



## *Educators as Builders of Community*

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**Office Rm. 211**  
**Hours:** TR 8:50 am-10:50 am  
**Or by Appointment**

**ED200 Introduction to Education**  
**ED200A TR 8:00 am - 8:50 am Rm. 219, FAC**  
**ED200B TR 10:50 am – 11:40 am, Rm. 219, FAC**

**Text:** Eggen, P. & Kauchak, D. (2011). Introduction to Teaching: Becoming a Professional (5<sup>th</sup> edition), Pearson Custom Education

**Blackboard Web Site:**  
<http://eclassroom.benedictine.edu/>

### **Course Description:**

This course is designed as a comprehensive introduction to the teaching profession and includes a discussion of cultural and social issues that currently impact today's 21st century teachers. This course will provide future teachers with fundamental background material to begin formulating their own philosophy of teaching. It introduces prospective education majors to the teacher education program's conceptual framework, *Educators as Builders of Community*, and to the many aspects of schooling, including the role of teaching and curriculum; student diversity in learning; influences on school life, and current political, economic and legal controversies that will impact schools and teachers in the years ahead. Education majors are encouraged to understand that students from multicultural backgrounds may hold different values that add to the complexity of the classroom. Excellent questions for reflection are: What is education, its purpose, and functions? Who should be teachers? Would I make a good teacher? What are the roles and responsibilities of educators? How can teachers prepare themselves in terms of their knowledge, methodologies, and practical abilities? What are some important issues one needs to consider when choosing teaching as a career? How can teachers face the challenges of a changing and culturally diverse society?

This course is to be taken concurrently with ED201 Introduction to Education Field Experience. The course is exploratory in nature to provide the necessary knowledge base for students to make an informed decision in their career choice. It is also practically oriented to combine theory with learning experiences during the Field Experience in ED201. Students will engage in active and interactive learning through a variety of methods. The goals are to develop students' knowledge of educational terminology, principles, and theories, while empowering them as reflective, creative, and effective education professionals.

### **Conceptual Framework:**

The conceptual framework of Benedictine College's education program is built upon the theme, "Educators as Builders of Community." It calls for pre-service teachers to perceive their roles in education as developers of community. The community is within the place called school as well as outside its walls. Within this structure, goals for all education programs include:

- Building community within schools and classrooms so that students and teachers making personally meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly.

- Actively involving the community as part of the educational process.
- Pursuing outcomes that enable students, in the 1500-year tradition of Benedictine monasticism, to become builders of community.

Course Outcomes	Assessment	BC Conceptual Framework and TEP Outcomes	KSDE/NCATE Professional Education Standards
Recognize and nurture the characteristics of the whole child within the learning environment.	Daily readings, class discussions, journal reflections	Outcomes – 1	Standard #2
Actively engage learners in relevant, concept-based inquiry that contributes to the well being of the community.	Daily readings, class discussions, journal reflections	Outcomes – 1, 2, 4, 5	Standard #1
Balance diversity and unity through respecting and integrating different viewpoints, learning styles, cultures, and lived experiences.	Daily readings, class discussions, journal reflections	Outcomes – 1, 2, 3	Standard #3
Demonstrate critical reflection on teacher decision making based upon philosophical, historical, social, and psychological foundations of education.	Daily readings, class discussions, journal reflections	Outcomes – 1, 6	Standard #13
Connect the study of liberal arts within the developmentally appropriate, interdisciplinary and interactive approaches to curriculum and instruction.	Classroom discussions and assignments, group work	Outcome – 6	Standard #11
Create a community of caring relationships that enable a sense of belonging, responsibility, and collaboration among students and teachers.	Classroom discussions and assignments, group work	Outcomes – 1, 2, 4, 5	Standard #5
Analyze organizational, political, and legal dimensions of schools and classrooms.	Daily readings and reflection journals, class discussions, analysis of scenarios and role playing activities, literature presentations and quizzes	Outcomes – 6	Standard #13
Reflect upon professional growth responsibilities and opportunities.	Daily readings, class discussions, journal reflections	Outcome 6	Standard #9 Standard #9

**IDEA Goals:**

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning fundamental principles, generalizations, or theories.
- Learning to apply course material (to improve thinking, problem solving, and decisions).

