EDUC 1301.HY1/2 Course Syllabus

Introduction to the Teaching Profession

| EDUC 1301:HY1 | T/R   | 9:30 – 10:50 pm | MHAB 111 |
| EDUC 1301:HY2 | M     | 5:30 – 8:15 pm  | MHAB 111 |

See course schedule for dates

Instructor: Denise McKown

Office: MHAB 151

Phone: 685-6809

FAX: 685-6845

EDUC 1301: Course Overview and Introduction

Course Description: Prerequisite ENGL 1301.

EDUC 1301 is an introductory education course; EDUC 1301 is the prerequisite for EDUC 2301. This course provides 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 18 mandatory contact hours of field experience in public schools.

Additional course description/information: The Associate of Arts in Teaching (AAT) degree is a Texas Higher Education Coordinating Board-approved degree program consisting of lower-division courses intended for transfer to baccalaureate programs that lead to initial Texas teacher certification. The Associate of Arts in Teaching (AAT) degree also meets the requirements for paraprofessionals who work in Texas public schools. Students may choose one of two AAT options depending on the teacher certification level desired. Students are
encouraged to consult the program Director before enrolling in courses. An official degree plan should be completed the semester before graduation.

***Notice Statement for Online Students

Students enrolled in online courses MUST log in and actively participate by completing academic assignments required by the instructor by the official census date. Students who log in but do not actively participate in an academically-related activity will be reported as Never Attended and dropped from the course.

If you have questions or need assistance with addressing these requirements, please contact sgray@midland.edu

Assessment and Measurement

STUDENT LEARNING OUTCOMES: At the conclusion of this course, the student should be able to:

- Assess career interest in the teaching profession;
- Apply the Pedagogy and Professional Responsibilities (PPR) Standards to the mandatory 30-hours of field observations
- Demonstrate curricular and instructional knowledge through assignments; and
- Formulate a personal philosophy of education.

Required Instructional Materials: Texts, Materials and Supplies


All assignments are taken from Braselton, M. E. (2010). *Introduction to Education in the Community College*. Kendall-Hunt Publishing Company: Dubuque, IA.

- Internet access, preferably high speed broadband
- Ability to create documents (.doc and docx) files, powerpoint (ppt)

Online access: TExES Preparation Manuals:

http://www.texas.ets.org/texas/prepMaterials/

100 Pedagogy and Professional Responsibilities EC-6
110 Pedagogy and Professional Responsibilities 4-8
130 Pedagogy and Professional Responsibilities 8-12
160 Pedagogy and Professional Responsibilities EC-12
Learner Interaction and Engagement

1. FIELD EXPERIENCES: All students must successfully complete a 30-hour field experience to pass this course. To complete the FEX:

- students must observe and log a minimum of 30 clock hours in K-12 public schools;
- students will submit field experience reports relating their observations to the PPR;
- students will complete a Final Field Experience reflective essay.

**REVIEW FIELD EXPERIENCE MANUAL FOR COMPLETE INSTRUCTIONS REGARDING FIELD EXPERIENCES AND DOCUMENTATION.**

2. Professional Development: The State of Texas requires that EDUC 1301 be aligned as closely as possible with the PPR competencies. These competencies will be tested before certification. (see [http://www.texas.ets.org/texes/prepMaterials/](http://www.texas.ets.org/texes/prepMaterials/) for lists; also located on page 3 of textbook).

### COURSE EVALUATION SUMMARY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Explanation</th>
<th>Points</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>Write your initial philosophy of education</td>
<td>50 pts</td>
<td>Formulate a personal philosophy of education.</td>
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<tr>
<td>Resume</td>
<td></td>
<td>35 pts</td>
<td>Develop an initial resume to list credentials and experiences.</td>
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<tr>
<td>Competencies 1 -13 relevant assignment</td>
<td>There will be one assignment per competency that will be included in your ePortfolio.</td>
<td>25 pts each 325 pts</td>
<td>Demonstrate, PPR, curricular and instructional knowledge through assignments</td>
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<tr>
<td>Competency Reflective Writing</td>
<td>There will be one reflective writing per</td>
<td>10 pts each</td>
<td>Apply the Pedagogy and</td>
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130 points Professional Responsibilities (PPR) Standards to new learning.

Scholar’s Vocabulary

There will be one Scholar’s Vocabulary per competency that will be included in your ePortfolio.

10 pts each 130 points

Apply the Pedagogy and Professional Responsibilities (PPR) Standards to new learning.

4 Quizzes

Standards 1-4

20 pts each 80 PTS

Demonstrate, PPR, curricular and instructional knowledge

30 Classroom Observations/ original signature log, field notes, visitor badges/stickers and final reports: 4 reflections + ePortfolio

observations, notes, FEX reflections + LOG

50 PTS

Apply the Pedagogy and Professional Responsibilities (PPR) Standards to the mandatory 30-hours of field observations

Final Exam

Comprehensive Exam in the form of the ePortfolio.

100 PTS

Demonstrate PPR, curricular and instructional knowledge

Attendance

100 PTS

TOTAL 1000 PTS possible

*1 “free” absences; thereafter -5 points/absence.

