



**College of Education
Department of Middle and
Secondary Education
*ED 1100 – Intro to Secondary
Education*
SYLLABUS**

Contact Information

Instructor: Dr. Susan Morris Rutledge

Phone: 724-938-4755

Student Consultation Hours:

Email: morrisrutledge@pennwest.edu

Monday & Wednesday: 10:30 am-1:30 pm
Face to Face Building B, Rm 407
Tuesday & Thursday via Zoom from 1 pm
until 3 pm
<https://pennwest-edu.zoom.us/j/98902463977>

ALL other times by appointment only!

Course Description This foundational course initiates the professional development of prospective educators through engaging instructional activities that apply contemporary educational theory while fostering awareness of diverse learning environments. Students will examine historical, philosophical, and contemporary issues in education while developing trauma-informed approaches and technological engagement skills. The curriculum emphasizes understanding different perspectives in education, recognizing strengths in diverse classrooms, designing inclusive learning experiences, and promoting accessible learning opportunities for all students. Through a required clinical experience, students engage in authentic learning by interacting with practicing teachers, implementing digital technologies to enhance pedagogical practices (TVE1-3), and participating in structured reflection aligned to trauma-aware mental health practices (TA3-5), fostering a holistic understanding of effective, student-centered education. (3 credits)

Course Prerequisites

None

Course Meeting Days/Time

Monday, Wednesday, & Friday from 9-9:50 am
New Science Hall, Room 109

Field Observation Requirement:

Course	PDE Field Stage	Placement Considerations	Duration
ED 1100 – Intro to Middle/Secondary Education (Semester 1)	Stage 1	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).	No fewer than 12 hours Placements begin in week 5

A 12-hour field observation is an educational requirement for this course. The purpose of this observation is for the student to observe the teaching and learning process from their perspective and reflect on becoming a teacher. Forms and protocols will be distributed in class.

*****Students cannot miss any classes to include this course and other scheduled courses to complete field observation requirements.**

****** Students who fail to complete the required field observation experiences will have to retake the class. Field observation experiences include observing the mentor teacher and completing the required field experience observation assignment.**

Course Objectives and Assessments

#	Course Objective: The teacher candidate will be able to...	Assessment
1	Describe historical, social, and philosophical foundations of education, including those that may lead to institutional and cultural biases (CA2.A, CA2.E).	Historical & Philosophical Foundations of Education Analysis (Instructor Designed)
2	Define the Pennsylvania Code of Professional Practice and Conduct for Educators.	Code of Ethics & Professional Practice Analysis (Instructor Designed)
3	Identify and describe the requirements for admission to teacher education and student teaching.	Professional Growth Self-Assessment Portfolio (Instructor Designed)
4	Reflect, assess, and track their own professional growth; including related to their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of social groups; through focused self-reflection (CA3.D).	Professional Growth Self-Assessment Portfolio (Instructor Designed)
5	Describe an organized, effective and safe classroom layout and routine.	Classroom Environment & Management Observation (Instructor Designed, Field Experience Reflections)

#	Course Objective: The teacher candidate will be able to...	Assessment
6	Discuss the role of standards in the development and delivery of curriculum.	Standards-Based Curriculum Analysis (Instructor Designed) & Field Observation of Standards Implementation (Field Experience)
7	Identify and list Bloom's Taxonomy verbs across the affective, psychomotor and cognitive domains.	Standards-Aligned Inclusive Lesson Plan
8	Develop instructional objectives/goals aligned with appropriate content standards and observes how practicing teachers communicate learning targets to students.	Learning Targets & Standards Alignment (Field Experience)
9	Accurately identify and reflect on elements of planning and preparation, including knowledge of students' backgrounds and communities, required to conduct an engaging middle/secondary lesson (CA3.C, CA5.D).	Instructor Designed & Diverse Classroom Observation Reflection (Field Experience)
10	Observes, identifies and discusses the needs of diverse learners and the differentiation/scaffolding practices used by public schools to engage diverse learners, leading to the creation of multiple pathways and opportunities for students to achieve academic and social success (CA4.C, CA4.D).	Differentiation Strategies for Diverse Learners (Field Experience & Instructor Designed)
11	Observes and reflects on effective communication, questioning, discussion and integration of technology to engage students in the classroom.	Communication & Questioning Techniques Reflection (Instructor Designed & Field Experience)
12	Observes and reflects on effective communication, questioning, discussion and integration of technology to engage students, nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners (CA8.C).	Engagement Strategies & Technology Integration Analysis (Instructor Designed & Field Experience)
13	Identify, discuss and evaluate the effectiveness of various formative and summative assessment techniques and discuss the role of bias in assessment (CA2.A, CA2.E).	Assessment Methods Analysis & Bias Identification (Instructor Designed)

