



Intro. to Teaching Profession-22565

EDUC-1301

RT 2021 Section 9721 3 Credits 08/23/2021 to 12/12/2021 Modified 08/20/2021

Course Meetings

Course Modality

Online on a Schedule (for the first four weeks)

Meeting Days

Tuesdays

Meeting Times

7:00 - 8:20 PM

Meeting Location

Missouri City Campus, HUB, Room 203

Welcome and Instructor Information

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!

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!

Preferred Method of Contact

Email or private messages within Canvas is the best way to contact me. I will respond to emails or private messages within 24 hours Monday through Friday; I will reply to weekend messages by end of the day the following Monday.

Office Hours

Hour prior to class start

Wednesday, 6:00 PM to 7:00 PM, Felix Morales Faculty Office

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 the concerns and just to discuss course topics.

Course Overview

Course Description

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; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Prerequisites

Must be placed into college-level reading and college-level writing.

Teacher Education Program

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

Core Curriculum Objectives (CCOs)

Not applicable.

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

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

Departmental Practices and Procedures

Program-Specific Student Success Information

IMPORTANT: A student cannot pass this course, *no matter the course average*, if the field experience hours are incomplete and/or if the Educational Philosophy paper (a key assessment) is not submitted, or if the paper does not earn a score of at least 70%.

Departmental Policy for Revision of Key Assessments: 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:

1. Conference with professor
2. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
3. Utilize HCC tutoring

Instructional Materials and Resources

Instructional Materials

This course participates in the Houston Community College First Day Program. A discount has been applied to the required digital course materials. The discounted charge has been added to students' tuition and fee bills.

Students will access course materials through a link in Canvas. Instructions for opting out of the HCC First Day Program are also posted in Canvas. Students who opt out will still be responsible for obtaining required course materials.

The [HCC Online Bookstore \(https://hccs.bnccollege.com/shop/hccs-central/page/find-textbooks\)](https://hccs.bnccollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

Other Instructional Resources

Courseware

Content here...

Teachers, Schools, and Society: A Brief Introduction to Education

Author: Sadker, D.M., Zittleman, K.R., & Koch, M.

Publisher: McGraw-Hill

Edition: 6e

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.

✓ Course Requirements

Assignments, Exams, and Activities

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 will be required:

1. Conference with professor
2. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
3. See an in-person tutor at professor's discretion

Type	Weight	Topic	Notes
Required Assignments/Key Assessments		Field Hours / Educational Philosophy Paper	In order to pass this course, students must earn a passing average AND complete the following: 1. Field Experience of 16 Hours: Field hours must be completed in P-12 classrooms, <u>not in a childcare center</u> and <u>not in a before- or after-school setting</u> . 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. 2. Educational Philosophy Paper: This paper is a key assessment. It must be completed and earn a grade of at least 70% in order to pass this course.
Written Assignment			Describe the assignment here.
Exams/Quizzes			You will be taking a total of five (5) exams to include Parts I, II, Mid-term, III and the Final. All questions will be short answer, multiple choice, and matching. All exams will be given online via ConnectEd in class face-to-face. No scantrons will be needed.
In-Class Activities			Students should expect all in-class activities to include but may not be limited to quizzes, participation in activities during class (i.e. debates, discussions, and role plays), projects, and in-class videos. Most in-class activities are to be submitted in Google Classroom.

Type	Weight	Topic	Notes
Final Exam			The final exam will be given on Wednesday, December 8, 2021 @ 7:00pm. It will be administered face-to-face on ConnectEd and will not be available for completion until 7:00pm the day of the exam or when you arrive to class. It will contain 75 random multiple-choice questions from ConnectEd quizzes throughout the semester. No scantrons will be needed!
Extra Credit			To receive extra credit, there will possibly be several opportunities you should take advantage of. These will include debates, special projects/presentations, class surveys, guest presentations, field trips and peer-revisions for major class projects. Stay tuned!!!

Grading Formula

Grade	Range	Notes
A	90-100%	of points possible for course
B	80-89%	of points possible for course
C	70-79%	of points possible for course
D	60-69%	of points possible for course
F	59% or less	of points possible for course

* Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course.

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").

