Course Syllabus
EDUC 1301—Introduction to the Teaching Profession

Revision Date: August 19, 2013

Catalog Description: An enriched, integrated pre-service course and content experience that:

1. Provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields.
2. Provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations.
3. Provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms.
4. Is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities (PPR) standards.
5. Includes a minimum of 16 contact hours of field experience in P-12 classrooms.

Lecture hours = 3, Lab hours = 0

Prerequisites: TSI Reading Complete
Corequisite/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
Contact Hours per Semester: 64
State Approval Code: 13.0101.51 09

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 TExES Pedagogy and Professional Responsibilities Standards and ACGM Course Description #4 and #5)

After studying all materials and resources presented in the course, the student will be able to:

1. Identify instructional strategies for delivering relevant content appropriate for all students, based on continuous and appropriate assessment. (PPR Standard I)
2. Describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence. (PPR Standard II)
3. Describe a classroom environment that promotes student learning by including responsive instruction with effective communication techniques, student-centered instructional strategies, and high-quality feedback. (PPR Standard III)
4. Describe a teacher’s professional roles and responsibilities and outline legal and ethical requirements of the profession. (PPR Standard IV)
5. 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
- Class Portfolio
- On-site Field Experience

Assessment:

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Exams = 50%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Assignments = 20%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>Field Experience = 30%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td></td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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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
  - Class Portfolio
- Exams, including a comprehensive Final Exam = 50%

Texts, Materials, and Supplies:

SOFTWARE: Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD.

Other:
- For current texts and materials, use the following link to access bookstore listings:
  [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](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 in Support Services located in the Administration Building or go to [http://www.panola.edu/student-success/disability-support-services/](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.