Course Materials: **

Textbook: We are going to use an open educational resource (OER) from the University of Arkansas linked here: [Introduction to Education – Simple Book Publishing \(pressbooks.pub\)](https://pressbooks.pub)

You do not need to purchase a book for this class. Additional course materials, videos, etc.

will be uploaded into our course shell in Brightspace D2L to support your learning.

Course Structure

Course Timeline:

<u>Instructor Responsibilities</u>	<u>Student Responsibilities</u>
<ol style="list-style-type: none"> 1. Be on time and prepared! 2. Be Respectful 3. Be Professional 4. Respond to student emails within 48 hours (about 2 days) of receipt 1. Provide Structure 2. Provide Weekly Reminders 3. Preparing Instructions for Assignments 4. Prepare Extension Materials 5. Provide Tutorials for Technology demands 6. Listen Actively 7. Provide Additional Resources 8. Grade in a Timely Manner 9. Aid when Needed 10. Answer Questions to the best of my ability 	<ol style="list-style-type: none"> 1. Be on time and prepared! 2. Ask Questions 3. Help Each Other Out. Online learning is not an individual endeavor! 4. Be Respectful 5. Be Professional & Courteous 1. Read the Syllabus & Refer to it consistently!!!! 2. Download and save copies of all material to your computer. 3. Inform Instructor to the best of your ability absences when there is an emergency 4. Read all assigned Readings & Links 5. Ask questions!! I cannot help you if you do not ask!!!! 6. Turn in Assignments on Time 7. Participate in Discussions: Respond and Ask & Answer questions. 8. Work together collaboratively on group project (s) when & if necessary. 9. Use APA Edition for all writing assignments unless otherwise noted 10. Plan your study schedule accordingly. Prepare to spend at least 3 hours a week on this course.

Course Policies/Procedures/Grading

- Attendance is taken daily, if you miss 5 or more classes regardless of excused or unexcused absence your class grade drops a letter grade
 - Please note excused absences as described at the end of the document enable you to complete missing assignments.
 - You must document your absences!
- Please Understand YOU EARN the grade you receive!! You are learning; the deeper and more detail you apply to your learning and development, the more likely you are to be successful.
- The course and the instructor are not responsible for any minimum grade you must receive in this class. It is your responsibility to maintain your learning, so that you can receive the grade your program requires!!
- Think of your grade as a paycheck and even a bonus check, the better the learning and quality, the higher the grade. Remember I go by responsibility and by thinking like a professional.

- Feedback helps us deepen our learning. The expectation is for you to read and reflect on your feedback! Thus, you will receive specific feedback on your assignments, i.e., what you did well and what you need to work on. You will be told specifically whether you must redo your assignment, and then the redo becomes your choice. You will only have 1 week from the time I post the feedback to complete the redo.
- Field experience is required in this course. You will have assignments related to field experience. You must complete those assignments along with the field experiences.
- There may be opportunities for extra credit work! However, extra credit opportunities are extensions of your learning and course materials. If you choose to miss an assignment, extra credit points will not be used to cover that assignment. Extra-credit is just that extra but you can really learn and experience so much if you take these opportunities!!
- Please note that I do not round grades up or down. If you receive a 94.99%, you receive an A-.
- Earning Your learning and grade will be based on assignments listed in the course schedule provided to you during Week #1 of the course.

