseen circumstances. If so, I’ll let you know as soon as possible.

- **Week 1 (09/24)**—introduction; course overview; essential terms and concepts; characteristics of effective teachers; read Morrison ch. 1
- **Week 2 (10/01)**—platform paper for ch. 1 due (30 pt.); teaching as a profession; hierarchy of professional preparation; handouts on end-of-term portfolio; overview of PPA lesson plan; read Morrison ch. 2
- **Week 3 (10/08)**—distribute book review materials; how schools are organized and linked to society; teaching diverse students; read Morrison ch. 3 and 4
- **Week 4 (10/15)**—teaching exceptional learners and at-risk students; working with parents, families, and the community; read Morrison ch. 6
- **Week 5 (10/22)**—platform paper for ch. 6 due (30 pt.); education control, finance, and governance; distribute group curriculum project guidelines; read Morrison ch. 7
- **Week 6 (10/29)**—midterm exam (100 pt.); legal basis for education; key federal court cases involving education; group curriculum project work; read Morrison ch. 8
- **Week 7 (11/05)**—book review due (100 pt.); history of American education; six major educational philosophies; group curriculum project work; read Morrison ch. 9
- **Week 8 (11/12)**—standards, assessment, and accountability in education; aligning objectives, tasks, and assessment; begin group curriculum project presentations (60 pt.); read Morrison ch. 10
- **Week 9 (11/19)**—curriculum and instruction; continue group curriculum project presentations; read Morrison ch. 11
- **Week 10 (11/26)**—portfolio due (100 pt.); your first year as a teacher; pathways to teaching; read Morrison ch. 13
- **Week 11 (12/03)**—course evaluation; final exam (100 pt.)
Your performance will be assessed on a variety of assignments and activities throughout the course. The assignments and activities total 520 points. You will also receive 80 points for attendance and participation—8 points per class. The course’s grading scale follows the official EWU 4.0 model.

Students are expected to budget their time wisely and have assignments ready on the due date. (All assignments are due at the beginning of class.) If you have a late assignment, you may turn it in after the deadline for half-credit. This offer is good for one week after the deadline. Anything turned in after that time will receive no credit. Please submit all assignments as hard copies, following APA style and format. Please do not email any assignment to me unless you’ve made arrangements with me.

Here is a list of the assignments and activities as well as their point value:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platform Papers (2 @ 30 pt. each)</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>160</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
<td>260</td>
</tr>
<tr>
<td>Group Curriculum Project</td>
<td>60</td>
<td>320</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100</td>
<td>420</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>520</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>80</td>
<td>600</td>
</tr>
</tbody>
</table>

Violations of academic integrity involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university-related work and/or program of study. Students committing academic dishonesty will be reported to the appropriate university officials and their course grade may be lowered to a 0.0 or an XF. I will use the departmental disposition form to help students who require it.

My office hours are Monday and Wednesday from 11 a.m. to 1 p.m. My office is 316C Williamson Hall. You may reach my voice mail at (509) 359-7024. My campus email address is vincent.aleccia@mail.ewu.edu. If these hours don’t work for your schedule, please see me to make other arrangements. And please don’t hesitate to contact me if you have questions.

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.