**Special Accommodations:** Benedictine College complies with the Americans with Disabilities Act (ADA) that requires reasonable accommodations for individuals with documented disabilities and/or special needs that may affect their performance in the class. Students should contact the instructor to discuss specific requirements and contact Camille Osborn in the Academic Assistance Center, Library 209, at 913-360-7517.

**Academic Misconduct:** Benedictine College endorses the principle of academic integrity. Any academic misconduct is contradictory to the purposes and welfare of both the student and the college. Academic misconduct includes, but is not limited to, cheating on examinations, plagiarizing, turning in work prepared by

another person, falsifying data and documents, and gaining or giving unauthorized access to assessment materials. Verified instances of academic misconduct will result in an "F" or a zero grade for the assignment, exam, or project connected to the academic misconduct, and will be reported to the Associate Dean and the student's advisor. Additionally, depending upon the magnitude of the academic misconduct, the student may receive a failing grade for the course and the student may be suspended or be subject to dismissal from the college.

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**The professor reserves the right to amend/edit the syllabus or timeline at any time during the semester.**

**Instructional Methods:** Instructional methods in this course, evaluation of student work, and intended course outcomes have been aligned to serve our program goals. In keeping with the conceptual framework of “Educators as Builders of Community,” it is imperative that members of this class become a community of learners. As our class community develops, it is important for each member to attend every class session for its full duration. Instructional methods will be comprised of dialogue, student and instructor presentations, media, guest speakers, and cooperative learning activities.

**Blackboard:** All grades will be posted on Blackboard.

**Things Professors Love:**

- Students who take responsibility for their education
- Students who have read the assigned reading and actively participate in class discussion
- Students who complete all assigned work on time
- Students who sit toward the front of the classroom
- Students who visit professors during office hours
- Students who do not make excuses and keep their cell phones off during class
- Students who ask for help more than a day before a test or an assignment due date

**Course Requirements and Expectations:**

**Attendance/Participation:** Attendance is taken daily. If a student is unable to attend a class, it is the student’s responsibility to notify the instructor prior to the class. It is recommended that you notify Janet Wilcox if you are ill and cannot attend class. The attendance policy for this course is in agreement with the BC Course Handbook - four absences may precipitate withdrawal by the instructor. Participation means being prepared to discuss content, asking questions, contributing to the overall discussions. It also means taking an active role in group activities. **Overall, you must exhibit professional behavior and disposition - don’t be one of those students that will later drive you crazy in your own classroom.**

**Late Work:** Grades for any assignment turned in after the class period in which it is due will be lowered by five percentage points for each day it is late. Work will not be accepted after one week from the due date and will earn a zero.

**Assignment Details – all written assignments should be turned in on or prior to the due date during class.**

**Chapter Study Guides and Quizzes:** Study guides will be available on Blackboard Assignments for you to download and type your responses. These study guides are for Chapters 1, and 7.

**Reflective Paper (two page essay double-spaced):** Students will be given the following topic for reflection. The student will assimilate information by blending new understandings with previous knowledge and experiences. The student will assess his/her own beliefs, understandings, biases, and motivations. The content of this paper will assist students as they develop their own philosophy of education. This assignment will be worth 10 points. There are no right or wrong answers, no good or bad opinions. Points will be awarded based on clear expression of thoughtful content and correct grammar, accurate spelling, and good sentence/paragraph structure

**#1: Learning Styles** – Complete the Learning Styles Inventory and Gardner’s Multiple Intelligences survey. How do you feel about the results? How accurate were the results in describing you? What new information came to light for you? Based on your past experience and these surveys, which methods of learning are most comfortable for you? How will you take this information and apply it in your future classroom? Include the surveys with your paper.

**Article Annotations:** Students will find a reputable article on a “hot topic” and write an annotation for it. Annotation instructions will be given in class. Be ready to defend your beliefs on the hot topic!

