

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

Type of Action:

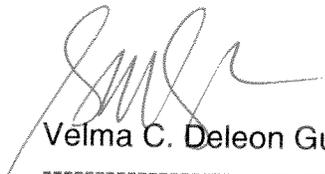
- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 211

Course Title: Introduction to Teaching

Reason for initiating, revising, or canceling:

This course guide is being revised to change the English Placement Level from EN 101 to EN 093/094, to update the textbook edition, and to change the degree requirement met by the course from Elementary Education majors to Education majors.


Velma C. Deleon Guerrero

4/6/2011

Proposer

Date

Dr. Joe Peters

Department Chair

4/6/11

Date


Barbara K. Merfalen

4.7.11

Dean of Academic Programs and Services

Date

Northern Marianas College

Course Guide

Course: ED 211 Introduction to Teaching

1. Department

School of Education

2. Purpose

The purpose of this course is to acquaint prospective teachers with basic information concerning effective teaching and the components of an effective classroom. The course will provide an introduction to the field of education including basic skills and strategies for organizing and managing a classroom.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Wong, Harry K. and Rosemary T. Wong. *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc., 2009.

Readability level: Grade 12.

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester

2. **Lab:** None

3. **Other:** 30 hours of practicum (1 credit hour = 30 contact hours)

C. Credits

1. **Number:** 4

2. **Type:** Regular degree units

D. Catalogue Course Description

This course is designed to introduce students to the fundamental theories and practices of teaching. Students examine a variety of teaching strategies, discuss ways to address individual differences and needs, and learn how to write student learning outcomes and lesson plans. A required observation in schools provides students with the opportunity to view practicing teachers and to reflect upon topics discussed in class. The student is expected to spend 30 hours per semester in a variety of classroom settings. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

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E. Degree or Certificate Requirements Met by Course

This is a required course for all Bachelor of Science in Education majors.

F. Course Activities and Design

This course incorporates short lecture, discussions, videos, small group activities, student projects, presentations, written assignments, and activities for use in the classroom. Thirty hours observations are included in the course.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: None.

English Placement Level: EN 093/094.

Math Placement Level: None.

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a four-credit course, the cost of the textbook, and the student activities fee.

Cost to the College: Salary of instructor; use of A-V equipment; occasional photocopying.

Instructional resources needed for this course include computers and software, the internet, TV/VCRs, chalk or dry erase markers, CRC materials, audio DVD/cassette and players, and photocopied materials.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Introduction to Teaching
 - 1.1 Classroom Norms
 - 1.2 Procedures
 - 1.3 How Adults Learn
 - 1.4 Portfolios
 - 1.5 Basic Teach Back Lesson Plan
 - 1.6 Teaching Strategies
 - 1.7 The Retention Triangle
 - 1.8 Bloom's Taxonomy
 - 1.9 Stages of Teaching
- 2.0 Mother/Father/Teacher Read
- 3.0 The First Days of School
 - 3.1 Three characteristics of an effective teacher & successful strategies for the first year teacher
 - 3.2 Positive expectations in the classroom
 - 3.3 Effective classroom management
 - 3.4 Designs lessons and assessments to help students achieve
 - 3.5 Becoming a professional educator
- 4.0 *The Effective Teacher* Harry Wong eight part audio lecture

8. Instructional Goals

This course will introduce students to:

- 1.0 32 different teaching strategies and the retention triangle;
- 2.0 Theories and practices of teaching;
- 3.0 Differentiated learning;
- 4.0 Program and student learning outcomes;
- 5.0 Lesson plans; and
- 6.0 Emphasis on the importance of reading literacy.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Demonstrate 32 different teaching strategies and how they fit on the retention triangle;
- 2.0 Demonstrate theories and practices of teaching;
- 3.0 Apply different strategies to meet the learning styles of diverse student populations;
- 4.0 Write student learning outcomes and assessment to match teachbacks using Bloom's Taxonomy;
- 5.0 Apply story sharing technique; and
- 6.0 Design, implement, and assess lesson plans for teachbacks.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Participation in activities, presentations, reflective writings, interviews, and observation reports;
- 2.0 Evaluation by the instructor using provided rubrics;
- 3.0 A course portfolio;
- 4.0 Weekly quizzes; and
- 5.0 Take home and in-class final examination.