



**Division of Liberal Arts, Humanities & Education
Education Department
Teacher Education Program**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/>

EDUC 1301: Introduction to the Teaching Profession | Online On a Schedule | #17911

Spring 2021 | 16 Weeks (1.19.2021-5.16.2021)

Online on a Schedule | Eagle Online Canvas| Tuesday 2:00-4:50 PM

3 Semester Credit Hours | 48 Contact hours per semester

Course Modality

The modality for this course is **Online on a Schedule**. Online on a Schedule classes are online courses with traditional meeting days/times; coursework is online, and there are specific times to log in for scheduled class sessions. Attendance will be taken each class period.

Instructor Contact Information

Instructor: Aubrey Todd, Ed.D.

Office: Central Room D-104

HCC Email: aubrey.todd@hccs.edu

Office Phone: 713-718-6303

Virtual Office Hours: M-R 10:00-11:00 a.m.

Office Location: Central Education Bldg.

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and to discuss course topics. All communication is expected to be respectful and professional.

Instructor's Preferred Method of Contact

I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

Is a career in teaching right for you? Whether you are sure about your career choice or not, this course will help broaden your understanding of what it means to be an educator. This course will acquaint you with the multi-faceted culture of schooling and classrooms. Together, we will address questions such as: How are teachers prepared? What are effective teaching and learning strategies? How can teachers meet the varying needs of a diverse student population? What are best practices for classroom management? How are schools

funded? Who decides the curriculum? What is an educational philosophy? A highlight for you this semester will be your field experience—an opportunity to see firsthand how theories, strategies, and practices are reflected in actual classrooms. As you progress through course readings and participate in course activities, your growing knowledge base and experiential learning will help you better determine if teaching is a good career fit for you.

My Personal Welcome

Welcome to Introduction to the Teaching Profession! It is my privilege to work with you this semester. As you read and work through course materials, you may encounter concepts that challenge you. Approach each challenge with determination to learn. I will provide support, resources, and feedback to guide you. HCC also provides numerous resources for students—including online and in-person tutoring, as well as many helpful resources through the HCC library. Take full advantage of the college resources available to you. Put in the hard work. Contact me with your course questions or concerns. Commit to starting and finishing the course successfully!

Prerequisites and/or Co-Requisites

EDUC 1301 requires that students must be placed into college-level reading and college-level writing. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of EDUC 1301 will use Canvas (<https://eagleonline.hccs.edu>).

When campuses reopen, HCC Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Scoring Rubrics, Other Information, etc.

Check with your instructor or look in Canvas for the scoring rubrics for assignments and other information to assist you in the course. <https://eagleonline.hccs.edu>

Instructional Materials

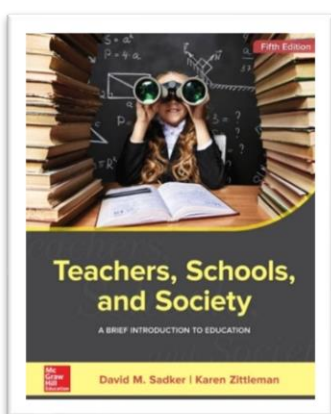
Textbook Information and Access

This course is part of the **HCC Textbook Savings** program, also known as First Day Access. This means you will have access to the digital course textbook and supplement, with **no access code required**, through a link in Canvas. You **do not need to purchase the course textbook or any access code**. Your HCC student account was billed for

these materials at a discounted price. This price is guaranteed to be the lowest cost available for your required course materials. Plus, you benefit from a single sign-on access through Canvas.

You may opt out of the Textbook Savings program through a link in Canvas from the first day of class through the Official Day of Record (see HCC calendar), but this is NOT recommended. If you opt out, you would then be responsible for purchasing your course materials at the full retail price and access to your materials may be suspended. The opt-out process would be for students who already have access because they are repeating the course.

For more information about the HCC Textbook Savings program, contact our bookstore manager, LaTonya Pate, at sm515@bncollege.com or 713-528-0872.



Textbook: Sadker, D.M., & Zittleman, K.R. (2018). *Teachers, schools and society: A brief introduction to education* (5th ed.). McGraw Hill.

Supplement: McGraw-Hill Connect (includes the digital textbook, videos, quizzes, and more)

Note: Students may order a loose-leaf copy of the textbook through a link in Canvas, once the semester officially begins.