In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

Missed Assignments/Make-Up Policy

Late class assignments and projects will be accepted with a 10% point deduction. No late work will be accepted due to you not having a textbook; therefore, plan your time accordingly so that you may utilize the copy in the library, if needed. Also, NO LATE QUIZZES, TESTS, OR IN-CLASS ACTIVITIES will be accepted without an excused, documented absence.

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.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

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

Note: 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, self-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.

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. Due to this course being a hybrid course, failing to participate and/or turn in assignments for two weeks may result in being dropped from the course. 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

"The [HCC] Board views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state, or federal laws. Furthermore, no student may disrupt or otherwise interfere with any educational activity or fellow students' right to pursue academic goals to the fullest in an atmosphere appropriate to a community of scholars. Any student failing to abide by appropriate standards of conduct during scheduled College District activities may be subject to disciplinary action" (HCC Board Policy FLB).

HCC Board Policies: <https://www.hccs.edu/about-hcc/policies/hcc-board-policy-manual-section-f/> (<https://www.hccs.edu/about-hcc/policies/hcc-board-policy-manual-section-f/>)

During virtual instruction, please mute all microphones unless you are the speaker. Also, refrain from making inappropriate gestures or having unnecessary activity in your background while your camera is on. These things serve as huge disruptions in the learning process while learning virtually. Thank you in advance for your cooperation with this matter!!!

You are expected to be present in class as well as be ready to present one's self if called upon by the professor and/or classmate(s). You are also expected to fully participate in class activities/discussions, which will often times require at-home preparation and review. Failure to do so can result in being counted absent and/or loss of points on class assignments.

Instructor's Course-Specific Information

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

Devices

It is good to have professional ethics when attending class. It is asked that all electronics non-related to instruction, not be utilized during virtual instruction. Please mute or silence any noise making devices that may serve as a distraction to your online learning experience. Thank you in advance for adhering to this online electronic policy.

Faculty Statement about 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.

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)) to supplement in-class assignments, exams, and activities. For in-class assignments and activities, there will be a rubric for students to reference regarding grading policy and calculations.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and

maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook <https://www.hccs.edu/resources-for/current-students/student-handbook/> (<https://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
- disAbility 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

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/> (<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/>)

Campus Carry Link

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

<https://www.hccs.edu/departments/police/campus-carry/> (<https://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 \(https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/\)](https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement

(<https://www.hccs.edu/departments/institutional-equity/> (<https://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/> (<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 (<mailto:Institutional.Equity@hccs.edu>)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/> (<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/> (<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-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. The assignments provided will help you use your study hours wisely. 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; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <https://www.hccs.edu/online/> (<https://www.hccs.edu/online/>)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap> (<https://eagleonline.hccs.edu/login/ldap>)

Instructor and Student Responsibilities

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 learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments

- Arrange to meet with individual students during office hours, and before and after class as required

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 and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook \(https://www.hccs.edu/resources-for/current-students/student-handbook/\)](https://www.hccs.edu/resources-for/current-students/student-handbook/)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

EGLS3

The EGLS³ ([Evaluation for Greater Learning Student Survey System \(https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/\)](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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.

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

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.

Student 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 \(https://www.hccs.edu/resources-for/current-students/tutoring/\)](https://www.hccs.edu/resources-for/current-students/tutoring/) 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 <https://library.hccs.edu> (<https://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 <https://www.hccs.edu/resources->

[for/current-students/supplemental-instruction/ \(https://www.hccs.edu/resources-for/current-students/supplemental-instruction/\)](https://www.hccs.edu/resources-for/current-students/supplemental-instruction/).

Resources for Students:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>
(<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>)

Basic Needs Resources:

<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/> (<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/>)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/> (<https://www.hccs.edu/resources-for/current-students/communicable-diseases/>)

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

Course Calendar

Week	Dates	Topic/Assignments Due
1	8/25	Course Introduction / Syllabus / Introductory Activities ConnectEd Introduction (online textbook supplement; access code required) <i>*Print out Philosophy of Education Paper forms and Field Experience forms to bring to class. Please bring the following to class: Directions, Rubric, Code of Conduct, Confirmation Agreement and Time Log</i> <i>Due: Midnight, Sunday, September 5</i>
2	9/1	Chapter 1: The Teaching Profession and You Complete Chapter 1 Related Assignment(s) in ConnectEd. <i>Due: Midnight, Sunday, September 5</i>

