

## Course Information

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### **Orientation to Education**

EDU 1010-003

Fall 2025

## Course Section Information

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**Days:** Online

**Time:** Online

**Campus:** Online

**Classroom:** Online

## Course Description

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Teaching as a career - challenges and rewards, history, philosophies, social issues, legal issues, job availability, and governance. Preparation for acceptance into a teacher education program. Field experience required.

Semester: All

## Course Prerequisites/Co-requisites

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No prerequisite knowledge is required to be successful in this course.

## Textbooks, Readings, and Course Materials

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**Authors:** Don Kauchak & Paul Eggen

**Publication Date:** 2021

**Title:** Introduction to Teaching

**Edition:** 7th edition

**Publisher:** Pearson

**ISBN:** ISBN-13: 9780136874812; ISBN-10: 0136874819

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

# Orientation to Education

EDU - 1010 003

## Course Student Learning Outcomes

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- Demonstrate substantive knowledge of the historical and theoretical aspects of education in American public and private schools.
- Understand historical contexts and current applications of appropriate teaching methods.
- Understand how to access and interpret the Utah State Office of Education Core Curriculum.
- Understand multiple roles of teachers.
- Effectively communicate orally and in writing various facets of contemporary issues in teaching and education.
- Use and interpret data relevant to educational research and practice.
- Systematically analyze, synthesize, and/or evaluate personal and societal issues relevant to elementary and secondary education.
- Be able to critically review thoughts, opinions, biases and beliefs regarding current education practice in the United States.

- Demonstrate effective problem-solving techniques in preparation for Praxis I and II.
- Understand the historical and political underpinnings that impact current policies and procedures in elementary and secondary education.
- Develop an awareness of student and faculty civil rights and responsibilities.
- Engage in principled and vigorous dialogue with seasoned educational professionals.

## Additional Materials

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None

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
8/27/25	<a href="#">Introduce Yourself</a>	Discussion	5
9/3/25	<a href="#">Chapter 1</a>	Discussion	5
9/7/25	<a href="#">Chapter 1 Assignment</a>	Assignment	10
9/10/25	<a href="#">Chapter 2</a>	Discussion	5
9/14/25	<a href="#">Chapters 1 &amp; 2: Quiz</a>	Quiz	30
9/17/25	<a href="#">Chapter 3</a>	Discussion	5

Due Date	Assignment Name	Assignment Type	Points
9/21/25	<a href="#">Chapter 2 &amp; 3 Assignment</a>	Assignment	10
9/24/25	<a href="#">Chapter 4</a>	Discussion	5
9/28/25	<a href="#">Chapters 3 &amp; 4: Quiz</a>	Quiz	27
10/1/25	<a href="#">Chapter 5</a>	Discussion	5
10/5/25	<a href="#">Chapter 4 &amp; 5 Assignment</a>	Assignment	10
10/8/25	<a href="#">Chapter 6</a>	Discussion	5
10/12/25	<a href="#">Chapters 5 &amp; 6: Quiz</a>	Quiz	27
10/22/25	<a href="#">Chapter 7</a>	Discussion	5
10/26/25	<a href="#">Chapter 6 &amp; 7 Assignment</a>	Assignment	10
10/29/25	<a href="#">Chapter 8</a>	Discussion	5
11/2/25	<a href="#">Chapters 7 &amp; 8: Quiz</a>	Quiz	29
11/5/25	<a href="#">Chapter 9</a>	Discussion	5
11/9/25	<a href="#">Chapter 8 &amp; 9 Assignment</a>	Assignment	10
11/9/25	<a href="#">Teaching Demonstration</a>	Assignment	40
11/12/25	<a href="#">Chapter 10</a>	Discussion	5
11/16/25	<a href="#">Chapters 9 &amp; 10: Quiz</a>	Quiz	31
11/16/25	<a href="#">Lesson Plan</a>	Assignment	50
11/19/25	<a href="#">Chapter 11</a>	Discussion	5

