Course Information

<table>
<thead>
<tr>
<th>Introduction to the Teaching Profession</th>
<th>Insert Name Dr. Lillian Bonery Bouchillon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Term and Year: Spring 2017</td>
<td>Preferred Email Address: <a href="mailto:LBonery-Bouchillon@dcccd.edu">LBonery-Bouchillon@dcccd.edu</a></td>
</tr>
<tr>
<td>Course and Section Number: Course Name: EDUC 1301 – 33430</td>
<td>Primary Telephone Contact: 972-860-2909</td>
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Meeting time: This is an online 8 week course.
Office Location and Hours: C217 by appointment
February 25, 2017 is the last day to drop with a “W”.

Course Description
An enriched integrated pre-service course and content experience for students interested in a teaching career. This course is an introduction to and analysis of the culture of schooling and classrooms. Lab provides the student with opportunities to participate in field observations at all levels of P-12 school with varied and diverse student populations; a minimum of 16 hours field observations is required. Course content is aligned with the State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. (2 Lec., 2 Lab.)

This interdisciplinary course addresses (1) research and theory in learning, cognition, and motivation; (2) factors that impact learning; and (3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply learning skills discussed in the course. Students developing these skills should be able to continually draw from the theoretical models. Critical thinking serves as the foundation for different thematic approaches using a variety of academic disciplines.

Required Materials Including Textbooks (include ISBN)
Note: A minimum of 9 hours per week should be devoted to course material outside of class time

Authors: K. Ryan and J. Cooper
Publisher: Cengage
ISBN: 978-1-305-07769-0

TECHNICAL REQUIREMENTS AND SUPPORT
This course requires access to a computer, the Internet and e-mail. If you should have any technical difficulties, send an e-mail to ecampus.support@dcccd.edu or call 972-669-6402. Also alert the instructor concerning any technical problems.

** Students may be required to submit to a criminal background search at any school or child care facility where they observe or participate to complete required coursework. Failure to pass the search will result in the student being dropped from the course and/or program.

Course Prerequisites: College level ready in Reading.

Disclaimer – The instructor reserves the right to amend this syllabus as necessary.

Texas Core Objectives for Student Learning
The College defines essential knowledge and skills that students need to develop during their college experience. These general...
education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcomes:**

A successful student will be able to demonstrate competence in the each of the following:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

**CVC Learning Signature**

CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

**CVC Faculty and Staff expect students to:**
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community
CVC Faculty and Staff expect to:
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

Course Outline
For maximum success in this course you should spend a *minimum* of 9 hours per week working on course material.

**EDUC 1301 – Introduction to Education - Course Schedule and Completion Dates**

*This is NOT a self-paced course.* There are specific due dates for all work.

Bolded Assignments will require advanced planning. Preview these assignments ahead of time and plan your schedule to complete by due dates. Failure to follow this schedule will result in grading penalties. Technical difficulties is not an acceptable excuse for failure to submit required work on time. Contact me if any emergencies arise, but plan to complete assignments each week to increase your chances of success.

*Power Points for each chapter are on eCampus. **Due dates to be added before first day of class.***

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Assignments to Complete</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Begin reading through course requirements and Introduce yourself on Discussion Board. You may upload a picture of yourself.</td>
<td>Introduction due:</td>
</tr>
</tbody>
</table>

### Unit 1

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Why Teach? Education and Schooling</th>
<th>Read Chapters 1 &amp; 2</th>
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<tbody>
<tr>
<td></td>
<td><em>Look over Teacher Interview assignment in Lesson 3 &amp; begin to set up interviews</em></td>
<td>Discussion Forum #1</td>
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<td>Reflective Journal Prompt #1</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Who are Today’s Students?</td>
<td>Read Chapters 3 &amp; 4</td>
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<tr>
<td></td>
<td></td>
<td>Reflective Journal Prompt #2</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>What is Taught? Curriculum</td>
<td>Read Chapter 5</td>
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<tr>
<td></td>
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<td><strong>Quiz 1</strong></td>
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### Unit 2

| Lesson 4                          | What Makes a Teacher Effective? Technology’s Impact on Schools | Read Chapters 6 & 7         |
|                                   | *Review School Visit Assignment in Unit 3 & begin to schedule visits* | Complete Unit 2 Discussion Forum |
| Lesson 5                          | Philosophical Foundations of American Education               | Read Chapters 9             |
|                                   |                                                               | Reflective Journal Prompt #3|
| Lesson 6                          | History of American Education                                 | Complete History of Education Assignment | **Complete Teacher Interview Assignment** |
|                                   |                                                               | Quiz 2                      |
|                                   |                                                               |                             |

### Unit 3

| Lesson 7                          | Legal and Ethical Issues Facing Teachers                      | Read Chapter 8              |
|                                   |                                                               | Complete Unit 3 Discussion Forum |
| Lesson 8                          |                                                               | Read Chapter 11              |
How are schools governed & financed?