3	9/8	<p>Chapter 2: Different Ways of Learning</p> <p>Complete Chapter 2 Related Assignment(s) in ConnectEd.</p> <p>NOTE: OFFICIAL DATE OF RECORD – 9/7 (Tuesday)</p> <p><i>Due: Midnight, Sunday, September 12</i></p>
4	9/15	<p>Chapter 3: Teaching your Diverse Students</p> <p>Complete Chapter 3 Related Assignment(s) in ConnectEd.</p> <ul style="list-style-type: none"> ▪ PART 1 EXAM (CHAPTERS 1-3) <p><i>DUE: Midnight, Sunday, September 19</i></p>
5	9/22	<p>Chapter 6: Philosophy of Education</p> <p>Complete Chapter 6 Related Assignment(s) in ConnectEd. Philosophy of Education Statement Introduction</p> <p><i>Due: Midnight, Sunday, September 26</i></p>
6	9/29	<p>Chapter 4: Student Life at School and at Home</p> <ul style="list-style-type: none"> ▪ Current Issues PowerPoint Presentation group selection ▪ Current Issues , Due Sunday, October 24 ▪ see details in Current Issues Module <p>Complete Chapter 4 Related Assignment(s) in ConnectEd</p> <p><i>Due: Midnight, Sunday, October 3</i></p>
7	10/6	<p>Chapter 5: The Multicultural History of American Education</p> <ul style="list-style-type: none"> ▪ Philosophy of Education, Part I Draft <p>Reference Inventory of Philosophy assignment (Week 2)</p> <ul style="list-style-type: none"> ▪ Submit Background Check ▪ PART II EXAM (CH. 4-6) <p><i>Due: Midnight, Sunday, October 10</i></p>
8	10/13	<p>Chapter 7: Financing and Governing America's Schools</p> <p>Complete Chapter 7 Related Assignment(s) in ConnectEd</p> <ul style="list-style-type: none"> ▪ Philosophy of Education, Part II Draft <p><i>Due: Midnight, Sunday, October 17</i></p>
9	10/20	<p>Chapter 8: School Law and Ethics</p> <ul style="list-style-type: none"> ▪ Philosophy of Education, Part III Draft ▪ Current Issues PPT, DUE! <p><i>Complete Chapter 8 Related Assignment(s) in ConnectEd</i></p>

10	10/27	<p>Chapter 9: Purposes of America's Schools & the Current Reform Movement</p> <p>Complete Chapter 9 Related Assignment(s) in ConnectEd</p> <ul style="list-style-type: none"> ▪ Philosophy of Education, Part IV Draft ▪ PART III EXAM (CH. 7-9) <p><i>Due: Midnight, Sunday, October 31</i></p>
11	11/3	<p>Chapter 10: Curriculum, Standards, and Testing</p> <ul style="list-style-type: none"> ▪ Philosophy of Education, Final Draft ▪ Field Experience, Time Log <p><i>Note: Time Log required prior to grading Field Experience, Drafts.</i></p> <p>Complete Chapter 10 Related Assignment(s) in ConnectEd</p>
12	11/10	<p>Chapter 11: Becoming an Effective Teacher</p> <ul style="list-style-type: none"> ▪ Field Experience, Part I (section only) Draft <p>Complete Chapter 11 Related Assignment(s) in ConnectEd</p>
13	11/17	<ul style="list-style-type: none"> ▪ Field Experience, Part II (section only) Draft <p>Class this week will be dedicated to final exam review.</p>
14	11/24	<ul style="list-style-type: none"> ▪ Field Experience, Part III (section only) Draft <p>Class this week will be dedicated to final exam review.</p>
15	12/1	<ul style="list-style-type: none"> ▪ Field Experience, Final Draft <p>Class this week will be dedicated to final exam review.</p>
16	12/8	<p>Final Exam – Proctored in class – MANDATORY – MUST BRING LAPTOP!!!</p> <ul style="list-style-type: none"> ▪ Complete End of Course Reflection Complete course evaluation (EGLS3)

Additional Information

Departmental/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."

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance *first*. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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