**Article Annotation Rubric:**

	<b>Needs Work 1 pt.</b>	<b>Average 2 pts.</b>	<b>Good 3 pts.</b>	<b>Excellent 4 pts.</b>
<b>Article Choice</b>	Questionable choice	Good article but outdated	Article is current, topic is somewhat significant to educators	Article is current; topic has extreme significance to educators
<b>Appropriate Writing Style</b>	Not very clear and concise and/or frequent grammatical, spelling, and punctuation errors Style needs much improvement	Somewhat clear and concise and/or quite a few grammatical, spelling, and punctuation errors Rough spots in writing style	Clear and concise and/or occasional grammatical, spelling, and punctuation errors Readable style	Clear, concise, free of grammatical, spelling, and punctuation errors College level writing
<b>Synthesis</b>	Shows little understanding of the significance and implication of the article; unable to tie ideas together	Shows some understanding of the significance and implication of the article, but ideas are not tied together	Shows good understanding of the significance and implication of the article; somewhat ties ideas together	Shows excellent understanding of the significance and implication of the article; ties together ideas coherently
<b>Critique</b>	Not really a critique	Critique is more of a summary or restatement of article	Critique provides a good, general evaluation of article	Critique evaluates the article in areas such as methodology, clarity, applicability, organization, etc.
<b>Reflection</b>	Connections are not coherent or are incorrect	Alludes to connections but is not explicit	Student makes connections to knowledge of education	Student makes insightful connections between article and knowledge gained in education courses or personal knowledge.
<b>APA Style</b>	Met none of the requirements in APA formatting	Met a few of the requirements in APA formatting	Met some of the requirements in APA formatting	Met all requirements in APA formatting: reference, subtitles, spacing
<b>24-22 = A/A- 21-20 = B+/B/B- 19-17 = C+/C/C- 16-15 = D 14-0 = F Total Pts:</b>				<b>___ / 24 pts.</b>

**Research Paper:** Students will draw for groups of 4-5 students to describe an issue that affects education. Each person will research five journal articles on their topic and write a reading annotation for each one. This research assignment will include page numbers with: 1) APA style title page; 2) article title at beginning of the annotation; and 3) a references page at the end. No citations within the text should be used. These will be due the day of your presentation.

**Research Paper Rubric:**

	<b>Needs Work 13-0 pt.</b>	<b>Average 14-15 pts.</b>	<b>Good 16-17 pts.</b>	<b>Excellent 18-20 pts.</b>	<b>Points</b>
<b>Appropriate Writing Style 20 pts</b>	Not very clear and concise and/or frequent grammatical, spelling, and punctuation errors Style needs much improvement	Somewhat clear and concise and/or quite a few grammatical, spelling, and punctuation errors Rough spots in writing style	Clear and concise and/or occasional grammatical, spelling, and punctuation errors Readable style	Clear, concise, free of grammatical, spelling, and punctuation errors College level writing	
<b>Synthesis 20 pts</b>	Shows little understanding of the significance and implication of the articles; unable to tie ideas together	Shows some understanding of the significance and implication of the articles, but ideas are not tied together	Shows good understanding of the significance and implication of the articles; somewhat ties ideas together	Shows excellent understanding of the significance and implication of the articles; ties together ideas coherently	
<b>Critique 20 pts</b>	Some critiques are not really examining articles critically	Critiques are more of summaries or restatements of articles	Critiques provide a good, general evaluations of articles	Critiques evaluate the articles in areas such as methodology, clarity, applicability, organization, etc.	
<b>Reflection 20 pts</b>	Connections are not coherent or are incorrect	Alludes to connections but is not explicit	Student makes connections to knowledge of education	Student makes insightful connections between articles and knowledge gained in education courses or personal knowledge.	
<b>APA Style 20 pts</b>	Title page with running head (5 pts) Pages with headers and page numbers (3 pts) Each reference-2pts each (10 pts)		References title (1 pt) 1" Margins (1pt)		
<b>Article Choices 5 pts</b>	Questionable choices on some articles Good articles but some are outdated Articles are current, topics are somewhat significant to educators Articles are current; topics have extreme significance to educators			2 3 4 5	
/ 105 pts.					