A. GRADE DISTRIBUTION CHART

<table>
<thead>
<tr>
<th>percentage</th>
<th>points</th>
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<tbody>
<tr>
<td>A 90-100</td>
<td>895 - 1000</td>
</tr>
<tr>
<td>B 80-89</td>
<td>795-894</td>
</tr>
<tr>
<td>C 70-79</td>
<td>695-794</td>
</tr>
<tr>
<td>D 60-69</td>
<td>595-694</td>
</tr>
<tr>
<td>F 59 and below</td>
<td>594 and below</td>
</tr>
</tbody>
</table>
Grading:

My intent is to complete grading within 7 days of assignments being turned in. Sometimes this is not possible due to the volume of assignments in this course or my administrative workload. I will do my best to return assignments as quickly as possible. Please be sure to read all comments included with your grade to aid you in improving future assignments.

Course Technology

Adhering to the State of Texas Standards for Texas Teachers, this course will emphasize “Technology Applications Standards I-IV. The applicable web site for these standards is

Educator Standards for Technology Applications

Standards can be found to prepare educators in the areas of Technology Applications (All Beginning Teachers), Technology Applications (EC-Grade 12), Technology Applications (8-12), Computer Science (Grades 8-12), and Master Technology Teacher.

Netiquette: http://www.albion.com/netiquette/corerules.html

STUDENT RESPONSIBILITIES AND CLASS POLICIES:

- Attend class regularly and participate in class discussion; students are allowed one day of no penalty for a missed class. Grade will be reduce by 5 points for each subsequent day of class missed.
- Complete all projects and assessments;
- Turn off cell phones/beepers during class. If your cell phone is necessary for emergencies, tell the professor in advance; Do not use your cell phone during class without permission from the instructor; No audio or video recording of the class is allowed without permission from the instructor.
- Follow guidelines pertaining to standards of scholastic conduct. Students are bound by the Midland College standards of academic conduct and ethical behavior found in the 2015-2016 Midland College Catalog & Handbook. Failure to follow these guidelines can result in failure of the assignment, failure of the course, or suspension or dismissal from Midland College. After reading the policy, students are advised to consult with the instructor if there are any questions or concerns.

Learner Support and Accessibility

- **Students with Disabilities**
Midland College provides services for students with disabilities through Student Services. To receive accommodations, students must place documentation on file with the Counselor/Disability Specialist. Student Services will provide each student with a letter outlining any reasonable accommodations. The student must present the letter to the instructor at the
beginning of the semester. Disability Services: For more information on MC special services see this web site: Services for Students with Disabilities or call (432) 685-5598.

➢ In the event that the student chooses to drop the class, it is the student’s responsibility to “drop” officially by the designated date. While the instructor reserves the right to drop a non-attending student from the course, the instructor will not automatically drop students who do not attend class and/or turn in assignments. The state legislature recently enacted a law restricting the number of classes that students may drop to six throughout their entire academic career. Consult the Midland College counselors for additional information.

TRANSFERABILITY OF EDUCATION COURSES TO UNIVERSITIES
EDUC 1301 and EDUC 2301 are pivotal courses around which the Associate of Arts in Teaching (AAT) degree is designed. These courses provide basic information about public school teaching along with opportunities for early field experiences for the potential future teacher. The AAT degree will transfer as a whole to State institutions by virtue of State Law and THECB regulation. These courses are designed to be a part of the AAT and may have limited transferability to a four-year university on their own. A student should consult with a degree advisor from the university to which she/he intends to transfer to ensure transfer credit for these courses. http://www.thecb.state.tx.us/AAR/AAT/

NOTE: When you inquire about transferability, ask “How do these courses apply to my degree?” Many times, universities will say courses “transfer” but what they really mean is they do not “apply.”

Late Work/Extra Credit Policy:

Education courses are designed to help students develop several teacher characteristics pertinent to becoming successful classroom teachers. Among those characteristics are punctuality, timeliness, preciseness, goal-orientation, and responsibility. In order to help you develop a sense of urgency about work which must be done, please be aware that I do not offer extra credit. Occasionally, if a student does not understand an assignment (after an initial submission) I will ask the student to do the assignment over. My philosophy regarding extra work is this: “If you cannot do the original work assigned in a timely fashion, you cannot do more.” Similarly, students who procrastinate in the academic environment often find themselves in situations where they cannot catch up. Working with your professor in these events in a timely manner is essential. Be advised that late work is penalized (all late work will start at 70%) and grades are based upon meeting the spirit of the assignment as well as the basic criteria. For late work to be accepted, you must first conference with me and provide justification for submitting work late.

Scholastic Dishonesty and Academic Misconduct:

Students are expected to maintain high academic standards, including student responsibility for original work. Students will be held accountable for scholastic dishonesty and academic misconduct. Information on dishonest acts including plagiarism, cheating, and fraud, can be
found in the 2015-2016 MC Catalog & Handbook, Scholastic Dishonesty and Academic Misconduct section.

The instructor has the right to enforce any one of the following penalties for scholastic dishonesty:
   1. Failure of the assignment;
   2. Failure of the course;

Recommendation for disciplinary action, including institutional suspension or dismissal.