Individual Journal Prompt #4 (if possible attend a PTA meeting)

School Visit Assignment Due

Use instructions in Unit 3 to complete this assignment

Unit 4

Lesson 9

School should education be reformed?

Read Chapter 12

Complete Unit 4 Discussion Forum

Lesson 10

Job options/Professionalism

Read Chapter 13-15

Individual Journal Prompt #5

Final Exam

Format and Date to Take Final Exam will be announced with advanced notice

Last Date to Drop with “W”: February 25, 2017

Evaluation Procedures

Students will be graded on:

- Timely Completion of Assignments
- On-line Discussion Forums
- Midterm & Final Exams
- Documentation of Early Field Experience Hours

***PLEASE Contact me directly if you need a school to complete your field experience hours and / or teachers to interview. I am happy to help you connect with our local Prek-12 community partners. My email is Lbonery-Bouchillon@dcccd.edu and my direct line is (972) 860-2909.

Grading table - rubric to be updated and provided prior to class meeting.

Major Assignments

- All interviews, observations and other field experiences must be documented on the field experience form found on-line and turned in to the instructor at the end of the semester.

1. Teacher Interviews

Select 3 teachers, preferably, those who will be teaching the area you are interested in teaching. One teacher should be new to the field less than 3 years experience, one should have 10 years or more experience and the last interviewee is up to you. Use the teacher interview questions provided by your instructor as a guide for the interviews. You may want to include additional questions and/or other questions may come up in the context of the sessions. Write a 3 page paper (minimum) that summarizes the interviews and incorporates course concepts about the teaching profession. Specific guidelines and a grade rubric are found on-line.

(Approximately 4 Field Experience Hours)

2. School Observations

Visits to schools are crucial, for you to gain insight into the profession. You will be required to visit a variety of settings to enable you to better understand the scope of the educational system. Observe in a minimum of 3 (three) grade levels. Some options for
observations are Pre-K or K & Elementary (1st-5th grade); Junior High (6th-8th grade); High School (9th-12th grade). Each location observation should be at least 3 hours in length each but you may stay longer if time permits. Your observations will focus on the following:

A. interactions (student/teacher), classroom management, teaching style
B. watching at least one full lesson cycle or others if possible
C. analysis of teaching methods & curricular content - Is it appropriate? Is it challenging, are students comprehending? Etc.

Write a 3-4 page summary and analysis of your observations using the guidelines and rubric provided by your instructor. (Approximately 12 Field Experience Hours)

3. History of Education Assignment
The purpose of this assignment is to explore education from a historical perspective including key events and figures that impact the profession today. You will use both the textbook and electronic resources to summarize your learning. Detailed instructions provided on eCampus.

NAEYC Core Standards for Associates Degree Programs
© National Association for the Education of Young Children

Standard 1. Promoting Child Development and Learning
Students prepared in associate degree programs use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships
Students prepared in associate degree programs know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
Students prepared in associate degree programs know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development.

Standard 4. Teaching and Learning
Students prepared in associate degree programs integrate their understanding of and relationship with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standard 4a. Connecting with children and families
Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches
Students know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.

Sub-Standard 4c. Understanding content knowledge in early education
Students understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum
Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

**Standard 5. Becoming a Professional**

Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Supportive Skills**

**Supportive Skill 1: Self-assessment and self-advocacy**

Associate degree students are often at a key decision point in their professional lives, entering or re-entering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one’s own goals, strengths, and needs are critical, as is learning how to advocate for one’s own professional needs.

**Supportive Skill 2: Mastering and applying foundational concepts from general education**

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners’ ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

**Supportive Skill 3: Written and verbal communications skills**

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Students going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

**Supportive Skill 4: Making connections between prior knowledge/experience and new learning**

All professionals need these skills, but they are especially important in supporting the learning of associate degree students who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

**Supportive Skill 5: Identifying and using professional resources**

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

**Stop Before you Drop**

Under a Texas law (TEC Section 51.907), if you drop too many classes without having an acceptable reason, your GPA could be affected. Be sure you understand how this law may affect you before you drop a class.

**Please visit with the Instructor prior to dropping this class.**

Last day to withdraw is February 25, 2017.

