



**Division of Liberal Arts, Humanities & Education  
Education Department  
Teacher Education Program**

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

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**EDUC 1301: Introduction to the Teaching Profession | Lecture |  
#20824**

Fall 2019 | 12 Weeks (9.23.2019-12.15.2019)

MW | Northline Campus | Room 231

3 Semester Credit Hours | 48 Contact hours per semester

**Instructor Contact Information**

Instructor:	Scholastica Turner-Moore, M.Ed	Office Phone:	713-718-6303
Office:	Northline, Room 321	Office Hours:	By Appointment
HCC Email:	<a href="mailto:scholastica.turnermore@hccs.edu">scholastica.turnermore@hccs.edu</a>	Office Location:	Northline Faculty Area

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.

**Instructor's Preferred Method of Contact**

Use **Eagle Online Canvas Conversations**. To find Conversations in Canvas, look for the "Inbox" icon along the left navigation panel. Use this method, rather than HCC email in Outlook. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

**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!

## **Prerequisites and/or Co-Requisites**

EDUC 1301 requires that students must be placed into college-level reading and college-level writing. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## **Canvas Learning Management System**

This section of EDUC 1301 will use [Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

## **HCC Online Information and Policies**

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

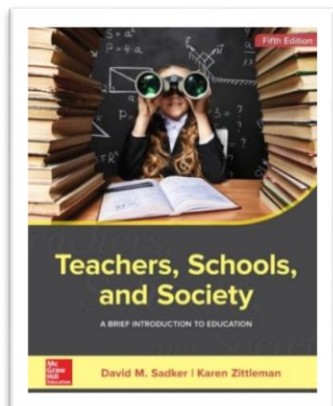
## **Scoring Rubrics, Sample Assignments, etc.**

Check with your instructor or 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>

## Instructional Materials

### Textbook Information



**Text:** Sadker, D.M., & Zittleman, K.R. (2018). *Teachers, schools and society: A brief introduction to education* (5th ed.). New York: McGraw Hill.

**Textbook Supplement:** Access to **Connect** (an online supplement to the text).

**Note:** The course textbook and Connect are fully digital. However, students may order a loose-leaf copy of the textbook through a link in Canvas, once the semester officially begins.

### First Day Access to the E-Book

This course is an HCC Textbook Savings course, also known as **First Day**. This means you will have access to the course E-Book and Connect on the **first day** of class **through a link in Canvas**. Through the Textbook Savings program, your textbook fee is lower than national textbook prices, and the fee is billed as part of your tuition and fees at HCC. You **do not need to purchase** the course textbook or access code for Connect, unless you choose to opt out of the Textbook Savings program. You may opt out through a link in Canvas from the first day of class through the Official Day of Record (Monday, September 9, for regular term classes; Wednesday, October 2 for second start classes).

### Other Instructional 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](#) 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 <http://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 <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview

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. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms

### Program Student Learning Outcomes (PSLOs)

Can be found at:

<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.**

## **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.

## **Instructor and Student Responsibilities**

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

## Assignments, Exams, and Activities

### Required Component Assignments

Students are required to complete a Field Experience of 16 hours (including documented hours and other paperwork). Additionally, students are required to write a Field Experience Report/Reflection, an Educational Philosophy paper, and a Current Issues in Education Media presentation. The field hours and educational philosophy paper are considered as a program **required components/key assessments**. Note the following information regarding the two required components for this course:

1. **Field Experience of 16 Hours:** Field hours must be completed in P-12 **classrooms**, not in a childcare center and not in a before- or after-school setting. 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 must be completed and earn a grade of at least **70%** in order to pass this course.

**IMPORTANT:** A student cannot pass this course if the field experience hours are incomplete and/or if the Educational Philosophy paper is not submitted, or if the paper does not earn a score of at least 70%.

**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:

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

### Exams

There will be three exams, plus a final exam, all within Connect in the Canvas course.

### In-Class Activities

You are expected to complete textbook readings, chapter assignments, quizzes, and discussions, in addition to the three major projects. The major projects are: Field Experience, Educational Philosophy paper, and current issued in education Media presentation. Other activities may be assigned.

## Final Exam

The final exam is comprehensive. It will be available fully online in Connect in the Canvas course.

## Grading Formula

Assignment	Points Possible
Educational Philosophy Paper	100
Field Experience Report / Reflection	100
Current Issues Media Presentation	100
Connect Assignments / Quizzes	220
Other Activities / Discussions	230
Exams (3 @ 50; final exam @ 100)	250
<b>TOTAL POINTS POSSIBLE</b>	<b>1000*</b>

Grade	Scale
A	90-100% of points possible <b>and</b> required components are successfully completed
B	90-100% of points possible <b>and</b> required components are successfully completed
C	90-100% of points possible <b>and</b> required components are successfully completed
D	90-100% of points possible <b>and</b> required components are successfully completed
F	90-100% of points possible <b>and</b> required components are successfully completed

### Incomplete Policy:

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").

