



**Course Syllabus**  
**Introduction to the Teaching Profession**  
**EDUC 1301**

<b>Semester with Course Reference Number (CRN)</b>	<b>Spring, 2014</b> (75242)
<b>Instructor contact information (phone number and email address)</b>	Dr. Pamela M. Norwood Telephone: (713) 718-6236 or 718-6303 Email: <a href="mailto:pamela.norwood@hccs.edu">pamela.norwood@hccs.edu</a>
<b>Office Location and Hours</b>	<i>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: Tuesdays and Thursdays, 4:00-5:30; Wednesdays 4:00-6:00; Fridays by appointment. Educational Development Center Building, Room D-103</i>
<b>Course Location/Times</b>	Educational Development Center Building, Room D-116 Thursdays, 12pm-3pm
<b>Course Semester Credit Hours (SCH) (lecture, lab) If applicable</b>	Credit Hours      3.00 Lecture Hours     3.00 Laboratory Hours   0.00
<b>Total Course Contact Hours</b>	48
<b>Continuing Education Units (CEU): if applicable</b>	
<b>Course Length (number of weeks)</b>	16 weeks
<b>Type of Instruction</b>	Lecture, Web-enhanced
<b>Course Description:</b>	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

Weeks/Dates	Topics to be Discussed	Required Readings and Assignments DUE
Week 1/Jan 16	Introductions, and Course Overview	
Week 2/Jan 23	Becoming a Teacher	Chapter 1
Week 3/Jan 30	Different Ways of Learning	Chapter 2
Week 4/Feb 6	Teaching Diverse Students <b>(ON LINE CLASS)</b>	Chapter 3
Week 5/Feb 13	Student Life at School and Home	Chapter 4 <b>Assignment #1-Portrait of an Educator Essay DUE (100 points)</b>
Week 6/Feb 20	Purposes of America's Schools and Current Reform	Chapter 5
Week 7/Mar 27	Curriculum, Standards, and Testing (Includes Lesson Planning)	Chapter 6 <b>Field Experience Placement and Agreement Forms DUE</b>
Week 8/Mar 6	<b>MIDTERM EXAM (100 points)</b>	Review Chapters 1-6
Mar 13	<b>NO CLASS SPRING BREAK</b>	
Week 9/Mar 20	History of American Education <b>(ON LINE CLASS)</b>	Chapter 7
Week 10/Mar 27	Current Issues and Topics in American Education	<b>Assignment #2-PowerPoint Presentations DUE (100 points)</b>
Week 11/Apr 3	Philosophy of American Education	Chapter 8
Week 12/Apr 10	Financing and Governing America's Schools	Chapter 9 <b>Assignment #3-Educational Philosophy Statement DUE (Mandatory-100 points)</b>
Week 13/Apr 17	School Law and Ethics	Chapter 10
Week 14/Apr 24	Teacher Effectiveness	Chapter 11 <b>Assignment #4- Field Experience</b>

**Reflection Report DUE (Mandatory-100 points)**

<b>Weeks/Dates</b>	<b>Topics to be Discussed</b>	<b>Required Readings and Assignments DUE</b>
Week 15/May 1	Your First Classroom; Q and A Guide to Teaching Profession	Chapters 12 and 13 <b>Extra Credit Assignments DUE</b>
Week 16/May 8	<b>FINAL EXAM (100 points)</b>	Review Chapters 7-13

**Instructional Methods**

Face to Face

**Hybrid (50% or more)-This class is web enhanced with weekly quizzes, and 2 ON LINE SESSIONS required.**

Distance (100%)

Note-A variety of instructional strategies will be used throughout the semester. Examples of such include class, discussions, simulations, lectures, group projects, videotapes/DVD viewings, and internet searches.

**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-education philosophy statement and field experience and reflection paper.

**Student Assignments**

Student Analysis Paper, Educational Philosophy Statement, Field Experience Reflection, and Current Issue Group PowerPoint Presentation (**detailed descriptions of each will be provided by the instructor**)

**Student Assessment(s)**

Two (2) major exams (with multiple choice, true/false, and short answer questions); random quizzes based on reading assignments, and the student assignments noted above

**Instructor's Requirements**

IR 1. **Extra Credit**-Students who are not absent more than twice (counting both In Class and On Line sessions) will eligible for 25 extra credit points that will be applied towards the final grade. They will also be able to submit **one (1) additional extra credit assignment** from the following list:

*School Board Meeting Report, Teacher/Principal Interview, Classroom Management Plan, Bulletin Board, Annotated We-based Resource List, Book Study Journal*

IR 2. **Late Assignments**-Course assignments will be considered LATE if they are not received by Friday of the week during which the assignment is due. Five (5) points per class session will be taken off the original grade of each assignment that is turned in beyond but within two weeks of the due date. After that time, the grade will be reduced by 20%. No assignments will be accepted after the last instructional session.

**IR 3. Classroom Behavior-**Collegiality, mutual respect, and tolerance are expected of every student enrolled in this course. The ability to work well with other people while maintaining professionalism is an important characteristic in the more team-oriented workplace of today. Please remember to use tact and diplomacy when resolving conflicts, speaking to a classmate, and discussing issues or concerns with the instructor. Any personal information about children and/or adults that is shared during class sessions should not be discussed with others outside the classroom. Doing so is considered a failure to maintain confidentiality.

**IR 4. Use of Electronic Devices-**Although admittedly convenient, most modern technological devices are considered inappropriate and distracting in the classroom. The use of cell phones, pagers, beepers, and/or palm pilots is severely discouraged in this class. If you must carry one of these devices, make sure you turn it OFF or on VIBRATE before arriving to class. Please refrain from answering or responding to any calls, text messages, or other means of communication inside the classroom. Leaving the class to respond to such a call should be done only in the case of a verifiable emergency.

**IR 5. Make-Ups-**All students who have a documented, college- approved excuse for missing an assignment may make up the assignment without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. Students who are unable to attend during an examination day should contact the instructor as soon as possible to reschedule. Make-up examinations must be completed in the instructor's office or other designated location within TWO WEEKS of the original date of the exam. Please note that failure to take the collaborative exam(s) on the date scheduled will result in the student having to take the examination on an individual basis!

**IR 6. Monitoring of Student Progress-**It is highly recommended that you keep backup copies of all of your submitted work and that you keep all of your graded assignments until the final grades are posted.

**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**

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

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.

**Instructor Grading  
Criteria**

**800 points total**

A=720-800      D=480-559  
B=640-719      F=479 or below  
C=560-639

**Instructional  
Materials**

Sadker, D.M., Zittleman, K.R., and Sadker, M. P. (2012). 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/about-us/policies/d-student-services/>

**Distance Education and/or Continuing Education Policies**

**Access DE Policies on their Web site:** <http://de.hccs.edu/>

**Access CE Policies on their Web site:** <http://www.hccs.edu/continuing-education/>