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

EDUC 1301 is an enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Field Hours Note: For this semester, the field hours may be obtained through electronic means. Your instructor will provide details and directions for fulfilling the field hours.

Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/>

Course Student Learning Outcomes (CSLOs)

Upon completion of EDUC 1301, the student will be able to:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Learning Objectives

SLO1. Identify current issues influencing the field of education and teacher professional development.

- 1.1 Understand the importance of a professional code of ethics and the legal responsibilities that teachers engage in on a daily basis.
- 1.2 Review several major court decisions that affect schools

SLO2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.

2.1. Review the general structure of our K-12 education system.

SLO3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.

3.1. Examine the various curricular, instructional, assessment and management responsibilities that teachers engage in on a daily basis.

SLO4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.

4.1 Examine the historical development of public and private U.S. schools.

4.2 Consider the principles, practices and benefits of professional unions and associations.

SLO5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments.

Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course. Success requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and criteria by which grades are determined.
- Facilitate an effective learning environment through learner-centered instructional techniques.
- Provide a description of assignments/projects.
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments.
- Provide the course outline and class calendar.
- Arrange to meet with individual students, as needed.

As a student, it is your responsibility to:

- Attend class in person and/or online.
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me.
- Read and comprehend the textbook.
- Complete the required assignments, projects, and exams.
- Seek help if you find you are not mastering the material, or if you are having difficulty with the technology utilized for this course.
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments.

- Attain a raw score of at least 70% on the educational philosophy paper.
- Complete a field experience of 16 hours.
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Assignments, Exams, and Activities

Required Component Assignments

Students are required to complete a Field Experience of 16 hours (including documented hours and other paperwork). Additionally, students are required to write a Field Experience Report/Reflection, an Educational Philosophy paper, and a Current Issues in Education Media presentation. The field hours and educational philosophy paper are considered as a program **required components/key assessments**. Note the following information regarding the two required components for this course:

1. **Field Experience of 16 Hours:** Field hours must be completed in P-12 **classrooms***, not in a childcare center and not in a before- or after-school setting. Required field experience forms must be completed, signed, and submitted to the instructor (forms will be provided by the instructor). **All 16 hours** must be completed in order to pass this course.

***Note:** For this semester, the field hours may be obtained through electronic means. Your instructor will provide details and directions for fulfilling the field hours.
2. **Educational Philosophy Paper:** This paper must be completed and earn a grade of at least **70%** in order to pass this course.

IMPORTANT: A student cannot pass this course if the field experience hours are incomplete and/or if the Educational Philosophy paper is not submitted, or if the paper does not earn a score of at least 70%.

Required Component Assignments/Key Assessments Revision Policy: Only one revision is allowed per student on key assessments and required component written assignments. The maximum grade a student can earn on a revised assignment is 70% of the possible points. If a student uses any tutoring service, he or she must take/send assignment description or directions with the first draft. **IF** the student does not pass the assignment the first time, any or all of the following may be required:

- a. Conference with professor
- b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
- c. Utilize HCC tutoring

Exams

This course will have (3) Three Exams worth 50 points each and (1) One Final Exam worth 100 points for a Total of (250) points. Exams will primarily be Multiple Choice with possible True/False, Short Answer and Essay.

In-Class Activities

All students are expected to participate in a meaningful way during in-class activities, including but not limited to quizzes, individual and group activities, discussions, projects and all other assigned activities.

Final Exam

The Final Exam will be administered at the end of the semester. It will be worth (100) points.

Grading Formula

Assignment	Points Possible
Educational Philosophy Paper	100
Field Experience Report / Reflection	100
Current Issues Media Presentation	100
Connect Assignments / Quizzes	230
Other Activities / Discussions	
Exams (3 @ 50; final exam @ 100)	250
TOTAL POINTS POSSIBLE	

Grade	Scale
A	90-100% of points possible and required components are successfully completed
B	80- 89% of points possible and required components are successfully completed
C	70- 79% of points possible and required components are successfully completed
D	60- 69% of points possible and required components are successfully completed
F	59% or less of points possible and/or required components are not successfully completed

Incomplete Policy:

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed

to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

HCC Grading Scale can be found in the Student Handbook:

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

COURSE CALENDAR

NOTE: This calendar represents a *general and tentative* schedule for the course. You will need to access and print the calendar that will be posted in the Eagle Online course on the first day of class, **January 19, 2021**

