



**Teacher Education  
Southwest College**

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**EDUC 1301 - Introduction to the Teaching Profession**

CRN 31774 - Spring 2010

Stafford Campus - Room W126 | 8:00 - 9:30 am | Mon/Wed

3 hour lecture course / 48 hours per semester/ 16 weeks

**Instructor:**

**Instructor Contact Information:**

**Office location and hours**

*Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours.*

**Course Description**

EDUC 1301 is an enriched integrated pre-service course and content experience that:

1. provides active recruitment and support of undergraduates interested in a teaching career, especially in high need fields such as secondary math and science education, bilingual education, and special education;
2. provides students with opportunities to participate in early field experiences including middle and high school classroom with varied and diverse student populations;
3. provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introducing and analyzing the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.

**Prerequisites**

Completion of developmental English classes or passing grades on the English portion of the college assessment exam.

**Course Goal**

Have education majors begin thinking, writing, and dialoguing creatively and critically about educational theories, history, practices and policies.

### **Student Learning Outcomes**

The student will be able to:

1. Define, compare, and discuss teaching and the process of learning.
2. Explain the purpose, functions, and process of schooling and curriculum development.
3. Discuss the foundations of American Education
4. Examine the critical issues and challenges facing contemporary educators

### **Learning objectives**

Students will:

1. Examine the historical development of public and private U. S. schools.
2. Review the general structure of our K-12 education system.
3. Consider the principles, practices and benefits of professional unions and associations.
4. Understand the importance of a professional code of ethics and the legal responsibilities of teachers (e.g. responding to child abuse).
5. Examine the various curricular, instructional, assessment and management responsibilities that teachers engage in on a daily basis.
6. Decide on grade, subject(s), and geography as they embark on a teaching career.
7. Review several major court decisions that affect schools.
8. Examine diversity in the classroom with consideration on culture, gender and special needs.

### **SCANS or Core Curriculum Statement and Other Standards**

*Credit: 3 (3 lecture)*

This course is designed to help individuals decide whether teaching could be a satisfying career for them. Information concerning the role of education and educators, teacher preparation programs, effective teaching, employability, and rewards and challenges of teaching is presented.

## 16 WEEK CALENDAR

### WEEK ONE

Introduction

Chapter 1: Becoming a Teacher

### WEEK TWO

Chapter 2: Student Diversity

### WEEK THREE

Chapter 2: Student Diversity

### WEEK FOUR

Chapter 3: Culturally Responsive Teaching

Chapter 4: Schools: Choices and Challenges

### WEEK FIVE

Chapter 11: Teacher Effectiveness

**Assignment:** Write possible test questions from Chapters 1-4 in your text using Bloom's Taxonomy. You will write two questions at each level in Bloom's. The questions may be multiple choice, essay, matching or fill in the blanks. You will also provide the answers. This must be typed and turned in on the **first** class day of Week 7. **Late papers will not be accepted.**

### WEEK SIX

Chapter 11: Teacher Effectiveness

Chapter 5: Student Life in School and at Home

### WEEK SEVEN

Chapter 6: Curriculum, Standards and Testing

**DUE: Bloom's Taxonomy questions. Late papers not accepted.**

### WEEK EIGHT

**Review for midterm**

**MIDTERM EXAM**

### WEEK NINE

Chapter 7: The History of American Education

### WEEK TEN

Chapter 8: Philosophy of Education

### WEEK ELEVEN

Chapter 9: Financing and Governing America's Schools

**Assignment:** Develop and write your philosophy of education. Type and turn in on second class day of Week Thirteen.

### WEEK TWELVE

Chapter 10: School Law and Ethics

### WEEK THIRTEEN

Chapter 12: Your First Classroom

**Due: Assignment on philosophy of education. Late papers not accepted.**

### WEEK FOURTEEN

Chapter 13: Q and A Guide to Entering the Teaching Profession

### WEEK FIFTEEN

**Review for final**

### WEEK SIXTEEN

**FINAL EXAM**

## **Instructional Methods**

EDUC 1301 is a required course for all teacher education majors.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of education, modeling good teaching strategies, and organizing and monitoring the field experience that allows you to connect the information that you learn in this course to the real world of education.

As a student wanting to learn about the field of education, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, attend class, and enjoy yourself while experiencing the real world of education.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in collaborative activities. You will be involved in discussions with your classmates and your instructor. As you will want to contribute to these discussions, you will need to come to class prepared to discuss, analyze and evaluate information from your text and other assigned readings.

