



Educ 1301 Introduction To Teaching

Course Syllabus: Spring, 2018 M&W 9:30-10:50 am

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	11 -11:30 am	11-11:30 am	11-11:30 am	11-11:30 am	by app't. only	open

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.

Catalog Course Description (include prerequisites):

This course is designed to introduce the student to teaching as a career choice. Different aspects of the teaching/learning process will be explored. Cultural differences and special needs will be discussed along with the psychological approaches to teaching. The course also provides an overview of the requirements for becoming a certified teacher in the state of Texas. This includes 16 contact hours of field observation experience in a public school setting in grade levels K-12. This course is a face-to-face class setting.

Required Textbook(s):

Introduction to Teaching: Making a Difference in Student Learning, 2nd Ed., G. Hall, L. Quinn, and D. Gollnick

Publisher:

SAGE, 2917

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

Recommended Reading(s):

Suggested reading Harry Wong's The First Days of School

Required Materials:

Students must have a 3 inch, 3-ring binder to maintain a collection of reflection papers, writing assignments, journal entries, and class projects for the development of a personal portfolio.

Student Learning Outcomes:

Upon completion of this course the student will be able to demonstrate the following competencies on written assignments, major tests, and a final exam with 70% accuracy.

1. Identify the characteristics of effective teachers and schools.
2. Analyze the impact of student diversity on the culture of schools and classrooms.
3. Recognize the social forces that influence curriculum.
4. Explain the impact of technology on school management and teacher instruction.
5. Identify the basis requirements for attaining teacher certification in Texas.
6. Identify the foundations of education in the United States: philosophical, organizational, financial, legal, and ethical.

Course Rational:

1. To aid students in examining their motives for teaching.
2. To inspire future teachers to form and maintain a dedication to the field of teaching.
3. To introduce instructional activities that incorporate technology in the teaching of today's students.
4. To prepare aspiring teachers to instruct students whose cultural experiences differ from their own backgrounds.
5. To make the history and philosophies of education relevant for the future teacher.
6. To support prospective teachers in developing the habits and skills of being reflective practitioners of education.

Exemplary Educational Objectives:

N/A

SCANS Skills:

N/A

Lectures & Discussions:

See course calendar

Evaluation/Grading Policy:

Tests/Exams:

All assignments will be graded on the following considerations:

Professionalism - entails: use of correct format, neat appearance, clear presentation, and assignment turned in on time.

Technical Writing - no major grammar and spelling errors.

Process - knowledge of topic with all elements of the content addressed.

Quality of Writing - content must be logical and interesting and presented on a 12th grade level or higher.

Grading:

Mid-term Exam	100 points
Final Exam	100 points
Field-base Experience Summary Report	100 points
FBE Forms	25 points
Chapter Reflections	75 points
Mini-Teaching Assignment	25 points
Teaching Portfolio Notebook	100 points
Class Participation Grade	100 points
TOTAL:	625 points

Grade Rating:

550 - 625 = A

500 - 549 = B

449 - 499 = C

400 - 448 = D

399 or less = F

Assignments:

1. Field Base Experience: a 16-hour off-campus Field Experience is required for this course.
2. The textbook will be used as the basis for this course and is required reading. The text will also function as a reference resource.
3. To fulfill the class participation grade (100 pts.) students must read the chapter assigned prior to class. Take part in class discussions and activities based on assigned chapters.
4. Tests and exams will be scheduled (see Course Calendar below).
5. Test material will come from the textbook, lectures, in-class discussions, assignments, and presentations.
6. Late work is not appreciated. Two and one-half (2.5) points will be subtracted for each day (not each class period) an assignment is late. Full credit will not be given.

Other Course Requirements:

Students will write a personal Educational Philosophy statement.

Students will write a summary paper based on their FBE observations of at least two classrooms.

Students must develop and maintain a personal portfolio following a rubric.

Students will write reflections based on an issue covered in the chapters.

Students must create and present, in class, a mini-lesson of 5-10 minutes in length.

Student Responsibilities/Expectations:

The internet is a great resource for this class. Students are encouraged to use web resources in preparing their assignments. However, resources used must be listed on a separate sheet at the end of the assignment. All work is to be presented in the student's own words with proper documentation. Copy-and-pasting from a site is not allowed and will result in points reduction if found in an assignment.

Cell phone use/texting/beepers are required to be turned off during class. Not doing so could result in a points reduction on the class participation grade.

If there is an emergency, where a student needs a cell phone to be active. the instructor should be notified prior to the beginning of class.

Side conversations during class are not appropriate. Students are expected to refrain from such conversations during lecture and/or student presentations. Students should show respect for opinions/ideas of both the instructor and peers in the classroom environment.

Proper dress for class does not include sweat pants or pajama-type clothing. Scrubs, jeans, sweat shirts, and college tees are acceptable. Caps are acceptable if not detracting from class environment.

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 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.

Other Course Policies:

Smoking is prohibited in all university buildings, this includes organic, as well as, e-cigarettes.

The instructor reserves the right to change the sequence of instruction and assignments dates if deemed necessary for the benefit of the class.

Use of recording devices:

Students may use audio and/or video recording devices to record lectures or portions thereof providing that they get permission from the instructor. Materials recorded may only be used by the student to aid in the completion of requirements for the course. Content recorded remains the property of NTCC and may not be duplicated for distribution and may not be sold to another party or uploaded to the internet.

EDUC 1301: Course Calendar

1st Week	Introduction of course, syllabus review, and FBE Guideline handout Chapter 1: Becoming A Teacher Due: Guidelines for Field Experience Acknowledgement Form
2nd Week	Chapter 2: Today's Students Due: FBE Contact Information
3th Week	Chapter 3: Addressing Learner's Individual Needs
4th Week	Chapter 4: Student Life in School and at Home
5th Week	Chapter 5: Families and Communities
6th Week	Chapter 6: History of Schools in the United States Due: Field Based Experience Summary Report #1 and Time Log #1
7th Week	Chapter 7: Developing a Philosophy of Teaching and Learning Due: Chapter Reflections #1-6
8th Week	Exam Study guide Mid-termExam
SPRING BREAK	
9th Week	Chapter 8: Organizing and Financing Schools for Learning
10th Week	Chapter 9: The Law as it Relates to Teaching and Learning Due: Chapter Reflections #7-9
11th Week	Chapter 10: Standards, Curriculum, and Accountability
12th Week	Chapter 11: Managing the Classroom and Student Behavior Chapter 12: Teaching Strategies Due: Field-Base Experience Summary Report #2/Time Log #2
13th Week	Chapter 13: Assessing Student Learning and Using the Results Chapter 14: Succeeding in Your Teacher Education Program, and Beyond Due: Chapter Reflections #10-12
14 th Week	Due: In-class Mini-lesson presentations
15th Week	Due: In-class Mini-lesson presentations Due: Course Portfolio (will be returned on Final Exam day)
16th Week	Study Guide review for Final Exam Final Exam (check NTCC website for exam dates and times)