Due Date	Assignment Name	Assignment Type	Points
11/23/25	<a href="#">Chapter 10 &amp; 11 Assignment</a>	Assignment	10
11/25/25	<a href="#">Chapter 12</a>	Discussion	5
12/1/25	<a href="#">Chapters 11 &amp; 12: Quiz</a>	Quiz	30
12/1/25	<a href="#">Field Experience: Log of Hours and Reflection</a>	Assignment	50
12/3/25	<a href="#">Chapter 13</a>	Discussion	5
12/7/25	<a href="#">Chapter 12 &amp; 13 Assignment</a>	Assignment	10
12/11/25	<a href="#">Chapter 13: Quiz</a>	Quiz	18

## Engagement Plan

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Example language:

- I will respond to email within 48 hours. I will offer feedback on major assignments within One Week. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting interactive discussions weekly.

## Coursework & Assignment Descriptions

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### **Assignments (approx. 25% of your final grade)**

(All course Learning Outcomes are addressed in the assignments.)

Assignments are essential components of your learning experience and provide opportunities for you to discuss and critically analyze educational theories and teaching practices. All assignments are listed on the Canvas course homepage under the

“Assignment” icon or by accessing each module. Even though most of the assignments are posted, additional assignments may be given.

Each assignment can receive a maximum of 10 points. To receive full credit, assignments must:

- Be submitted on time
- Be well-written
- Have a clear introduction, a strong body of work, and conclusion
- Be at least 2-3 pages in length
- Typed using standard 1” margins, 12 pt. font (such as Times New Roman or Georgia) □ In APA format (double-spaced, References, appropriate in-text citations, title page)

Assignments are graded on a ten-point scale. All assignments are due on the day listed on the course calendar. Mondays @ 11:59pm is the typical due date. Work is considered late after that time. Late assignments will be worth ½ credit and only accepted until the next assignment is due (1 week). Work may be submitted before the scheduled due date for full credit. However, once you submit an assignment, you are giving me permission to grade said assignment. All assignments MUST be posted under the ‘assignment’ icon on the left side of the home page. I will not accept assignments sent via email or assignments posted in the “comments” box, unless there is a problem with the web site.

**Your lowest assignment score will be dropped.** Note: assignments are always open, but close on the specified due date.

### **Discussions (approx. 15% of your final grade)**

(All course Learning Outcomes are addressed in the discussions.)

Weekly discussions will focus on chapter-related scenarios creating a venue for you to express opinions, respond to other student’s posts, and question practice. To receive full credit, discussions must be posted by the date listed on the course calendar (Friday or Wednesday, 11:59pm). You can receive a maximum of 5 points per discussion. You must have an original post. Once you post, you will be able to see other students’ posts. Then, you must respond to two other students. No late discussions accepted! **Your lowest**

**discussion score will be dropped.** Note: discussions are always open, but close on the specified due date. **Please see the announcement on "Weekly Chapter Discussions"..**

### **Quizzes (approx. 25% of your final grade)**

(All course Learning Outcomes are addressed in the quizzes.)

Essay quizzes will be given this semester as an extension of your learning. Each quiz will be online and will be based on class discussions, the text chapters, and my PPTs. Quizzes are always open and are timed! Once you open a quiz your time starts! Late quizzes will be worth ½ credit and only accepted until the next assignment is due (1 week).

### **Course Projects (approx. 35% of your final grade)**

#### ***Teaching Demonstration***

(Learning Outcomes: Analyze and discuss historical and theoretical perspectives of teaching in elementary, secondary, and special education classrooms; Explain contemporary K-12 teaching

practices)

As teachers, you will continually look for ways to strengthen instruction and address diverse learner needs. This semester you have an opportunity to blend your creativity with current

elementary or secondary core curriculum standards by creating an activity and teaching a brief

lesson. A detailed explanation of the project is posted on Canvas "Teaching Demonstration."

