

EDUC 1301: Introduction to the Teaching Profession Spring 2019

*The Teaching and Learning Center
South Plains College*

South Plains College Improves Each Student's Life

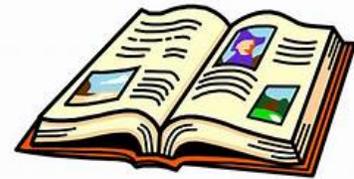
Course Title: Introduction to the Teaching Profession
EDUC 1301.001 = M/W 1 – 2:15 p.m. (Lib. 326)
EDUC 1301.002 = M 6:00 – 9:00 p.m. (Reese, Bldg 8, Room 830A)
EDUC 1301.003 = online (Blackboard)

Instructor: Lori Satterwhite, M.Ed.
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Office: 806-716-2237

Observation Coordinator: Ruth Mills
Office: 3rd floor, SPC Library Office Hours: Mon & Tues 10 – 2:30 p.m.
Cell: 806-577-9339

Office: Library, Levelland, Office 312
Office Hours: M - F 9:00 – 11:30 a.m. (Friday, by appointment only)
TTH 2:30 – 4:00 p.m.

General Course Information



Course Description

Pre-requisite: *Completion of any required developmental coursework and 15 or more college-level semester credit hours 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 a) Provides active recruitment and instructional support of students interested in a teaching career, especially in high-need fields; b) Provides students with opportunities to participate in early field observations at all levels EC – 12; c) Provides students with support from colleges and school faculty for the purpose of introduction to and analysis of the culture of schools and classrooms. Course includes a minimum of 16 hours of classroom observations, which must be related to EC – 12 schools.

Course Objectives

- Become acquainted with the culture of public schools.
- Conduct focused observations on selected dimensions of teaching.
- Distinguish terminology and concepts relevant to policies, research, and practices related to the public education system.
- Critically examine values, beliefs, and strategies that influence the learning of all students.
- Evaluate instructional methods and strategies that contribute to the successful educational achievement of public school students.
- Identify personal motivation for pursuing the teaching profession.
- Demonstrate an understanding of the teacher certification requirements.

Student Learning Outcomes

- Identify current issues influencing the field of education and teacher professional development.
- Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
- Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
- Evaluate personal motivations, educational philosophies, and factors related to educational career decision-making.
- Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

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, mini skirts, 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.

Course Guidelines and Expectations

Textbook: Smith, A. E. (2016). EDUC 1301 custom text. Boston: Pearson Publishing.

Other Materials:

- 1” 3-ring binder (for project)
- 1 set of 6 dividers (for project)
- notebook paper, pens, pencils
- access to a computer



Grading and Final Evaluations

Attendance/Participation/Professionalism	10%
Discussions	10%
Chapter Quizzes/Final	20%
Lab/Observation Reflections and Assignments	20%
APA Research Paper	10%
Project Assignments	20%
Final Presentation	10%
Total	100%

- ✓ **NO LATE ASSIGNMENTS** will be accepted without prior approval and a grade penalty will be applied.
- ✓ Students failing to appear for the final presentation will be given a final course grade of an “F.”
- ✓ Students not submitting an APA paper for the course 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, or on a thumb drive. You will need to access and print some of these for your final presentation.

Instructional Delivery

- Instruction will be delivered through Blackboard, demonstrations, discussions, group collaboration, and guest speakers.
- NOTE: The ONLINE 1301 section will use Flipgrid.com as a video discussion board in addition to the discussion board present in Blackboard. I will add a link to flipgrid.com in Blackboard.

Attendance

Face-to-Face: Students are expected to be on time and attend class each time it is in session. After your 4th absence, you may be dropped from the class. Please email me if you know you will be absent.

Monday Night: Students are expected to be on time and attend class each time it is in session. After your 2nd absence, you may be dropped from the class.

Online: Students are expected to log into Blackboard on a daily basis. New modules will open each Thursday. Students who miss more than 6 deadlines, may be dropped from the class. During the semester, we will need to schedule a few face-to-face meetings. These meetings are **mandatory**. If an emergency prevents you from attending one of these meetings, you will need to contact the instructor ASAP.

Institutional and Academic Policies



Academic Integrity/Plagiarism

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension. *To be more specific, this includes copying the work of another author and not citing the source from where it was found. (Plagiarism) 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.*

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.

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 for assistance.

Campus Resources

Tutoring: Dr. Gail Malone or Dalila Gonzales, 806-716-2241 or 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.

Advising & Testing

Latha Tucker, 806-716-4606, ltucker@southplainscollege.edu. Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.

Campus Carry

Please be advised that individuals coming onto any SPC campus must abide by the Campus-Carry laws that went into effect in 2017.

*The 84th Texas legislature passed Senate Bill 11, commonly known as the "campus carry" bill went into effect on August 1, 2017. Individuals holding a licensed to carry (LTC) or concealed handgun license (CHL) holders will have the legal right to carry a concealed handgun onto community college campuses; however, they **cannot** openly carry the handgun.*

Course Outline for EDUC 1301

APA FORMAT: Education is considered a social science. All professional writing in the field of education is done in the APA (American Psychological Association) style format. It is important for you to learn this proper format so that you are able to correctly reference a source or create a bibliography for your writings.

