

**EDUC 1301: Introduction to the Teaching Profession
Spring 2022**

Course Title: Introduction to the Teaching Profession
EDUC 1301.C001 = M/W 1 – 2:15 p.m. (Lib. 326)
EDUC 1301.C200 = M 6:00 – 9:00 p.m. (Reese, Bldg 8, Room 822A)

Instructor: **Valerie McCamish, M.Ed.**
Muleshoe High School
vmccamish@muleshoeisd.net

General Course Information

NOTE: This course mirrors as it is taught at South Plains College.

Course Description

Prerequisite: *Completion of any required developmental coursework, TSI-compliant in reading and writing, completion of either ENGL 1301 and/or HIST 1301, and 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. 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

Textbook: You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials:

- Access to a computer (with reliable internet access) & Blackboard

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; 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 effective, responsive, and engaging instructional strategies that	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation

promote student learning (based on PPR Standards I & III).	
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; 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; 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 Requirements:

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—to be completed outside of class.

Please Note: If students do not complete the required background check & observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.

Course Guidelines and Expectations

Grading and Final Evaluations

Attendance/Participation/Professionalism/Discussions	5%
Weekly Quizzes	20%
Weekly Assignments & Lesson Plan Preparation Assignments <ul style="list-style-type: none"> ● 8 - 10 In-class or graded assignments ● 5 Lesson Plan Preparation Assignments 	25%
Educational Philosophy Essay	10%
4 Observation Verification Forms/Observation Reflections	20%
Final Presentation <ul style="list-style-type: none"> ● Lesson Plans ● Week-at-a-Glance ● 1 day of detailed Lesson Plans ● Self-Evaluation of Lesson ● Lesson Presentation 	20%
Total	100%



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:

- You may see your grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to review your responses and the CORRECT RESPONSE after the due date.
- For all other submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."
- Most MAJOR 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.
 - Please make sure that you submit a **Microsoft WORD** document.
 - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
 - 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."

Instructional Delivery

- Daily class contest as this is a mirrored class taught at Muleshoe HS.
- Most instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and occasional guest speakers. However, content will also be posted in Blackboard in the form of recorded content overviews, 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. During our class time, we will have discussions, group collaboration, review the material, and complete learning activities. The best way to be prepared for class is to have read the assigned reading material for the module BEFORE you attend class.

Field Experience Component

- This will be modified as required by Muleshoe Isd.
- **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 need to complete and pass a criminal background check before attending any observations.**
- **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 (5%)**

The following assignments are included in this 5% 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

- **Weekly Module Quizzes (20%)**

Weekly quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this 25% of your total grade.

- **Weekly Assignments/Lesson Plan Project Assignments (25%)**

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 25% of your total grade. Mrs. Satterwhite will grade these in a timely manner, typically within one week. You can find your grade and my comments when you click on the assignment in "My Grades."

- **Observation Reflection Essays & Verification Forms (20%)**

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 Ms. Jameson at the conclusion of each observation. For each observation, you need to find the corresponding "Field Experience Topic Assignment" and the accompanying T-TESS rubrics. These will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ - 2 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 15% 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.*

Please Note: *If students do not complete the required background check, observation paperwork, and sign up for the Remind App by the given due dates, they cannot complete the observations and will be dropped from the class.*

- **Educational Philosophy Essay (5%)**

This 2-page essay will comprise 5% of your total grade. This essay will, hopefully, form the foundation upon which you develop your professional educational philosophy. It will include a discussion of the theoretical foundations that influence your educational philosophy, based on the readings and class discussions. It will also include a discussion of the following components: the purpose of structured education, what content/skills should be taught, the role of the teacher/student, and preferred teaching/assessment strategies.

- **Final Lesson Planning Project Presentation (20%)**

This project makes up 20% of your total grade and includes two components: (1) Submission of typed lesson plans with the components listed below. (2) You will teach 15 – 20 minutes from one of the 5 lessons that you have prepared for the project and then evaluate your lesson presentation. (3) A self-evaluation, available in Feedback Fruits.

