



COURSE SYLLABUS

EDUC 1301-INTRODUCTION TO THE TEACHING PROFESSION

Catalog Description: 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 Texas P-12 classrooms.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Lecture hours = 3, Lab hours = 0

Prerequisites: TSI Reading complete

Co-requisite/Concurrent: Students will be required to submit to and pass a criminal background search as prescribed by the program and college. Failure to comply will result in a grade of F for the course.

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Extended hours: 16-Sixteen hours of on-site field experience observations in Texas public school classrooms are required.

Contact Hours per Semester: 64

State Approval Code: 13.0101.51 09

Class section meeting time: Online—students are expected to spend at least four hours per week reading and reviewing course materials and completing assignments.

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

___ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

___ CT2: Gather and assess information relevant to a question

___ CT3: Analyze, evaluate, and synthesize information

Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

___ CS1: Develop, interpret, and express ideas through written communication ___

CS2: Develop, interpret, and express ideas through oral communication ___ CS3:

Develop, interpret, and express ideas through visual communication

Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

___ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion ___

EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

___ TW1: Integrate different viewpoints as a member of a team

___ TW2: Work with others to support and accomplish a shared goal

Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

___ PR1: Evaluate choices and actions and relate consequences to decision-making

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

___ SR1: Demonstrate intercultural competence

___ SR2: Identify civic responsibility

___ SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments.

Learning Outcomes: [from the ACGM catalog]

(From the TExES Pedagogy and Professional Responsibilities Standards and ACGM Course Description)

Upon successful completion of this course, students will:

1. Identify current issues influencing the field of education and teacher professional development. (PPR St IV)
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity. (PPR St II)
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers. (PPR St III)
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making. (PPR St IV)
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. (PPR St II)
6. Complete a minimum of 16 contact hours of field experience in P-12 classrooms with

special populations.

Course Content:

After studying the material presented in this course, students in all sections of the course will meet the following objectives, aligned with the *TExES Pedagogy and Professional Responsibilities Standards*:

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1. Identify, describe, and locate the mandated curriculum for public schools in Texas.
2. Describe various methods of instruction and assessment, including methods that accommodate students with special needs and students from various cultural and educational backgrounds.
3. Identify legal precedents and instructional approaches related to students with special needs.
4. Identify conditions that put students at risk of failure or dropping out of school.
5. Identify the historical roots of American education.
6. Describe important education reform movements and the catalysts for reform.
7. Identify characteristics of effective teaching environments and behaviors.
8. Describe patterns of school organization, staffing, and funding.
9. Compare educational experiences in various settings—urban, rural, suburban.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

1. Identify legal precedents and instructional approaches related to students with special needs.
2. Describe various methods of instruction and assessment, including methods that accommodate students with special needs and students from various cultural and educational backgrounds.
3. Identify legal precedents and instructional approaches related to students with special needs.
4. Define and discuss multiculturalism, cultural awareness, and global education.
5. Identify effective methods of classroom management and discipline.
6. Define and give examples of assistive technology.
7. Describe how technology enhances student achievement and teacher efficacy and efficiency.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

1. Describe various methods of instruction and assessment, including methods that accommodate students with special needs and students from various cultural and educational backgrounds.
2. Describe effective methods of school-home and school-community relations and communication.
3. Describe various family configurations and the role of family in effective instruction.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

1. Describe characteristics of teaching as a profession.
2. Identify important legislation and policy affecting education in the United States and in Texas.
3. Describe requirements for teacher certification in Texas.
4. Identify signs of child abuse and neglect, and describe the process for reporting child abuse.

Methods of Instruction/Course Format/Delivery:

Students in all sections of the class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be required to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- On-site Field Experience

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Assessments:

To earn a passing grade, all required documents for the sixteen-hour field study component **MUST** be submitted **ON** or **BEFORE** the **DUE DATE**. Students who do not complete all sixteen hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%
60-69%	D	
Below 60%	F	

Course Grade:

The grade for this course will be based on the following assignments:

- Field Experience Journal and Documentation = 30%
- Assignments: = 20%
 - Projects
 - Discussions
 - Quizzes
- Exams, including a comprehensive Final Exam = 50%

Field Experience Journal and Documentation: Students will complete sixteen hours of on-site observation in grades Pre-K-12 in Texas public schools. A time log, teacher evaluations, and a reflective journal will document completion of the observations. Failure to complete the entire sixteen-hour assignment will result in a grade of F in the class, regardless of performance on other assignments.

Assignments: Assignments include responses to online discussion threads, chapter and other content quizzes, and a variety of projects related to the topics under study. A service-learning component is included in projects.

Exams: Students will complete three unit exams and a comprehensive final exam.

Texts, Materials, and Supplies:

- **TEXTBOOK(S):** *Introduction to Teaching, Making a Difference in Student Learning 2nd Ed*, by Hall, Quinn, and Gollnick. (2017). Thousand Oaks, CA: Sage. **ISBN: 9781483365015**
- **SOFTWARE:** Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD.

Required Readings: Textbook

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator, Stacy Gee, in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>