Each assignment should be in Times New Roman Font in size 12 and 1" margins. Be sure and use your spell check, punctuate sentences correctly, and follow APA guidelines/formatting when listing literature sources. **Assignment length is two pages (double-spaced) unless otherwise indicated.** Papers not meeting the required standards will be returned with a letter grade deduction.

PROJECT BASED LEARNING: The type of learning in this class combines a detailed lesson plan, research activities, an APA style paper, and final presentation as one unit, with each part graded individually. Students will learn each part step-by-step. All written assignments will be assessed on the following criteria: content, proper references, proofing and format, assigned length, grammar, and sentence structure.

Statement of Personal Responsibility

Successful completion of this course depends on the student accepting personal responsibility for:

- following guidelines/rules/instructions of the syllabus
- completion of 16 hours of observation time
- attending class/arriving on time (OR fully participating in online classes) with an attitude to actively participate in the classroom learning experience and intellectually acquire the material presented, without texting or perusing social media during class
- setting aside adequate study time to read and prepare for classes,
- budgeting sufficient time in advance of exam and assignment dates to successfully accomplish each course requirement
- evaluating personal performance as reflected in each individual grade received and the cumulative effect of those grades on the successful completion of this course,
- taking responsibility for strategies and tasks which will improve study skills and habits during this semester,
- and accepting personal responsibility for the choices, actions and consequences made as a student of this course.

I, _____ (printed name), have read the entire syllabus for this course, and understand the contents, requirements and obligations. I agree to accept personal responsibility for my performance as a student in this course and the consequences for my decisions and actions.

(Signature) _____

Date _____ Course, Section _____

This signed Statement of Personal Responsibility must be returned to the professor by the end of the first class/during second week of classes (of the relevant semester). Failure to return the signed Statement may result in the student being dropped from the class with an "X" on or about the Official 4th Class Day. If you have any questions regarding the syllabus and course requirements, please contact me to resolve your concerns. Examine the syllabus thoroughly to ensure you will have no conflicts, which may prevent successful completion of all the requirements.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Teaching and Learning Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Tentative Course Schedule EDUC 1301, Spring 2019

WEEK	TOPIC
1—Jan. 14 - 18	Introductions; Syllabus; Observation Information; Chapter 1: “Teachers and the Teaching Profession” (Module 1)
2—Jan. 21 - 24 *NOTE: Monday, Jan. 21 is Martin Luther King, Jr. Day and an SPC holiday	Chapter 2: “Philosophical Foundations of U.S. Education” (Module 2) ONLINE CLASS: FACE-TO-FACE CLASS MEETING THURSDAY, Jan. 24 REESE, BUILDING 8, RM. 830 6:00 P.M. <i>*Observation Folder, background check, sign up for dates</i> <i>*Discuss Research Paper and Project</i>
3—Jan. 28 - Feb. 1	Chapter 3: “Historical Foundations of U.S. Education” (Module 3) Education Around the Globe
4—Feb. 4 - 8	Chapter 4: “Governance and Finance of U.S. Schools” (Module 4)
5—Feb. 11 - 15	Chapter 5: “Ethical and Legal Issues in U.S. Education” (Module 5)
6—Feb. 18 - 21	APA Research Paper Workshops (Module 6) RESEARCH PAPER DUE FRIDAY, FEB. 22, before MIDNIGHT
7—Feb. 25 - March 1	Planning for Instruction—Part 1: Bloom’s Taxonomy & Multiple Intelligences (Module 7)
8—March 4 - 8	Planning for Instruction—Part 2: Chapter 6: “Planning for Instruction” (Module 8)
March 11 - 15	SPRING BREAK
9—March 18 - 22	Chapter 7: “Instructional Models and Strategies” (Module 9) UNIT FRAMEWORK DUE FRIDAY, MARCH 22, before MIDNIGHT

Classroom Observations

10—March 25 – 29	Chapter 8: “Student Assessment” (Module 10)
11—April 1 – 5	Chapter 9: “Managing the Learning Environment” (Module 11) FORMATIVE/SUMMATIVE ASSESSMENTS & OBJECTIVES DUE by FRIDAY, April 5, by MIDNIGHT
12—April 8 – 12	Chapter 10: “Understanding Special Education” (Module 12)
13—April 15 – 19	Putting All the Education Components Together (Module 13) BEGIN FINAL PRESENTATIONS
14—April 22 – 26 <i>*NOTE: Monday is an SPC Holiday</i>	Presentations
15—April 29 – May 3	Presentations; Class Wrap-up; Evaluations
16—May 6 – 9	Final—Please see SPC Finals Schedule

*****Please Note: I reserve the right to modify this course schedule as needed, and I will notify you of any changes made.*****