## **Student Assignments**

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in your career as an educator. Students will be required to successfully complete the following:

### Analysis of Bloom's Taxonomy

Students will write possible test questions from Chapters 1-4 in your text using the Bloom's Taxonomy chart. You will write two questions at each level in Bloom's. The questions may be multiple choice, essay, matching or fill in the blanks. You will also provide the answers. This must be typed and turned in on the **first** class day of **Week 7. In the world of education, it is imperative that you submit reports, lesson plans or required paperwork on time, thus I require you to submit your papers on the due dates. Late papers will not be accepted.**

### Philosophy of Education Paper

1. Use the educational theories discussed in your text to provide a well-written synthesis describing how you plan to apply concepts of cognitive, behaviorist and constructivist theories of learning to your own classroom practice.
2. Include your own experiences in education and describe how that impacts your personal philosophy.
3. Discuss the use of appropriate theories of motivation for classroom learning.
4. Evaluate how your pedagogical practices are consistent with your personal educational philosophy.

### Midterm Exam

Fifty (50) multiple choice questions covering Chapters 1,2,3,4,5,6 and 11. Questions will include knowledge and comprehension questions covering educational definitions and terminology. Questions will also include analysis, synthesis, and evaluations questions concerning educational theories. Matching questions concerning the levels of Bloom's Taxonomy will also be included.

### Final Exam

Fifty (50) multiple choice questions, which will include all chapters of the text. Questions will include knowledge and comprehension questions covering educational definitions and terminology. Questions will also include analysis, synthesis, and evaluations questions concerning educational theories

### Field Study

Students are required to complete 16 hours of observation in a classroom in a school setting. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. At the end of the semester, students will submit the Field Experience Forms and a paper detailing your observation. The paper will be a minimum of three pages and will include the following elements:

- Name of school
- Classroom setting
- Number of students in class
- Type and grade of class
- Description of the children
- Anything that interested you during your visits
- Teacher's Effectiveness
  - Withitness
  - Overlapping
  - Transitions
  - Least intervention
- Assessments
  - Effectiveness
  - Types
- Classroom management
  - High-traffic areas
  - Listening skills of teacher
  - Examples of overlapping
  - Classroom rules
    - Computers
- Classroom techniques
  - Wait time
  - Teacher feedback
  - Teacher's questioning methods
  - Scaffolding
  - Engaged time

- Hands on learning
- Academic learning time

### **Assessments**

Analysis of Bloom's Taxonomy	20% of your final grade
Philosophy of Education Paper	20% of your final grade
Midterm Exam	15% of your final grade
Final Exam	15% of your final grade
Field Study	30% of your final grade

### **Instructional Materials**

TEXT: Sadker, M.P. & Sakder, D.M. (2008). *Teachers, Schools, and Society* (8<sup>th</sup> ed.). Boston, MA: McGraw Hill.

### **HCC Policy Statement - ADA**

#### Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office

### **HCC Policy Statement: Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

### **HCC Policy Statements**

*Class Attendance - It is important that you come to class!* Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

### **HCC Course Withdrawal Policy**

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic

performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. \*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

### **Repeat Course Fee**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **Classroom Behavior**

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

### **Use of Camera and/or Recording Devices**

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a



reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

### **Instructor Requirements**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Bloom's Taxonomy Analysis, Educational Philosophy Paper, Midterm Exam, Final Exam, Field Study
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Complete the field study with a 70% passing score

### **Program/Discipline Requirements**

The Field Study is a discipline requirement of EDUC 1301. The field study is essential in your deciding if education is the right career path for you. The field study also reinforces what you are learning in class by connecting theory to the real world of education. This assignment is very important and as such, it must be completed with 70% of possible points or you will not receive a passing grade in this class.

### **Grading**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

### Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D  
Below 60 = F

Grading Percentages

Analysis of Bloom's Taxonomy	20% of your final grade
Philosophy of Education Paper	20% of your final grade
Midterm Exam	15% of your final grade
Final Exam	15% of your final grade
Field Study	30% of your final grade

***TO ALL INSTRUCTORS***

**This is an example of a syllabus written in the format required for the Learning Web. Please note that the wording of the syllabus is learner-centered.**

**A component of a learner-centered syllabus is a letter to the students that explains to the student how you feel about this course. Create a personal connection with the student. Set a tone of caring and concern on the part of the instructor. What do I want students to know about myself? My interest in the discipline? My teaching philosophy? How can I convey my enthusiasm for teaching, for the course?**

**You will add specific information that relates directly to your course. Some of this information may be placed in one of the required format topics. Some of the information may be added to the end of the syllabus.**