#### ***Field Experience***

(Learning Outcome: Observe and explain roles played by teachers and students in the K-12 classroom)

#### Introduction and Definitions:

Field experience hours in EDU 1010 were designed to help students explore a working K-12 classroom. Conversations with knowledgeable educational professionals are powerful ways to learn how to think about teaching and help students determine whether or not to pursue a career in education through first-hand interactions that bridge the gap between theory and practice.

What do you need to do?

During the first two weeks of the semester, select an elementary or secondary public or private

(accredited) school. Contact the school office, introduce yourself as a Salt Lake Community College education student and ask if the school is accepting classroom volunteers. Office personnel will give you further instructions. For example, in some schools the principal wants to meet all student volunteers; in other schools office personnel route inquiries to specific teachers.

Many school districts require a background check which can take from two-weeks to a month to complete. You are responsible to pay all fees and make sure the background check is complete before you begin your volunteer hours. When permission is granted, request an assignment in a classroom for the grade you plan to teach. (You can also request placement in multiple grades or at multiple schools if you prefer.)

The following tasks must be completed during field experience:

1. Write a two- to three-page reflection of your experiences in the classroom. Include a statement of how your observations/experiences might influence your future teaching practice. (Learning Outcomes: Observe and explain roles played by teachers and students in the K-12 classroom; explain contemporary K-12 teaching practices)

The purpose of a personal reflection is to provide an opportunity for you to deeply consider the value of field experiences and how philosophies of education, classroom management, and assessing student learning are addressed in K-12 classrooms. In



addition, personal reflections provide steps to prepare you to become reflective teaching practitioners. The Reflection is written must include:

- A. A discussion of events you thought were noteworthy and how they might influence your future work as a teacher
  - B. A discussion of the significance of field experience in a K-12 classroom
  - C. What were your thoughts about the field experience component of this course?
  - D. What biases, assumptions, beliefs, and feelings did you have prior to, during, and at the conclusion of your field experiences?
2. Complete the Field Experience Log and Volunteer Authorization Form. At the conclusion of your field experience time, submit these forms to me under "Assignments" "Field Experience Forms."

## Grading Scale

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A	100%to94%
A-	< 94%to90%
B+	< 90%to87%
B	< 87%to83%
B-	< 83%to80%
C+	< 80%to77%
C	< 77%to73%
C-	< 73%to70%
D+	< 70%to67%
D	< 67%to63%
D-	< 63%to60%
F	< 60%to0%

**Work is accepted up to one week late for 1/2 credit unless prior arrangements have been made with the Professor. Discussions may not be made up if missed.**

## Academic Integrity

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See "Institutional Policies".

## Course Content Advisory

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Learning Support and Tutoring Services

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Online Tutoring

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Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## How to Succeed in the Course

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EDU 1010 has its own Canvas page where all course materials are posted. You must have:

- The regular use of a computer with internet access
- A web browser such as Chrome, Internet Explorer, or Firefox
- Access to SLCC's email and Canvas
- A readiness to learn

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Transfer, Certification, Licensure, and Employment Information

### Professional Teaching Licensure

The Salt Lake Community College Education AS program alone does not lead to professional licensure. This program prepares students for application and transfer to other programs of study that could eventually lead to professional licensure. Professional licensure requirements vary from state-to-state. It is highly recommended that students consult in advance with the Utah State Board of Education, or similar agencies in other states, to find out more about eligibility for educational licensure. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help. Please note that teaching licenses to work in the United States are not awarded to any persons who cannot clear a background check.

### Transfer Teaching Programs

The Salt Lake Community College Education AS program is meant to prepare student for application and transfer of study to another institution. Teacher programs requirements may vary from University to University. Students are strongly encouraged to consult in advanced with potential University programs transfer requirements. Of importance to note, many programs require a minimum grade of a B- in all education courses for admission.