

EDUC 1301: Introduction to the Teaching Profession  
Fall 2020

The Teaching and Learning Center  
South Plains College

*South Plains College Improves Each Student's Life*

Course Title: Introduction to the Teaching Profession  
EDUC 1301.C001 = M/W 1 – 2:15 p.m. (Lib. 326)—FLEX 2 Class\*\*  
EDUC 1301.C200 = M 6:00 – 9:00 p.m. (Reese, Bldg 8, Room 830A)

**Instructor:** **Lori Satterwhite, M.Ed.**  
[lsatterwhite@southplainscollege.edu](mailto:lsatterwhite@southplainscollege.edu)  
Office: 806-716-2237  
Office: Library, Levelland, Office 312 (In Office Suite 306)  
Office Hours: M - F 9:00 – 11:30 a.m. (Friday, by appointment only)  
TTH 2:30 – 4:00 p.m.  
\*Virtual Office Hours by Appointment

**Observation Coordinator:** **Christine Martine, M.Ed.**  
[cmartin@southplainscollege.edu](mailto:cmartin@southplainscollege.edu)  
Office: Office 332, 3<sup>rd</sup> floor, SPC Library  
Office Hours: Monday & Tuesday 9:30 – 10:30 a.m.  
Contact Mrs. Martin Through REMIND app



## General Course Information

### Course Description

**Pre-requisite: Completion of any required developmental coursework and 15 or more college-level semester credit hours (including ENGL 1301) with a 2.5 or higher GPA or approval of the Program Coordinator.**

This course offers 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 EC - 12 schools with varied and diverse student populations and provides students with support from college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course includes a minimum of 16 hours of classroom observations in EC – 12 classrooms.

**Credit:** 3 Lecture, 0 Lab

**\*\*NOTE:** Because SPC is concerned about your health and the health of your peers, your family, and your friends, we are making some changes to the delivery of our face-to-face classes. The **MW 1:00 p.m. class has been changed to a FLEX 2 delivery.** FLEX 2 is a hybrid class that offers a class environment mixed with online content delivery and some face-to-face discussions. Half of the class will meet together on Mondays from 1 – 2:15 p.m.; the other half will meet together on Wednesdays from 1 – 2:15 p.m. The content, discussions, and activities will be the same for both class sessions each week. **(The Reese class which meets on Mondays, 6 – 8:45 p.m. will remain a fully-face-to-face course this semester, unless SPC administration directs us to move completely online.)**

Part of the 10% of your grade that is labeled “Attendance, Participation, Discussion, & Professionalism” will be granted to students wearing a face mask/covering during class and social distancing as much as possible– EASY POINTS.

**Textbook:** Sadker, D. M., & Zittleman, K. R. (2018). *Teachers, Schools, and Society: A Brief Introduction to Education* (5th ed.). New York, NY: McGraw Hill.

(Note: When you paid for this class, an ebook was included in the price of the course, so you do not need to buy this textbook.)

Other Materials:

- access to a computer

**Inclusive Access:**

- **Textbook:** The textbook and resources for this course are available in digital form through the Inclusive Access textbook program at South Plains College. That means the e-book edition of the textbook and/or all required resources are provided in the Blackboard portion of the course from the first day of class. The fee for the e-book/resources is included in the student tuition/fee payment, so there is no textbook or access card to purchase for this course.
- **E-book features:** Access to a cloud-based e-reader is provided by RedShelf via Blackboard. RedShelf e-book features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download up to 20% of the book for offline access. Visit <https://solve.redshelf.com/hc/en-us/requests/new> for e-book issues and support.
- **Upgrading to a physical textbook:** Students who prefer a printed textbook rather than an e-book may purchase a loose-leaf edition from the SPC Bookstore or the textbook publisher at a reduced price.
- **How to opt out of Inclusive Access:** As long as they meet the opt-out deadline, students may choose not to participate in the Inclusive Access program if they have a textbook from another source. They should check the course syllabus to see if the instructor also requires course work to be done in an online platform (like Mindtap or Connect). If so, the student would be required to have access or purchase access to that platform in addition to acquiring the e-book. To opt out of the Inclusive Access e-book/resources, students will need to locate the RedShelf tool in their Blackboard course and follow the instructions given there. Students who need assistance to opt out should contact their instructor or the SPC Bookstore. The Inclusive Access fee will be refunded to students who opt out after the twelfth class day.



Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcome	Observable/Measurable Actions by Students
Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.	Lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
Students will recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. Students will also identify	Lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom

effective, responsive, and engaging instructional strategies that promote student learning (based on PPR Standards I & III).	observations/observation reflections; lesson plan project & presentation
Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity and describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence (based on PPR Standard II).	Lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).	Lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
Students will be able to provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers (based on PPR Standards I – IV).	Classroom observations/observation reflections

## Course Guidelines and Expectations

### Grading and Final Evaluations

Attendance/Participation/Professionalism/Discussions	10%
3 Unit Exams	30%
Weekly Assignments & Lesson Plan Preparation Assignments <ul style="list-style-type: none"> <li>• 6 - 10 In-class or graded assignments</li> <li>• 5 Lesson Plan Preparation Assignments</li> </ul>	15%
4 Observation Verification Forms/Observation Reflections	15%
Final Presentation <ul style="list-style-type: none"> <li>• Educational Philosophy Essay</li> <li>• Copies of 4 Observation Reflections</li> <li>• Lesson Plans <ul style="list-style-type: none"> <li>• Unit Framework</li> <li>• Unpacking My TEKS</li> <li>• Week-at-a-Glance</li> <li>• 1 day of detailed Lesson Plans</li> <li>• Self-Evaluation of Lesson</li> </ul> </li> </ul>	30%
<b>Total</b>	<b>100%</b>

### Grades are determined by the following scale:

90 – 100% = A	60 – 69% = D
80 – 89% = B	0 – 59% = F
70 – 79% = C	

### NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- **Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on tests that are auto-graded in Blackboard immediately after taking the tests. You should be able to review your responses and the CORRECT RESPONSE after all students have submitted their tests.
- For all other submitted assignments, papers, and projects, my goal is to have them graded within two weeks of the due date.

- Most MAJOR WRITTEN ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
  - You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

**Unforeseen Circumstances:** If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

✓ **Students failing to appear for the final presentation will be given a final course grade of an "F."**

Please Note: Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation.

### Instructional Delivery

- MW 1:00 p.m. Flex 2 Class (EDUC 1301.C001): Most of the content instruction will be delivered online (asynchronously) through Blackboard in the form of recorded lectures, videos, recorded demonstrations, and an occasional guest lecture. I will post all module instructions, assignment instructions, and rubrics in Blackboard. You will also take all quizzes/Unit Exams in Blackboard. Half of the class will meet on Mondays from 1 – 2:15 p.m., the other half on Wednesdays 1 – 2:15 p.m. During your assigned class time, we will have discussions, group collaboration, review the material, and complete learning activities.
- M 6 – 8:45 p.m., Reese Class (EDUC 1301.C200): Most instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and occasional guest speakers. We will also have a Blackboard platform. Some instruction, videos, recorded demonstrations, etc. will be available online. All module and assignment instructions and rubrics will be available through Blackboard. You will also take all of your quizzes/Unit Exams through Blackboard.

**NOTE:** As both sections of this class have an online component, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:

- Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**
- Daily access to the internet—MySPC, Blackboard, SPC email, online textbook (if that is your choice)
  - *NOTE: We will also use other websites for activities and games.*
- Knowledge of (and ability to work in) Microsoft Word. You need to know how to add tables and insert pictures and other graphics, etc. *—again, all SPC students have free access to Microsoft Office products.*
  - Knowledge of (and ability to work in) PowerPoint or Prezi.

### Field Experience Component

- EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**

- For ALL Classroom Presentations & AAT Observations: professional dress is required. Professional dress is considered a collared, button-down or golf shirt, Docker-style pants, slacks, skirts, or dresses. (Girls, if you wear a dress, it needs to be cut no shorter than just above the knee—NO MID-THIGH dresses are permitted). Professional dress does NOT include sun-dresses or shirts with spaghetti straps, hoodies, sweat pants, flip-flops, t-shirts, ball caps, jeans, tennis shoes, shorts, miniskirts, or any other type of casual clothing for sports or leisure. Students failing to respect these rules will receive a zero “0” for the observation and assignment and will not be allowed to make it up.
- **Professionalism**: I place a **great** value on professionalism. It is KEY to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Your participation/attendance/professionalism grade is a subjective grade, which is judged based upon my perspective and measured by your actions. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community. **What is professionalism?**  
Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