Your grade will be calculated using the following scale:

Grade	Percentage Range
A	95-100%
A-	90-94.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	Below 60%

Course Assignments: Subject to Change

Key Assessments:

- Lesson Plan
- Field Experience (12 hours or more)
- Field Experience Structured Reflections
- Educator Disposition

Tentative Course Outline/Schedule (subject to change)

1. Historical, Philosophical, and Social Foundations of Education

- The History of Organized Education
- Content-Specific Experts/foundational thinkers
- The Changing World and Contemporary Issues
- School Finance/School Boards (*Supports Objective 1*)

2. Legal and Professional Considerations

- The PA Code of Conduct
- Legal and Professional Considerations (*Supports Objective 2*)

3. Teacher Education Requirements and Professional Growth

- What's next? (admission requirements)
- Professional Organizations
- What it means to be a reflective practitioner (*Supports Objectives 3 & 4*)

4. Learning Environment and Classroom Management

- Creating a Positive Climate
- Procedures and Guidelines
- Classroom Management (*Supports Objective 5*)

5. Curriculum Standards and Development

- Standards & Competencies
- Looking at lessons (*Supports Objective 6*)

6. Bloom's Taxonomy and Learning Objectives

- Bloom's Taxonomy and Cognitive Rigor (*Supports Objective 7*)

7. Instructional Planning and Alignment

- Planning Lessons
- Choosing Content (*Supports Objective 8*)

8. Planning for Diverse Learners

- Student Profiles (*Supports Objective 9*)

9. Differentiation Strategies

- Small Group/Cooperative Learning
- Individualized Learning (*Supports Objective 10*)

10. Communication and Questioning Techniques

- Direct Instruction (Teacher vs. Student Driven) (*Supports Objective 11*)

11. Technology Integration for Engagement

- Instructional Technology (*Supports Objective 12*)

12. Assessment Methods and Techniques

- Elements of Quality Assessment (Timeliness, Accuracy, Specificity, Fairness)
- Formative vs. Summative Assessment (*Supports Objective 13*)

13. Field Experience Component (12 hours - integrated throughout)

- Clearances
- Field Work Expectations and requirements
- Development of a Content Specific Resource File (*Supports application of Objectives 5-12*)

Accommodations for students who have disabilities:

Office for Students with Disabilities Pennsylvania Western University of Pennsylvania offers services to meet the accommodation needs of students with many types of disabilities. The Office for Students with Disabilities provides services to students based upon documentation of a disability and a request for accommodation based on this disability. Please refer to PennWest's Reasonable Accommodations for Students with Disabilities Policy for additional information. This policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students reserve the right to decide when to self-identify and when to request accommodation. Students requesting approval for reasonable accommodation should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

For questions about accommodations please contact:

PennWest California- John Massella at Osd-cal@pennwest.edu

PennWest Clarion- Ron Radaker at Osd-clr@pennwest.edu

PennWest Edinboro- Sharon Conklin at Osd-edn@pennwest.edu

TITLE IX COMPLIANCE & REPORTING:

Pennsylvania Western University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, Title IX requires University faculty members to report incidents of sexual discrimination, including sexual violence, shared by students to the University's Title IX Coordinator. Accordingly, if a student shares information about any incidents of sexual discrimination or sexual violence during a classroom discussion, in a writing assignment for a class, or in other contexts, faculty must report that information to the Title IX Coordinator. This information will only be shared with the Title IX Coordinator, who is the individual on campus designated to respond to reports of discrimination or sexual violence. While the Title IX Coordinator is not a confidential source of support, they will address matters reported to them with sensitivity and will keep your information as private as possible.