The law applies to students who enroll in a Texas public institution of higher education (including the colleges of DCCCD) for the first time in fall 2007 or later. Under this law, you may not drop more
than six classes without an acceptable reason during your entire undergraduate career without penalty. For more information, please see our catalog or read Facts About Dropping Classes.

If you drop or withdraw before the official drop/withdrawal deadline, you will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. You will earn a grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in your GPA as an F.

The deadline for receiving a W is indicated on the academic calendar and the current class schedule. For more information, you may access:
http://www.dcccd.edu/Why/Reg/Registration/Pages/DropWithdraw.aspx

The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. More information is available at:
http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Attendance Policy
In general, daily class attendance enhances student achievement of an A, B or C in the course. Students should advise instructors of illness, work or family situations that may require absence from a class.

Financial Aid Certification of Attendance
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or participating in an online discussion about academic matters relating to the course. In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above.
**Course Policies:**  
**LATE WORK POLICY** - This course is divided into four units containing multiple lessons with activities for you to complete. Work from each unit must be completed by the unit due date. Work will NOT be accepted late except in cases of extreme emergency. Technical difficulties, being “busy” at home or work, minor illness, or similar problems are not considered extenuating circumstances for the purpose of this course. Contact me immediately if you have an extenuating circumstance that will keep you from meeting a deadline on a unit. **Discussion forums cannot be submitted late for any reason so plan to complete those early.**

**Tutoring Services**  
The tutoring center is in room C206. All tutoring is available on a "drop in" basis; however, if you would like to make an appointment for a specific time, please call 972-860-2974. We encourage you to make an appointment for all written assignments. During each visit to the center, you will use your student ID# to sign in and out on our computer at the front desk. More information is available at:  
http://www.cedarvalleycollege.edu/FutureStudents/StudentServices/TutoringServices/default.aspx

**QUALITY ENHANCEMENT PLAN**  
Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at:  
http://www.cedarvalleycollege.edu/QEP/default.aspx

**INSTITUTIONAL POLICIES**  
**Academic Advising**  
Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting the students' academic, personal, and career goals. This partnership is a process that is built over the student’s entire educational career at Cedar Valley College.

We encourage you to meet with an advisor early during registration so you will have plenty of time to plan a schedule that works for you. Academic Advisors are located in building “L”, and can be reached at (972) 860-0806.

Educational planning is available to all students. First time in college students must meet with academic advisors prior to enrolling in classes; however, continuing students may choose to see faculty advisors, faculty counselors, and/or program coordinators after classes begin. All parties have clear responsibilities for ensuring a successful partnership. For more information, you may access:
CVC Welcome Center
The Cedar Valley College Welcome Center staff are available Monday-Thursday, 8:30am-7pm, Friday 8:30am-5pm to answer any general questions you may have. The main CVC telephone line for general information is (972) 860-0816.

Academic Honesty
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. See Also Student Code of Conduct.
https://www1.dcccd.edu/catalog/ss/code.cfm?loc=CVC

ADA Statement
Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

Sexual Harassment, Discrimination and Sexual Misconduct
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.
We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX
Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

Emergency Alert
Sign up for DCCCD Emergency Alerts to receive a text-message, email and/or phone call when there is an unscheduled evacuation or closure of a DCCCD campus or office because of weather closures, utility outages, police or other emergencies. Subscribing is free, but standard text message charges from your cell phone provider will apply. Please refer to: http://www.dcccd.edu/SS/OnlineSvs/EmergAlerts/Pages/default.aspx

Financial Aid
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Health Center Services
Basic first aid for minor cuts, scrapes, insect stings, and heat, etc.

- Over-the-counter medications for headaches, fever, seasonal allergies, and colds
- Over-the-counter medications for mild allergic reactions
- Emergency sanitary pads
- Blood Pressure check
- Coordination with outside health agencies such as Carter Blood Care; Dallas County Health Dept. (HIV/STD testing--free, twice a semester); UT Southwestern mobile mammography; Immunizations once a month for children <19 y.o. from the DCDHHS; Agape Massage; and Employee Wellness Screening
- Rest area for stress relief, migraine headaches, post seizure activity
- AED (Automatic External Defibrillator) for CPR
- www.cedarvalleycollege.edu/FutureStudents/StudentServices/HealthServices/default.aspx
- Confidential "talks"
- Assists with health related club activities when asked and time permits

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

DCCCD and CVC Important DATES:
January 17 (T) Classes Begin
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 25 (R)</td>
<td>Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>March 10, 2017</td>
<td>Last week of class</td>
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</tbody>
</table>