**Research Presentation:** All research should be consolidated into a group presentation. A one-page handout of salient points for all class members is required on the day of your presentation. The presentation must be emailed the day before the presentation to the professor. After the presentation, the group will be responsible for leading a class activity, which stimulates students to think deeply about the topic and how it applies to them as future teachers. Part of your grade will be based on the engagement and interaction among classmates. Each student will receive one group grade. If there is difficulty in your group with contact, meeting, distribution of responsibilities, or completing the assignment, **you must contact me** and we will all resolve the issue. One of the ways to build community is to encourage and support others in your group to complete all work on time in a professional manner. The presentation should contain:

- Introduction and description of the issue
- Discussion of the appropriate historical, social, economic, political, financial, governance, etc., contexts
- Pros and cons of the issue
- Various proposed solutions
- Current trends
- Opinions and information from recognized authorities in the field
- The group's opinions and recommendations
- Appropriate graphics and design to make the content more meaningful

**Research Presentation Rubric (Group Grade)**

	<b>1 – Oops!</b>	<b>2 - Needs Improvement</b>	<b>3 – Acceptable</b>	<b>4 – Wow!</b>	<b>Points</b>
<b>Organization</b> X 2	*No organization apparent in presentation, just lots of facts or windy explanations *Little basis for information.	*Information is difficult to grasp due to lack of organizational pattern *No handout was prepared for class *No references	*Uses headings or bulleted lists to organize, but overall organization of topics appears flawed *Did not introduce or did not summarize *Presentation was not emailed before presentation.	*Information is introduced and presented in logical, interesting sequence *Headings or bulleted lists *Handout *Summarized at end *References were listed *Presentation emailed	
<b>Content Knowledge</b> X 3	*Presenters clearly are ill at ease with topic and impart no information of use to audience	*Presenters give only minimal information on topic; do not elaborate	*Presenters give basic factual information on topic with some supporting details	*Presentation reflects accurate, specific, purposeful information *Information is expanded to fully explain topic	
<b>Graphics, Text, Color</b> X 2	*Little thought as to use of color, graphics, or varied text	Minimal graphics and color	*Some graphics, color, and text, but some or all did not enhance the presentation	*Creative, attractive color, contrasting background *Related graphics used to reinforce screen text and presentation	
<b>Mechanics of Text in Presentation</b> X 2	X	*Six or more misspellings or grammatical errors	*Three to five misspellings or grammatical errors	*No more than two misspellings or grammatical errors.	
<b>Oral Presentation</b> X 3	*Not delivered in an engaging manner *difficult to hear at times	*Primarily read to audience with some additional information given *Needed more eye contact, etc., to engage audience’s attention.	*Presenters spoke clearly *Some relied on notes *Spoke directly to audience most of the time *Fairly good eye contact and body language	*Engaged the audience through loud, clear voices *Excellent eye contact *Effective body language * <b>Did not read to audience</b>	
<b>Technical Aspects</b> X 2	*Could not present at designated time	*Time was used to “fix” technology	*Minimal flaws with movie, sound, etc. that were quickly corrected	*All technology used	
<b>Class Engagement</b> X 3	Little effort was made to engage class, so was not successful.	Some effort was made to engage everyone in class, but was not very successful.	Effort was made to engage everyone in class and was somewhat successful.	Creative and intelligent effort was made to engage everyone in class and was very successful.	
<b>68-61 = A to A-</b>	<b>60-55 = B- to B+</b>	<b>54-48 = C- to C+</b>	<b>47-41 = D- to D+</b>	<b>40-0 = F</b>	<b>Group Grade:</b>

**Exams:** There will be a midterm and a final over the class content. They will consist primarily of multiple choice and short answer.

**Grading Scale:**

A	100% - 95%	C+	79% - 77%
A-	94% - 90%	C	76% - 74%
B+	89% - 87%	C-	73% - 70%
B	86% - 84%	D	69% - 60%
B-	83% - 80%	F	59% - 0%

**Weighting of Grades:**

Study Guides/Quizzes	10%
Reflections	5%
Annotated Article	5%
Research Paper	20%
Research Presentation	20%
Exams	30%
Attendance/Participation	10%