Additionally, faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to the person designated in the University's *Protection of Minors Policy*.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <https://www.pennwest.edu/equity-title-ix>.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are available on the Office of Social Equity website. Report may be made to the following individuals:

- PennWest Title IX Coordinator: Amy Salsgiver, salsgiver@pennwest.edu
- Edinboro campus: Andrew Matt, amatt@pennwest.edu
- California campus: Sheleta Camarda-Webb, camardawebb@pennwest.edu
- Global Online: Andrew Matt, amatt@pennwest.edu

Academic Integrity

It is expected that all work submitted through this course is the student's original work, generated for the express purpose of completing the requirements of this course. All papers submitted in this course may be screened for originality using plagiarism detection software. Students are to be aware that academic dishonesty is not tolerated in this course and should be familiar with the following definitions:

Cheating. The use of unauthorized materials, information, ideas, study aids, etc., in any academic exercise. May include, but is not limited to: copying answers from another student's exam; using notes, books, or other resources for an exam when not expressly permitted to do so; using electronic devices when not expressly permitted to do so; fraudulently obtaining or sharing an exam; submitting a term paper or other assignment written by someone else; plagiarizing the work of others; submitting the same term paper or other assignment to more than one instructor without obtaining prior permission to do so; or having someone else take an online course or online exam for you.

Plagiarism. The representation of the work of another as your own, without proper credit and/or citation. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices.

Additional violations of academic integrity may be found in PennWest's Policy AC059: Academic Integrity, which also includes potential sanctions faced by the student for violations of the policy.

D2L and CALU subscribe to Turn It In plagiarism software. All assignments will be uploaded into D2L and run through this software. As the Instructor of this course, I will take appropriate actions in response to Academic Dishonesty, as defined as the University's Student Code.

Additionally, if you have taken this course before and are retaking it, submitting assignments from the first time you took this course counts as plagiarism. The only previously written work from any course including this course that is allowed is a previously written, original lesson plan.

USE OF AI, Chat GPT, ETC.

While AI will be used in a limited basis in this course to demonstrate some of its utility, the following policy is in place in this course!

"To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research

skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly using reliable, evidenced based resources. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification." (Resource: [ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements | Center for Teaching & Learning \(utexas.edu\)](#))

Any plagiarism or other form of cheating will be dealt with severely under relevant Pennsylvania Western University Policies and Procedures.

Appropriate Actions Include:

- **Plagiarize First time: You will receive a notice from me, and you Fail the Assignment**
- **Plagiarize Second time: You will receive a notice from me, I will inform your program coordinator/ Advisor, and you Fail the Course.**

Full text of the Student Code available at available at available at [ac059-academic-integrity.pdf \(pennwest.edu\)](#)

PennWest subscribes to Turnitin plagiarism checker: [Interpreting the Similarity Report \(turnitin.com\)](#)

The color of the report icon indicates the similarity score of the paper, based on the amount of matching or similar text that was uncovered. The percentage range is 0% to 100%. The possible similarity ranges are:

- **Blue:** No matching text
- **Green:** One word to 24% matching text
- **Yellow:** 25-49% matching text
- **Orange:** 50-74% matching text
- **Red:** 75-100% matching text

As a student, you should be able to “see” your color code upon submission of your work.

Pennsylvania Western University Class Attendance Policy (AC013)

Key elements of this policy include the following:

Students are expected to attend each class meeting in its entirety. Faculty members shall maintain a record of classroom attendance throughout the semester, and the student is responsible for verifying their attendance when arriving late to class and/or justifying early departure.

Class absences are excused for medical reasons documented by medical personnel, university activities approved by the appropriate vice president or designee, and/or for personal exigencies. University activities to be recognized as an excused absence include but are not limited to scheduled athletic competitions; academic competitions in which the student is a participant; military duties; auto accidents; death of an immediate family member; and medical emergencies. Verification of such absences

may be required by the instructor, and the student is responsible for make-up work as required by the instructor. Students with excused absences are permitted to make up missed work and are responsible for all missed assignments without penalty.

If you miss a class, and you do not have a documented excuse as described above, you will not be able to make up missed assignments and in class participation and activities.