Your typed lesson plans will include the following prepared components: Revised Week-at-a-Glance and one day of detailed lesson plans. 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. *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 missed work. 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 3rd 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.

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

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies and act as the Title IX Coordinator and the 504 Administrator:

Dr. Stan DeMerritt

Vice President for Student Affairs
South Plains College – Student Services Building, Room 103
1401 College Ave., Box 5
Levelland, Texas 79336
(806) 716-2360 sdemerritt@southplainscollege.edu

DEFINITION OF TITLE IX

Title IX is a Federal legislation that prohibits discrimination based on sex. That means, individuals are protected from sexual harassment, dating/domestic violence, sexual assault, and stalking. South Plains College is required to take action to stop misconduct, provide remedies, and prevent reoccurrence.

MANDATORY REPORTING

SOUTH PLAINS COLLEGE EMPLOYEES ARE MANDATORY REPORTERS. Employees have an obligation to report all known incidents to Title IX administrators. The purpose is to get those impacted resources and support needed. The person involved (victim/complainant) still decides how to proceed after a report is made.

Texas Education Code §§ 51.255(a), (c); 19 Texas Admin. Code § 3.8 (per Texas Senate Bill 212, signed into law in 2019), adds penalties for failure to report, including being terminated from the college, possible criminal charges, and/or civil penalties.

ANONYMOUS REPORTS may be made using the online form linked above. Please note, filing a report anonymously may limit the College's ability to investigate the incident or provide resources to involved parties.

CONFIDENTIAL REPORTS may be made to Counselors in Student Health & Wellness (806-716-2529).

HOW TO REPORT TITLE IX VIOLATIONS

Online - <http://www.southplainscollege.edu/about/campussafety/sah.php>

In Person –

Stan DeMerritt, Ph.D.

Title IX Coordinator

Office of the Vice President for Student Affairs

1401 S. College Avenue, Box 5

Student Services Building Room 103

Levelland, TX 79336

(806) 716-2568 complaints@southplainscollege.edu

Deputy Title IX Coordinators

Ms. Jeri Ann Dewbre, Director of Human Resources

Administration Building, Room 22

(806) 716-2111 jdewbre@southplainscollege.edu

Ms. Kara Martinez, Dean of the Reese Center

Reese Center Building 8

(806) 716-4700 kmartinez@southplainscollege.edu

Mr. Ben Alexander, Executive Director of the Lubbock Center

(806) 716-4608 bealexander@southplainscollege.edu

Ms. Victoria Huffhines, Director of the Plainview Center

(806) 716-2301 vhuffhines@southplainscollege.edu

If this is an emergency, please call 911!

For Immediate Help - Contact South Plains College Police at 806-891-8883. Police can assist in beginning a criminal investigation, connecting you to Title IX personnel and resources, and coordinating emergency needs.

RESOURCES

Resources are available to the person who reported or experienced an incident (the "Complainant"), the person named in the report (the "Respondent"), and when needed, witnesses or other parties involved in the report. Some available resources include:

- Counseling services
- Medical services
- Housing assistance (i.e. moving into a new Residence Hall)
- Academic assistance (such as notifying instructors of absences)
- Academic support services
- No contact orders
- Transportation options

DISABILITY SERVICES/SECTION 504 STATEMENT OF NON-DISCRIMINATION

Specific procedures, including ADA/504 complaints, are outlined in the Student Guide

at <http://catalog.southplainscollege.edu/content.php?catoid=53&navoid=1545>.

Accommodations

I wish you success in EDUC 2301 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)

PREGNANT/EXPECTING PARENTS

Title IX protects students who are navigating pregnancy, childbirth, and related outcomes including partners. Visit <https://www.southplainscollege.edu/health/studenthealth.php> for more information or call 806-716-2529. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstrafase@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). 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; Ms. Rebecca Grunder, 806-716-2538 or rgrunder@southplainscollege.edu; 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. SPC tutoring sessions are also available online, or you can schedule a tutoring session via Tutor.com (available in Blackboard).

***We have FREE WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. SPC also provides FREE SPC tutors (both online and in-person) and FREE access to tutor.com for evenings and weekends. Please make use of this resource.

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.

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.