



Course Syllabus Introduction to the Teaching Profession EDUC 1301

Semester with Course Reference Number (CRN)	Fall, 2013 CRN 64533
Instructor contact information (phone number and email address)	Katherine A. Abba, MA, Ed. /katherine.abba@hccs.edu/ 713.718.7810
Office Location and Hours	Weds.10a- 12:00p /Thurs. 11:00a- 1:00pm or upon request. Stafford Campus/Scarcella Bldg., Rm. E120A
Course Location/Times	Houston Community College SW, Scarcella Building, Rm. W106, M/W 8:00-9:30a
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
Total Course Contact Hours	48
Continuing Education Units (CEU): if applicable	
Course Length (number of weeks)	16
Type of Instruction	Lecture Field Experience Required
Course Description:	An enriched, integrated pre-service course and content experience that: 1) provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields; 2) provides students with opportunities to participate in early field observations at all levels of P-12 schools 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 introduction to and analysis of the culture of schooling and classrooms; 4) course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and 5) course must include a minimum of 16 contact hours of field

experience in P-12 classrooms.

**Course
Prerequisite(s)**

None

**Academic
Discipline/CTE
Program Learning
Outcomes**

1. Introduce students to academic strategies, research methods, and theories in psychology of learning, cognition, and motivation that will help them perform successfully on/at college level
2. Provide students with an opportunity to examine teacher preparation programs, effective teaching strategies, employability, and the role of educators as they decide whether teaching could be a satisfying career for them.
3. Provide an overview of schooling and classrooms with an emphasis on the medical, psychological, social and personal characteristics of exceptional students in the regular and special education classroom.

**Course Student
Learning Outcomes
(SLO): 4 to 7**

1. Define, compare, and discuss teaching and 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
(Numbering system
should be linked to
SLO - e.g., 1.1, 1.2,
1.3, etc.)**

- Define, compare, and discuss teaching and learning.**
- 1.1. Examine the various curricular, instructional, assessment and management responsibilities that teachers engage in on a daily basis.
- Explain the purpose, functions, and process of schooling and curriculum development.**
- 2.1. Review the general structure of our K-12 education system.
- Discuss the foundations of American Education.**
- 3.1 Examine the historical development of public and private U.S. schools.
 - 3.2 Consider the principles, practices and benefits of professional unions and associations.
- Examine the critical issues and challenges facing contemporary educators.**
- 4.1 Understand the importance of a professional code of ethics and the legal responsibilities that teachers engage in on a daily basis.
 - 4.2 Review several major court decisions that affect schools.

**SCANS and/or Core
Curriculum
Competencies: If
applicable**

- (L)** Students will demonstrate the ability to understand, analyze, and interpret various forms of spoken communication.
- (S)** Students will demonstrate the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- (R)** Students will demonstrate the ability to understand, analyze, and interpret a variety of printed materials, books, articles, and documents.
- (W)** Students will demonstrate the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience.
- (CT)** Students will demonstrate methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct and alternative strategies.

Course Calendar

**Instructional
Methods**

Face to Face
Hybrid (50% or more)
Distance (100%)

Required Component	This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course- <u>education philosophy statement and field experience and reflection paper.</u>																			
Student Assignments	The Movie Analysis questions, Current Issues Presentation, Educational Philosophy Paper, 16 hours of Field Experience in K-12 and the accompanying Reflection Paper; all assigned readings.																			
Student Assessment(s)	Mid-term and Final Exams, and all assignments																			
Instructor's Requirements	16 hours of Field Experience and Reflection paper, an Educational Philosophy Paper, academic English in all oral and written communication, on-time submitted work, attendance and participation in class, and preparation for class which includes reading all assigned work prior to class.																			
Program/Discipline Requirements: If applicable	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."																			
HCC Grading Scale	<table><tr><td>A = 100- 90</td><td>4 points per semester hour</td></tr><tr><td>B = 89 - 80:</td><td>3 points per semester hour</td></tr><tr><td>C = 79 - 70:</td><td>2 points per semester hour</td></tr><tr><td>D = 69 - 60:</td><td>1 point per semester hour</td></tr><tr><td>59 and below = F</td><td>0 points per semester hour</td></tr><tr><td>IP (In Progress)</td><td>0 points per semester hour</td></tr><tr><td>W(Withdrawn)</td><td>0 points per semester hour</td></tr><tr><td>I (Incomplete)</td><td>0 points per semester hour</td></tr><tr><td>AUD (Audit)</td><td>0 points per semester hour</td></tr></table> <p>IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.</p> <p>See "Health Science Program/Discipline Requirements" for grading scale.</p>		A = 100- 90	4 points per semester hour	B = 89 - 80:	3 points per semester hour	C = 79 - 70:	2 points per semester hour	D = 69 - 60:	1 point per semester hour	59 and below = F	0 points per semester hour	IP (In Progress)	0 points per semester hour	W(Withdrawn)	0 points per semester hour	I (Incomplete)	0 points per semester hour	AUD (Audit)	0 points per semester hour
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Instructor Grading Criteria																				
Instructional Materials	Sadker, D.M. and Littleman, K.R. (2010). Teachers, Schools, and Society (9th ed.). Boston, MA: McGraw Hill.																			
EGLS3 – Evaluation for Greater Learning Student Survey System	At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement																			

of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Policy Statement:

Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>

Fall, 2013 Course Calendar

Date	Readings/ Assignments Due	CLASS WORK
Week 1 Aug. 26, 28	Class Introductions Computer Lab	Introductions, Learning Communities, Ask Online; Plagiarism Tutorial
Week 2 Sept. 4	Ch. 1: Becoming a Teacher	
Week 3 Sept. 9,11	Ch. 2: Different Ways of Learning	
Week 4 Sept. 16,18	Ch. 8: Philosophy of Education Library Visit	
Week 5 Sept. 23,25	Ch. 3 Teaching Your Diverse Students	Assignment 1 DUE 9/25: Current Issues in Education Project
Week 6 Sept 30-Oct. 2	Ch. 4: Student Life in School and at Home	
Week 7 Oct. 7, 9	Ch. 5: Reforming America's Schools	Assignment 2 DUE10/9: Movie Analysis
Week 8 Oct. 14, 16	Ch. 6: Curriculum, Standards and Testing Midterm	10/16- MIDTERM
Week 9 Oct. 21,23	Ch. 7: The History of American Education	
Week 10 Oct. 28, 30	Ch. 9: Financing and Governing America's Schools	
Week 11 Nov. 4,6	Ch. 10: School Law and Ethics	
Week 12 Nov. 11,13	Ch. 13: Q & A Guide to Entering the Teaching Profession	Assignment 3 DUE 11/21: Philosophy of Education Paper
Week 13 Nov. 18,20	Ch. 11: Teacher Effectiveness	
Week 14 Nov. 25, 27	Ch. 12: Your First Classroom	Assignment 4 DUE 11/27: Field Study Paper-Format on Syllabus DUE 11/27: Field Experience Forms DUE 11/27: 16 Field Study Hours
Week 15 Dec. 2,4	Ch. 13: Q & A Guide to Entering the Teaching Profession	
Week 16 Dec. 10	Final Exam	FINAL EXAM

