



Course Syllabus Introduction to the Teaching Profession EDUC 1301

Semester with Course Reference Number (CRN)	Summer 2014 CRN 13878
Instructor contact information (phone number and email address)	Katherine A. Abba 713 718 7810 Katherine.abba@hccs.edu
Office Location and Hours	Stafford Campus, SW Scarcella E120A <i>By appointment only</i>
Course Location/Times	Distance Education/Online
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)	8 weeks
Type of Instruction	DE 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.)	<p>Define, compare, and discuss teaching and learning.</p> <p>1.1. Examine the various curricular, instructional, assessment and management responsibilities that teachers engage in on a daily basis.</p> <p>Explain the purpose, functions, and process of schooling and curriculum development.</p> <p>2.1. Review the general structure of our K-12 education system.</p> <p>Discuss the foundations of American Education.</p> <p>3.1 Examine the historical development of public and private U.S. schools.</p> <p>3.2 Consider the principles, practices and benefits of professional unions and associations.</p> <p>Examine the critical issues and challenges facing contemporary educators.</p> <p>4.1 Understand the importance of a professional code of ethics and the legal responsibilities that teachers engage in on a daily basis.</p> <p>4.2 Review several major court decisions that affect schools.</p>
SCANS and/or Core Curriculum Competencies: If applicable	<p>(L) Students will demonstrate the ability to understand, analyze, and interpret various forms of spoken communication.</p> <p>(S) Students will demonstrate the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.</p> <p>(R) Students will demonstrate the ability to understand, analyze, and interpret a variety of printed materials, books, articles, and documents.</p> <p>(W) Students will demonstrate the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience.</p> <p>(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.</p>
Course Calendar	Attached at the end of the syllabus
Instructional Methods	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- Required components for this course are: education philosophy statement and field experience and reflection paper.																			
Student Assignments	Philosophy of Education, Discussions, Field Experience Hours and Paper: Late assignments are not accepted. If you are experiencing problems with completing the field experience, email me immediately (BEFORE July 1, 2014). This assignment is required to complete this class. The Field Experience and Philosophy of Education are required content and you will receive an incomplete (I) in the class if not turned in. An I is recorded only if the student will pass the class with the field experience assignment included in grade points.																			
Student Assessment(s)	Midterm exam, Final exam, all assignments listed above.																			
Instructor's Requirements	Students log in at least three times a week, read all assigned work, submit all assignments only in the assignment tool using academic English; no late assignments accepted.																			
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
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																			
Instructor Grading Criteria	<p>A: 631 points to 700 points B: 561 points to 630 points C: 491 points to 560points D: 421 points to 490 points</p>																			

F: 420 points and below

Instructional Materials

Sadker, D.M. and Zittleman, K.R. (2013). *Teachers, Schools, and Society* (10th ed.). Boston, MA: McGraw Hill.

HCC Policy Statement:

Access Student Services Policies on their Web site:

<http://www.hccs.edu/district/students/student-handbook/>

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site:

<http://www.hccs.edu/district/students/student-handbook/>

Attendance

All students are expected to attend classes regularly, thus DE students must login to their course(s) on a regular basis. DE students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance (when the roster is marked accordingly by your professor). Completing this DE online orientation does not count towards attendance.

If you are having technical difficulties and cannot login, you must immediately contact the instructor and the Eagle Online Help desk or you will be counted as absent.

Active Participation

Active Participation for this course is completion of the syllabus quiz and self-introduction during the first week of the semester and checking email at least 3 times per week.

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. The EGLS3 can be found in your Student System Sign-In: <http://www.hccs.edu/continuing-education/students/student-sign-ins/>

Course Calendar- print and follow!

Week	Discussion Topic	Readings	Assignment Due:
Week 1 6/2-6/6	Introduction, Expectations	Review all course resources; get textbook	Personal introduction discussion, syllabus quiz DUE 6/6
Week 2 6/8-6/13	Becoming a Teacher	Chapter 1	Chapter 1 discussion DUE 6/13
	Different Ways of Learning	Chapter 2	Chapter 2 discussion DUE 6/13
Week 3 6/15-6/20	Teaching Your Diverse Students	Chapter 3	Chapter 3 discussion Current Issue PowerPoint DUE 6/20
	Student life in School and at Home	Chapter 4	Chapter 4 discussion DUE 6/20
Week 4 6/22-6/27	Reforming America's Schools	Chapter 5	Chapter 5 discussion DUE 6/27
	Curriculum, Standards, and Testing	Chapter 6 (read for exam)	
	Midterm Exam	Chapters 1-6	Midterm TEST: Chapters 1-6 DUE 6/24-6/26
Week 5 6/29-7/6	Curriculum, Standards, and Testing	(review Chapter 6)	Chapter 6 discussion DUE 7/6
	History of American Education	Chapter 7	Chapter 7 discussion DUE 7/6
Week 6 7/6-7/11	Philosophy of Education	Chapter 8	Chapter 8 discussion DUE 7/11
	Financing and Governing America's Schools	Chapter 9	Chapter 9 discussion Philosophy of Education

			DUE 7/11
Week 7 7/13-7/18	School Law and Ethics	Chapter 10	Chapter 10 discussion DUE 7/18
	Teacher Effectiveness	Chapter 11	Chapter 11 discussion DUE 7/18
	Your First Classroom	Chapter 12	Chapter 12 discussion DUE 7/18
Week 8 7/20-7/26	Field Experience		ALL hours & Field Experience Report Due 7/24
	Q &A Guide to Entering the Teaching Profession	Chapter 13	
	Final Exam	Chapters 7-13	FINAL EXAM Chapters 6-13 DUE 7/25-7/26