Week	Dates	Topic / Assignments Due
1	1/19-1/24	Course Introduction/Connect Registration (access code required) Chapter 1: The Teaching Profession and You Field Experience Introduction
2	1/25-1/31	Chapter 6: Philosophy of Education Philosophy of Education Paper Introduction
3	2/1-7	Chapter 2: Different Ways of Learning Current Issues in Education Media Presentation Introduction
4	2/8-14	Chapter 3: Teaching Diverse Students
5	2/15-21	Chapter 4: Student Life in School and at Home Part I Exam (Chapters 1-4)
6	2/22-2/28	Chapter 5: The Multicultural History of American Education
7	3/1-7	Chapter 7: Financing and Governing America's Schools Field Experience Updates
8	3/8-14	Chapter 8: School Law and Ethics Current Issues in Education Media Presentation (Due)
	3/15-21	SPRING BREAK
9	3/22-28	Part II Exam (Chapters 5-8) Philosophy of Education Preliminary Draft
10	3/29-4/4	Chapter 9: Purposes of America's Schools and the Current Reform Movement
11	4/5-11	Chapter 10: Curriculum, Standards, and Testing Philosophy of Education Statement Final Draft (Due)
12	4/12-18	Chapter 11: Becoming an Effective Teacher
13	4/19-25	Part III Exam (Chapters 9-11)
14	4/26-5/2	Field Experience Completed Project/Paper (Due)
15	5/3-9	Course Wrap-Up and Reflection
16	5/10-14	Final Exam (Chapters 1-11)

Important Dates:

MLK Day (Campuses Closed)
Official Day of Record
Spring Break
Last Day to Withdraw
Final Exams Week

Monday, January 18, 2021
Monday, February 1, 2021
March 15 – 21, 2021
Tuesday, April 6, 2021
May 10 – 14, 2021

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by email, and/or posting in Canvas, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

Late work will not be accepted due to you experiencing technical difficulties, due to your employment schedule, or due to any personal challenges you may be experiencing, that are not brought to my attention in a reasonable amount of time **before** the due date/time. I will consider the context of your situation, as well as applicable documentation, as to why you did not complete an assignment or quiz by the due date. However, **do not count on being able to turn in late work**. Any work accepted will be counted at 60% of the earned points. **Plan your time accordingly** so that you have "extra" time to deal with any potential technical difficulties or other issues that may pose challenges to your completion of the work by the due dates. No make-up work will be allowed during the final exam week.

Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes, but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Scholastic Dishonesty may also result in a referral to the Dean of Student Services. Here's the link to the HCC information about academic integrity and scholastic dishonesty: <http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

It is imperative that you attend class in order to be successful. You are expected to attend all scheduled classes. Although **it is your responsibility to drop a course for nonattendance**, the instructor has the authority to drop you for excessive absences. You may be dropped from a course prior to the college drop deadline (see academic calendar) once you accumulate absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For a 3 credit hour lecture class meeting 3 hours per week like this one (48 hours of instruction), you can be dropped after **6 hours of absence (after missing more than 3 classes)**. The 6 hours may include accumulated minutes for arriving late to class and leaving class early and lab time missed.

In an online class, the equivalent would be failing to participate and/or turn in assignments for two weeks. Be aware that students can be dropped from an online class due to nonparticipation. Note the following statement from the HCC Online Course Requirements Webpage:

"All students are expected to attend classes regularly, thus online students must login to their course(s) on a regular basis. Online students who do not login and actively participate before the Official Day of Record may be automatically withdrawn for non-attendance. An automatic withdrawal from a course does not erase the course from your record or excuse you from paying for the courses" (<https://www.hccs.edu/online/student-support/>).

Student Conduct

"According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars." https://www.hccs.edu/student-experience/student-life-on-campus/athletics/athletics-forms/HCC-Student-Code-of-Conduct_2018-19.pdf

Instructor's Course-Specific Information (As Needed)

Students can expect grades and feedback after they submit coursework, generally within 7-10 days after the due date.

Electronic Devices

It is everyone's responsibility to monitor the use of electronic devices in a respectful manner. Devices that prove to be distracting will not be permitted.

Teacher Education Program Information

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services: "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

For more information about the Teacher Education Program:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/>

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- Ability Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <https://www.hccs.edu/support-services/ability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Saran Winters, M.Ed., saran.winters@hccs.edu, 713.718.6237