

# Course Syllabus Education 1301

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**Department** : Education

**Course Title** : Intro to the Tchg Profession

## Instructor Information

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## Course Description

EDUC 1301 Introduction to the Teaching Profession

### **Learning Outcomes**

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) Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and

5) Course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

## Prerequisites

None

## Scans

SCANS 1, 2, 4, 5, 6, 7, 8, 11

## Course Objectives

This introductory course is designed to provide students with a field based experience and orientation to the profession of teaching. Students will investigate and analyze the culture of schooling and classrooms by exploring various theories, social roles, structures, and current trends and issues in education. Emphasis will be placed on characteristics of effective teachers and establishing appropriate learning environments for diverse student populations. **This course meets State Board for Educator Certification Pedagogy and Professional Responsibilities standards and includes 16 contact hours of field experience.**

## Student Learning Outcomes:

At the conclusion of the course, the student should be able to:

- Discuss the Pedagogy and Professional Responsibilities Standards as applicable to the 16 hour field experience
- Describe a broad range of topics included in the field of education
- Discuss curricular and instructional trends in education
- Explain major political, economic, legal and social issues affecting the educational system
- Discuss current reform trends
- Formulate and describe a personal philosophy of education

## Required Readings/Materials

You must purchase the following *required* readings/materials:

Sadker, D.M., Sadker, M.P. & Zittleman, K.R. (2008). Teachers, Schools, and Society

Edition (9<sup>th</sup> edition). Boston, MA, McGraw-Hill Companies, Inc.

**\*There is an e-book for this book which you are welcome to purchase**

\*(You can also use the Texas Edition of this same book)

## **Course Requirements (Lectures, Assignments and Assessments)**

### **Lectures that will be covered:**

Chapter 1: Becoming a Teacher-Introduction of the Teaching Profession, Teacher Certification, Teacher Education Programs

Chapter 2: Different Ways of Learning-Learning Styles, Cognitive Domain, Affective Domain, Generalizations, Stereotypes about Gender, Multiple Intelligences, Emotional Intelligence, Gifted and Talented Learner, Special Education- Public Law 94-142, IDEA, IEP, Learning Disabilities

Chapter 3: Teaching Diverse Students- Student Diversity, Deficit Theory, Expectation Theory, Cultural Difference Theory, Cultural Pluralism, Bilingual Education, Multicultural Education, Culturally Responsive Teaching, Teaching Diverse Students

Chapter 4: Student Life in School and at Home: School Rules and Routines, Behavioral Issues in the Classroom, Homogeneous and Heterogeneous Grouping, Middle School/ Junior High Issues, America's New Family Structures, Poverty, Homeless Students, Drop-out Issues, Pregnancy, Substance Abuse, Youth Suicide, Bullying

Chapter 5: Reforming American' Schools- Purpose of School, Public Demands for Schools, History of Education Reform, School Choice, Effective Schools

Chapter 6: Curriculum, Standards, and Testing- Formal Curriculum, History of Curriculum, History of Education, Technology and Curriculum, Textbooks, No Child Left Behind, AYP, Performance Standards, Standardized Tests

Chapter 8: Philosophy of Education- Five Philosophies of Education

Chapter 10: School Law and Ethics- Teacher's Rights and Responsibilities, Student's Rights and Responsibilities, Teaching and Ethics

Chapter 11: Teacher Effectiveness- Academics, Classroom Management, Pedagogical Cycle, Bloom's Taxonomy, Effective Instruction, Cooperative Learning, Scaffolding

Chapter 12: Your First Classroom: Your First Day, Professional Development, Personalizing Schools, Teacher Recognition, Educational Associations

# Assignments and Tests

## Homework Assignments

- Chapter 2: The Teacher Who Inspired You
- Chapter 5: Classroom Management
- Chapter 10: Classroom Management

## Chapter Exams

- Exam #1 Chapters 1-4
- Exam #2 Chapters 5, 6, 8
- Exam #3 Chapters 10-11

## Blogs

- Chapter 1- Introduce Yourself to the Class
- Chapter 3- Diversity (Controversial Topic)
- Chapter 6- Cheating in Schools (Controversial Topic)
- Chapter 12- First Day of School

## Discussion Board

- One for Each Chapter

## Cumulative Project- PowerPoint

## Final Exam- Cumulative

# Grading Policy

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **Main** forum.

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Percentage %	Grade
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-

77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

## Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations. **Learning Resource**

## Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

## Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).