

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR EDUC 1301
INTRODUCTION TO THE TEACHING PROFESSION**

Semester Credit Hours: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. 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.

This course provides an in-depth look into the educational, personal, and social issues that determine if teaching is the right career choice for you. This course is based on real-life events that are relative to every teacher. This is not only an introduction to teaching, it is an exciting concept of how creating an engaging classroom will transform both teachers and students.

This course will give a very intimate look into the heart of teaching and the motivating reasons that people choose teaching careers. This course presents a complete cycle of education in its entirety, with a remarkable balance of comprehension of each facet of education encountered by educators today.

- B. This course is a required course for the Associate of Arts in Teaching, EC-4, 4-8 and EC-12.
- C. This course is occupational related and serves as preparation for careers in teaching in public education to include being a teacher assistant.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Introduction to the Teaching Profession, the student will be able to:

- A. Demonstrate knowledge of diverse learning and teaching styles.
- B. Will be able to determine if teaching is the right career choice.
- C. Know ethical issues related to school law and ethics.
- D. Look closely at the culturally diverse teaching challenges.
- E. Demonstrate a direct knowledge of curriculum, standards, and testing procedures.
- F. Describe and evaluate a teacher's typical day on the job.
- G. Identify phases in a teacher's professional development.
- H. Identify roles in education other than the classroom setting.
- I. Describe the numerous legal issues affecting teachers today.
- J. Explain the issues associated with multiculturalism.
- K. Identify legal and instructional approaches to special needs and special talents of students.
- L. Identify legal aspects of learners' rights and responsibilities.
- M. Identify areas of direct instruction such as active teaching, program planning, teacher questions, homework, and teacher-learner observation instruments used in the classroom.
- N. Evaluate issues of classroom management and discipline.
- O. Describe approaches to assessment, measurement, evaluation, and grading.
- P. Identify a variety of issues that affect a student's pattern of behavior in the classroom.

- Q. Identify the historical roots of American education.
- R. Identify challenges of school reform.
- S. Identify the influence of curriculum.
- T. Describe school funding, staffing, and organization.
- U. Develop an overview of the school system by observing at the elementary, middle, and high school levels.
- V. Strengthen decision-making skills within a context of complex situations where there.
- W. Understand the certification requirements of teaching.
- X. Examine personal motivation for choosing education as a major.
- Y. Appreciate the different ways of learning.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

- A. General
 - 1. Participate in class, labs, or field experiences regularly.
 - 2. Participate constructively in class discussions.
 - 3. Complete all assignments and examinations on time.
 - 4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
 - 5. Know and observe all college regulations.
 - 7. Read all assigned selections from the text, or other, as assigned.
 - 8. Ask instructor for permission before using audio-recorders to record face-to-face classes.
 - 9. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.
 - 10. Good class participation is indispensable for earning a good grade.
 - 11. Regular attendance, whether in person or online, is essential for the same reason.

- B. Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

V. EXAMINATIONS

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

- A. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. Withdrawal from course: It is the students responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. Professionalism: Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- E. American with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Scholastic Honesty: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:
1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
 2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
 3. Cheating: giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

A. Lesson One: Becoming a Teacher

1. Learning Objectives: Upon successful completion of this lesson, the Student will:
 - a. Describe teaching as a profession, the advantages and disadvantages, and the characteristics needed for successful teaching.
 - b. Describe the satisfactions and complaints of today's teachers.

- c. Explain how teacher preparation has changed over the years.
- d. Explain the steps to becoming a teacher.

2. Learning Activities:

- a. Read Chapter 1 in the textbook.
- b. Review the PowerPoint for Chapter 1
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

B. Lesson Two: Different Ways of Learning

1. Learning Objectives: Upon successful completion of this lesson, the Student will:

- a. Discuss cognitive, affective, and physiological factors.
- b. Discuss brain difference and the impact on learning.
- c. Explain Howard Gardener's theory of multiple intelligences.
- d. Discuss influence of emotional intelligence on teaching and learning.
- e. Identify the needs of special learners in today's classrooms.

2. Learning Activities:

- a. Read Chapter 2 in the textbook.
- b. Review the PowerPoint for chapter two
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

C. Lesson Three: Teaching Your Diverse Students

1. Learning Objectives: Upon successful completion of this lesson, the Student will:

- a. Explain how American schools are failing culturally diverse students.
- b. Identify theories of why some groups succeed and others do not.
- c. Define the political and instructional issues surrounding bilingual education.
- d. Discuss the purposes and approaches of multicultural education.
- e. Consider culturally responsive teaching strategies.

2. Learning Activities:

- a. Read Chapter 3 in the textbook.

- b. Review the PowerPoint for chapter three.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

D. Lesson Four: Student Life in School and at Home

1. Learning Outcomes: Upon successful completion of this lesson, the Student will:

- a. Discuss rituals and routines of classroom life.
- b. Examine class time and student achievement.
- c. Discuss influence of the teacher's gate keeping on classroom roles.
- d. Define tracking and its advantages and disadvantages.
- e. Discuss impact of changing family patterns and economic issues on children and schools .
- f. Identify ways educators can respond to social issues that place children at risk.