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>



## Course Calendar

<b>NOTE:</b> This calendar <i>may change</i> .	
<b>Week</b>	<b>Topic / Assignments Due</b>
1	Course Introduction/Connect Registration (NO access code required) <b>Chapter 1:</b> The Teaching Profession and You <b>Major Assignment III:</b> <i>Field Experience Introduction</i>
2	<b>Chapter 6:</b> Philosophy of Education <b>Major Assignment I:</b> Educational Philosophy Paper <i>Introduction</i>
3	<b>Chapter 2:</b> Different Ways of Learning
4	<b>Chapter 3:</b> Teaching Your Diverse Students <b>Major Assignment I:</b> Educational Philosophy Paper - <i>Preliminary Draft (DUE this week)</i>
5	<b>Chapter 4:</b> Student Life in School and at Home Current Issues in Education Media Presentation Introduction <b>Part I Exam (Chapters 1-4)</b>
6	<b>Chapter 5:</b> The Multicultural History of American Education <b>Major Assignment III:</b> Field Experience <i>Updates</i>
7	<b>Chapter 7:</b> Financing and Governing America's Schools
8	<b>Chapter 8:</b> School Law and Ethics <b>Major Assignment I:</b> Educational Philosophy Paper – <i>final draft (DUE this week)</i> <b>Part II Exam (Chapters 5-8)</b>
9	<b>Chapter 9:</b> Purposes of America's Schools and the Current Reform Movement <b>Major Assignment II:</b> Current Issues in Education <i>Media Presentation (DUE this week)</i> <b>Student Survey (EGLS3)</b> – survey availability dates may change
10	<b>Chapter 10:</b> Curriculum, Standards, and Testing <b>Major Assignment III:</b> <i>Field Experience Completed</i> Project/Paper <i>(DUE this week)</i>
11	<b>Chapter 11:</b> Becoming an Effective Teacher <b>Part III Exam (Chapters 9-11)</b>
12	<b>Final Exam (Chapters 1-11)</b>

### Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by email, and/or posting in Canvas, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

Late work will not be accepted on any coursework due to your lack of the course textbook because a digital text is available on the first day of class. Late work will not be accepted due to your experiencing technical difficulties that are not brought to my attention in a reasonable amount of time **before** the due date/time. I will consider the content of your situation, but do not count on being able to turn in late work. Any late work accepted will be counted a 60-70% of the earned grade. You may be asked to submit appropriate documentation supporting your reason for missing and assignment.

### 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.

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Scholastic Dishonesty may also result in a referral to the Dean of Student Services. Here's the link to the HCC information about academic integrity and scholastic dishonesty: <http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### 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.

**In an online class**, the equivalent would be failing to participate and/or turn in assignments for two weeks. 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

"According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct . . . . Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars."

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

## Instructor's Course-Specific Information (As Needed)

### Electronic Devices

ALL cell phones must be **turned off** while students are in class. All other electronic devices should be turned off and stowed unless the instructor leading the class specifically permits the devices.

Instructor may consent to student use of electronic devices for academic purposes related to the class. For example, in many cases, faculty members may permit the use of tablets or laptop computers if students are using the computers to take notes or for purposes related to the class. Students should check with their instructors about permissible devices in class.

Instructor have the right to instruct students to turn off laptops and other devices, and to stow those devices in secure places, in any class.

Students who fail to follow the directions of a faculty member in class may incur disciplinary action up to and including suspension and dismissal.

During tests and exam periods, all cell phones and other electronic devices must be turned off and kept in a secure location away from the student's immediate view unless the faculty member has given permission for use of a device during a test or exam. Students who violate this rule may be asked to leave the exam room, and may not be allowed to complete the exam, thus incurring a failing grade for the course. Students may also be liable for additional disciplinary sanctions under this policy.

Any student who participates in any act of academic dishonesty may incur the full disciplinary sanctions of the Academic Honesty Policy. This includes students who participate in the improper sharing of information about tests via electronic devices, e.g., text messaging exam questions or answers, emailing information about makeup exams, sending voicemail messages about exams or tests, or any similar use of technology to engage in academic dishonesty

## Teacher Education 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."

For more information about the Teacher Education Program:

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

## HCC Policies

Here's the link to the HCC Student Handbook <http://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

## EGLS<sup>3</sup>

The EGLS<sup>3</sup> (Evaluation for Greater Learning Student Survey System) 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. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

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

### **Campus Carry Link**

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

<http://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](#) and activate it now. You may also use Canvas Inbox to communicate.

### **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.

## **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility 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 <http://www.hccs.edu/support-services/disability-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/>

### **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/>

### **Department Chair Contact Information**

Saran Winters, M.Ed., [saran.winters@hccs.edu](mailto:saran.winters@hccs.edu), 713.718.6237