

# Course Syllabus Education 1301

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**Department** : Education  
**Course Title** : Intro to the Tchg Profession  
**Section Name** : EDUC\_1301\_740\_WB\_WB9  
**Start Date** : 01/18/2011  
**End Date** : 05/15/2011

**Credits** : 3

## Instructor Information

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## 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.

## Prerequisites

Prerequisite: ENGL 0370 passed with a C or better or a satisfactory placement score AND READ 0372 passed with a C or better or a satisfactory placement score.

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

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

#### **Lectures**

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

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

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

Schools: Choices and Challenges- Purpose of Schools, Curriculum, Education Reform, Effective Schools, Effective Teachers, Effective Leadership

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

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

Philosophy of Education- Five Philosophies of Education

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

Teacher Effectiveness- Academics, Classroom Management, Pedagogical Cycle, Bloom's Taxonomy, Effective Instruction, Cooperative Learning, Scaffolding  
Videos/Discussion Board

- Watch all videos to each chapter and complete the discussion board assignment

Assignments:

- Chapter 1: Homework Assignment: Read three "Class Acts" papers written by other students. (Click on the link below under "Class Acts" to find these papers). Then write your own "Class Act Paper"- on a teacher who inspired you.
- Chapter 5: Click on the link below (Virtual High School). Explore the Virtual High School Website and answer the questions.
- Chapter 11: Click on the link below (Pedagogical Cycle).

Assessments:

Quizzes over chapters: 1, 3, 4, 6, 8, 10, 12

Final Presentation

(See attached worksheet)

**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](#).