2. Learning Activities:

- a. Read Chapter 4 in the textbook.
- b. Review the PowerPoint for chapter four.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

E. Lesson Five: Purposes of America's Schools and the Current Reform Movement

1. Learning Objectives: Upon successful completion of this lesson, the Student will:

- a. Identify the two main purposes of school.
- b. Explain the five-factor theory in regards to what makes a school effective.
- c. Describe what makes an effective school beyond the five factors.
- d. Explain why school reform has become a top national priority.
- e. Identify school options that are replacing traditional neighborhood school.

2. Learning Activities:

- a. Read Chapter 5 in the textbook.
- b. Review the PowerPoint for chapter five.
- c. Review the Key Term Activities and Case Studies.

- d. Complete all graded assignments.

F. Lesson Six: Curriculum, Standards, and Testing

1. Learning Objectives: Upon successful completion of this lesson, the Student will:
 - a. Define the formal curriculum taught in schools.
 - b. Discuss the influence of the invisible curriculum to learning.
 - c. Discuss the extra-curriculum in school life.
 - d. Describe the forces that shape the school curriculum.
 - e. Discuss how No Child Left Behind has influenced America's schools.
 - f. Examine reasons why high-stake tests are problematic.
 - g. Describe alternatives to high-stakes testing.
 - e. Explain how technology has affected the curriculum.
2. Learning Activities:
 - a. Read Chapter 6 in the textbook.
 - b. Review the PowerPoint for chapter six.
 - c. Review the Key Term Activities and Case Studies.
 - d. Complete all graded assignments.

G. Lesson Seven: The History of American Education

1. Learning Objectives: Upon successful completion of this lesson, the Student will:
 - a. Define the nature and purpose of colonial education.
 - b. Discuss Common School Movement.
 - c. Describe how secondary schools evolved.
 - d. Discuss the Progressive Education movement.
 - e. Identify federal legislation and the role of government on educational reform.
 - f. Discuss the educational experiences of Native Americans, African Americans, Hispanics, Asian-Americans/Pacific Islanders, and Arab Americans.
 - g. Describe educational barriers and breakthroughs of girls and women.
 - h. Identify influential educators who have helped fashion today's schools.
2. Learning Activities:

- a. Read Chapter 7 in the textbook.
- b. Review the PowerPoint for chapter seven.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

H. Lesson Eight: Philosophy of Education

1. Learning Objectives: Upon successful completion of this lesson, the Student will:

- a. Explain why a philosophy of education is important.
- b. Differentiate between teacher-centered philosophies and student-centered philosophies of education.
- c. Define five major philosophies of education in the United States today.
- d. Discuss the contributions of Socrates, Plato, and Aristotle to Western Philosophy, and their legacy in education today.
- e. Discuss metaphysics, epistemology, ethics, political philosophy, aesthetics, and logic within a philosophy of education.

2. Learning Activities:

- a. Read Chapter 8 in the textbook.
- b. Review the PowerPoint for chapter eight.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

C. Lesson Nine: Financing and Governing America's Schools

1. Learning Objectives: Upon successful completion of this lesson, the Student will:

- a. Discuss the connection between the property tax to unequal educational funding.
- b. Distinguish between educational equity and educational adequacy.
- c. Explain why there are inequities in American school funding.
- d. Discuss the future of educational finance.
- e. Explain the various groups who influence and help govern schools.
- f. Define the "hidden" government of schools.

2. Learning Activities:

- a. Read Chapter 9 in the textbook.
- b. Review the PowerPoint for chapter nine.

- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.

C. Lesson Ten: School Law and Ethics

1. Learning Objectives: Upon successful completion of this lesson, the Student will:
 - a. Discuss the legal rights and responsibilities of a teacher.
 - b. Identify students' legal rights and responsibilities.
 - c. Discuss teaching and ethics.
 - d. Identify today's main approaches to moral education.
2. Learning Activities:
 - a. Read Chapter 10 in the textbook.
 - b. Review the PowerPoint for chapter ten.
 - c. Review the Key Term Activities and Case Studies.
 - d. Complete all graded assignments.

C. Lesson Eleven: Teacher Effectiveness

1. Learning Objectives: Upon successful completion of this lesson, the Student will:
 - a. Explain how learning time is organized in the classroom.
 - b. Identify effective classroom management skills.
 - c. Identify the roles of teachers and students in the pedagogical cycle.
 - d. Discuss effective questioning strategies using Bloom's Taxonomy.
 - e. Indicate how feedback is effective.
 - f. Explain how technology can support effective instruction.
 - g. Identify models of effective instruction.
2. Learning Activities:
 - a. Read Chapter 11 in the textbook.
 - b. Review the PowerPoint for chapter eleven.
 - c. Review the Key Term Activities and Case Studies.
 - d. Complete all graded assignments.

C. Lesson Twelve: Teaching Your Diverse Students

1. Learning Objectives: Upon successful completion of this lesson, the

Student will:

- a. Define the stages of teacher development.
- b. Identify approaches to professional development.
- c. Explain the importance of professional development.
- d. Differentiate between the National Education Association and the American Federation of Teachers.
- e. Discuss various professional associations and resources.

2. Learning Activities:

- a. Read Chapter 12 in the textbook.
- b. Review the PowerPoint for chapter twelve.
- c. Review the Key Term Activities and Case Studies.
- d. Complete all graded assignments.