

Course Syllabus Education 1301

Department : Education

Course Title : Intro to the Teaching Profession

Instructor Information

Name: Dr. Tina Caro “Dr. C”



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My office and classroom are located in the Wilkerson Hall – Office 203, Classroom 213

Office Hours

Mon and Wed. 11:00 AM-1:30 P.M.

Tue and Thu 8:30 A.M.- 9:30 P.M.

Fri 11:00 A.M.- 12:00 P.M.

Course Description

EDUC 1301 Introduction to the Teaching Profession

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.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
 3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,attend class regularly to keep up with assignments and announcements.

Student Evaluations for Faculty **Nov. 26, 2012**

Prerequisites

None

Institutional Core Objectives

2, 4, 5, 6

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 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 (9th edition). Boston, MA, McGraw-Hill Companies, Inc.

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

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

ALL ASSIGNMENTS ARE TURNED IN ON BLACKBOARD THROUGH THE "DISCUSSION BOARD BUTTON"

Homework Assignments

EVERY WEEK AN ASSIGNMENT IS DUE THAT MUST BE POSTED ON BLACKBOARD THROUGH THE "DISCUSSION BOARD BUTTON"

Chapter Exams

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

Cumulative Project- PowerPoint/Project

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](http://www.odessa.edu/gmail/), 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.

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](#).

Need Extra Help

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.