



Education 1301 – Introduction to Teaching Fall 2019 Face to Face

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	10:30-11:00 am		10:30-11:00 am			

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description:

Introduction to the Teaching Profession: 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 PK-12 schools with varied and diverse student population and 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. Course content should be aligned as applicable with State Board of Education Certification and Pedagogy and Professional Responsibilities Standards; and the course must include a minimum of 16 contact hours of field experience in PK-12 classrooms.

Required Textbook(s):

Introduction to Teaching, Second Edition, by Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick, 2nd Edition.

Publisher: Sage Publications.

ISBN Number: 978-1-4833-6501-5

Course Calendar: Available on Blackboard

EDUC 1301.001 Census Date: 9/11/19

EDUC 1301.001 Last Day to Drop: 11/19/19

Student Learning Outcomes:

Upon successful completion of this course, students will:

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

Course Objectives:

Objectives for each chapter are posted within the weekly modules.

Lectures & Discussions:

Delivered Face to Face on Monday and Wednesday mornings 11:00 a.m. – 12:30 p.m.

Assignments/Exams/Evaluation/Grading Policy:

Assignment Category	Number of Assignments	Total Percentage of Grade Per Category
Syllabus Quiz	1	5%
Weekly Assignments Warm-Up Discussion Board In-Class Activity Chapter Reflection	42 3 per week 14 weeks	30%
Observation Write-Up Observation 1 (8 hr.) Observation 2 (8 hr.)	2	20%
Exams Midterm Final	2	20%
Lesson Presentation	1	20%
Portfolio	1	5%
Total		100%

Weekly Assignments:

The weekly assignments for the course are organized into 3 folders – Warm-up; In-Class Activities; and After Class Reflections.

The folders should be completed in order, beginning with the Warm-Up, then In-Class Activities, and ending with After Class Reflections.

The weekly assignments count for almost half of your grade and are usually due on Sunday evenings. Late work is penalized and work more than a week late is not accepted under ordinary circumstances. Should a serious situation (serious illness, death in the family, etc.) arise, contact the instructor within the week to discuss the situation.

The Warm-Up folder contains directions for reading the chapter and a posting questions to the discussion board. After reading the chapter you will post three questions on the discussion board that you have about the chapter.

The In-Class folder contains chapter study materials, videos and/or in-class activities.

The After-Class Reflection folder contains a chapter reflection assignment. The reflection should be completed using Word, 12-point Calibri font, doubled spaced and should be approximately a page in length. A template is provided for both the chapter assignment and the chapter reflection and must be used. Access the template by clicking on the link found with the assignment. Assignments not completed on the template will not be graded and a zero will be recorded.

Grammar, punctuation, and spelling count for all assignments. Errors will lower your grade.

Observation Write-Ups for Field Based Experience:

A 16-hour off-campus field-based experience is required for this course. Two summary papers and time logs are required. All documentation of the field- based experience must be completed for course credit. Documentation papers and guidelines may be found in the Field-Based Experience folder posted on the homepage.

Observations must be made in public schools.

Students are required to establish ALL contacts with the school district of choice and make ALL subsequent arrangements regarding their field experience. Students should not select a campus where they attended or where their child is currently attending.

Observations should be scheduled through the school administrator. If you are employed in a school, you may observe in the school you work in, but not in the classroom or students you are assigned to.

You are to observe the classroom, teacher, and students. You are not to interact with students or assist the teacher in instruction.

A letter of introduction is included in the observation folder as well as documents for the observations.

16 hours of observation in a public-school classroom are required. Observe 8 hours in one classroom with one teacher, and 8 hours in a different classroom with a different teacher.

Observations are to be completed in a general education setting.

The 8-hour observations may be completed in one day, or in several shorter sessions. If you choose to do all 8 hours in one day, you may count time in the lunchroom, recess, etc.

After the first 8 hours, you will write up a summary of your visit, using the template provided. It should be double-spaced, 12-point Calibri font, in paragraph form. You must use the template. Assignments not completed on the template will not be graded and a zero will be recorded. Access the template by clicking on the link.

After the second 8 hours, you will write a second summary paper using the same format. Remember that it must be with a different teacher in a different classroom.

Grammar, punctuation, and spelling count. Errors will lower your grade.

See the calendar for due dates.

Exams:

There are 2 exams, a midterm and a comprehensive final.

See the calendar for due dates.

Lesson Presentation:

Students will write a lesson plan using either Madeline Hunter or 5E format (both are covered in class). Presentation grade will be based on the completion of the lesson plan and a 5-10 minute in-class presentation with a peer audience as students.

Portfolio:

Resume
Philosophy of Education
Signed Observation Time Log
Observation One
Observation Two
Lesson Plan (presented in class)

Attendance Policy:

Students are expected to participate in class each week as evidenced by completion of posted assignments and class discussion. If a student fails to participate in class on a regular, weekly basis a conference with the instructor will be necessary in order to determine if the student will continue in the class. Decisions will be made on an individual basis.

Student Responsibilities/Expectations:

Course email should be checked several times per week, preferably daily, for course updates or changes.

Expect to spend 5 to 6 hours per week on weekly assignments.

Work is to be completed by the due date posted on the calendar. Work is accepted for partial credit up to one week after the due date. Assignments become unavailable and work is not accepted more than one week after the due date.

It is the student's responsibility to actively participate in class activities and discussions in order to get maximum benefit from the course.

Professional dress and conduct are mandatory for field-based experiences and on campus presentations.

Maintaining confidentiality is important when observing in classrooms during the field-based experience. Details of the experience should be discussed only in the context of the course.

It is the student's responsibility to comply with all NTCC academic honesty policies and to maintain honesty and integrity in all academic pursuits.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a

College counselor, Kat Belew, to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.