### General Assignment Information

- **Attendance/Participation/Discussion/Professionalism**  
The following assignments are included in this 10% of your total grade: wearing masks and social distancing during class sessions and observation, active participation in class discussions and class learning activities, & conduct during classroom observations
- **Unit Exams**  
Three unit exams based on weekly readings, informational videos, guest lectures, etc., will make up this 30% of your total grade.
- **Weekly Assignments/Lesson Plan Project Assignments**  
Six to ten learning activities and five of the Lesson Plan preparation assignments designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project will make up 10% of your total grade. Mrs. Satterwhite will grade these in a timely manner and email you her comments and/or suggestions through Blackboard email.
- **Observation Reflection Essays & Verification Forms**  
You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to turn in a signed (by school) verification sheet to Mrs. Martin at the conclusion of each observation. For each observation, you need to find the corresponding “Field Experience Topic Assignment.” These topics are based on TEA’s Pedagogy and Professional Responsibilities Standards and will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ pages and will be due one week after each observation. Grading rubrics are available on Blackboard. These essays and the verification forms will make up 20% of your grade. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*
- **Final Lesson Planning Project Presentation**  
This project makes up 30% of your total grade and includes two components: (1) Submission of a MEGA-Document with the components listed below. (2) You will teach 15 minutes from one of the 5 lessons that you have prepared for the project and then evaluate your lesson presentation.

Your MEGA-document will include the following prepared components: your educational philosophy essay, copies of your 4 observation reflection essays, 5 Lesson Plan Preparation Assignments— Unit Framework, Unpacking My TEKS, Week-at-a-Glance, one (1) day of detailed lesson plans, & self-evaluation of lesson presentation. Grading rubrics are available on Blackboard. Presentations will be made during class in the final weeks of the semester. A sign-up sheet will be made available in class.

**Student Responsibilities:** Students are expected to

1. Attend class regularly and log into our Blackboard course on a regular basis.
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others, including wearing a mask to class and social distancing as much as possible.
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

## **Institutional and Academic Policies**

### **Attendance**

Instructors will follow the basic attendance policy that is outlined in the “Class Attendance” policies stated in the *SPC General Catalog*

Face-to-Face: Students must attend each session and be on time. If you have questions about an absence, please see the instructor. Part of your grade is based on your attendance each assigned class day (and your compliance with CDC guidelines of wearing masks, social distancing, and completing the screening paperwork). *When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor.*

Additionally, if you are absent, and you do not communicate with the instructor in a timely manner, you will not be able to make up graded assignments we complete in class. You may be dropped from the course with an “X” or an “F” if I believe the objectives of the course cannot be met due to your lack of participation and attendance (I start getting concerned after the 3<sup>rd</sup> absence). If you have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, you will receive an F in the course. Participation means active engagement. A person cannot be actively engaged if texting or using a cell phone. Excessive or disruptive use of a cell phone in class may be counted as an absence. Please email me if you know you will be absent.

***\*\*It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the***

***Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.***



**Academic Integrity/Plagiarism**

Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in essays or work that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

*If a student plagiarizes on an assignment, a failing grade will be given for the assignment. Any student caught or reported cheating on an exam will also be given a failing grade and possibly dropped from the course. You are in a **teacher preparation program** and behavior of this sort is not conducive to the standards and behavior that is expected as a participant in the AAT program.*

**Student Code of Conduct Policy**

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Disability Services**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at Reese Center, Building 8, 806-716-4675, Levelland Campus (Student Health & Wellness Office) 806-716-2577, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

## **Nondiscrimination Policy**

The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

As part of its commitment to maintaining a positive learning, working and living environment free from discrimination, South Plains College complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Disability Services/Section 504 Statement of Non-Discrimination In accordance with the requirements of the titles of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973 as amended in 1992, South Plains College will not exclude or discriminate against any individual with a disability from the full attainment and access to post-secondary education, and equal enjoyment of its services and facilities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

## **Accommodations**

I wish you success in EDUC 1301 at South Plains College. My role is to help you through this course and prepare you for entrance into a future teacher education program to complete your certification. If you have questions or concerns, please call, email, or come by my office to visit with me. If you believe that you might be eligible for special accommodations due to a learning disability, you should visit the Office of Special Services within the Counseling Department (Reese—806-716-4675; SPC—806-716-2577)

## **Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

## **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

## **Campus Resources**

**Tutoring:** Dr. Gail Malone, Mr. Cody Thackerson, or Dalila Gonzales, 806-716-2241 or [dgonzales@southplainscollege.edu](mailto:dgonzales@southplainscollege.edu). Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

\*\*\*We have WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. Please make use of this resource.

## **Health & Wellness Center**

The counselors at the Health & Wellness center can advise you confidentially. They can also help you access other resources on campus and in the local community. You can schedule an appointment with a counselor by calling 716-2529.

*Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.*