EDUC 1301- Introduction to the Teaching Profession Syllabus
Brookhaven College

Instructor Information
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Course Information
Course Title: Introduction to the Teaching Profession
Course Number: EDUC 1301
Section Number: 23280
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: M/W 1:3—2:30, L368
Certification Date: Check My Class Roster on eConnect for date.
Last Day to Withdraw: April 16, 2020

Course Prerequisites
Required: College level ready in Reading.
Corequisite/Concurrent: 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.

Required Course Materials
ISBN: 978-1-305-07769-0 * Note: A student of this institution is not under any obligation to purchase a
textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description
An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and 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. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16-contact hours of field experience in P-12 classrooms. (2 Lec., 2 Lab.)

Student Learning Outcomes
Upon successful completion of this course, student will be able to:

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.

Texas Core Objectives
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 activities you engage in will give you the opportunity to practice two or more of the following core competencies:

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

**NAEYC Core Standards for Associates Degree Programs**

**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.
In addition to the above standards the Teacher Preparation program at Brookhaven colleges aligns learning outcome and course content to the Texas Education Agency performance standards. These are a set of standards used to inform training and professional development of Texas teachers. Detailed explanation standards may be found at the following link: TEA Teacher Standards

Grade Calculations
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (Daily attendance/engagement)</td>
<td>15 Class meetings @ 10 points</td>
<td>150 points</td>
</tr>
<tr>
<td>Topic Reading Content Reviews (Quizzes, discussion forum, project or other formative assignment)</td>
<td>4 @ 25 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Field Experience Reflection Journal and Completed field form with 16 document field hours</td>
<td>5 entries @10 points each</td>
<td>50 points</td>
</tr>
<tr>
<td>Teacher Interview Assignment</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>School Field Observations Summary/Reflection Assignment</td>
<td>1 @ 50 points</td>
<td>150 points</td>
</tr>
<tr>
<td>Issues in Education Research Assignment Written Assignment &amp; Presentation</td>
<td>Written assignment @ 100 points</td>
<td>150 points</td>
</tr>
<tr>
<td></td>
<td>In class Presentation @ 50 points</td>
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<tr>
<td>Exams</td>
<td>2 @ 100 points each</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL: 800 points

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>720-800</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>640-719</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>560-639</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>480-559</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>479 and below</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
Brief Description of Assignments

- All interviews, observations and other field experiences must be documented on the field experience form provided by the instructor. This log is turned in at the end of the semester. * 5 points will be deducted from student’s total points for missing field log or insufficient hours at the end of the semester.

Topic Reading/Content Reviews: Periodic assignments and quizzes will be given to review text readings or course content. The specific assignment and due dates for these will be provided by the instructor during the course of the semester.

Field Experience Reflection Journal: Use the prompts provided to you by the instructor over the course of the semester to complete written reflections on course-related topics. Some entries will require reflection on field hours. Journal entries should reflect thoughtfulness & consideration of question/prompt. Each entry should be formatted as indicated by the instructor. While journal writing is more informal than other types of writing, correct grammar and spelling are expected. Journal will be submitted & graded online. (approximately 3-4 field hours)

Teacher Interviews: You will conduct interviews with current teachers in the profession preferably, those who will teach in the area you are interested in teaching. Use the criteria for selecting teacher & the teacher interview questions provided by your instructor as a guide for the interviews. Write a 3 page reaction paper, that incorporates course concepts about the teaching profession, instructor will provide guidelines and a grade rubric. Include a typed Q/A (Question & Answer) responses with your assignment. (Approximately 2-3 Field Experience Hours)

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. All students will be required to complete one observation visit in a preschool setting at either the Brookhaven Head Start Center or Eastfield Lab School. In addition, you will observe other grade levels at one other observation location: Elementary (K-5th grade); Junior High (6th-8th grade) or High School (9th-12th grade). Each observation should be scheduled for at least 4 hours 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. at least one full lesson cycle or others if possible

Write a 3-5 page summary and analysis of your observations using the guidelines and rubric provided by your instructor. (Approximately 10-12 Field Experience Hours)

Issues in Education Research Assignment
The purpose of this assignment is to demonstrate your research knowledge of the resources available in your discipline area. You will select a topic from the list provided the instructor to gather the information needed to prepare your written and in class presentation. Further instruction will be provided on eCampus & by the instructor.

EDUC 1301 COURSE POLICIES & STANDARDS

PARTICIPATION AND ATTENDANCE: Part of the college experience includes exchange and discussion related to the course content. Therefore, it is crucial to make every effort to attend, be timely and prepared at each class meeting. Respectful attention, completion of homework assignments & participation is part of your attendance/participation grade. Misuse of electronic devices may impact your grade in a negative way. Students are expected to follow conduct guidelines consistent with the Brookhaven Student Code of Conduct.
https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm
No video or audio recording of class lecture & activities is permitted without the instructors consent.

LATE WORK POLICY:
All assignments are expected on or before the deadline indicated on the course calendar. In rare cases, extenuating circumstances arise requiring late submission. Any student who may need to submit late work due to such circumstances must contact the professor for approval. Late work submitted, with instructor approval, is considered with 20 point deduction off overall grade and must be submitted within 5 calendar days of the original deadline. Late daily work will be considered with instructor approval at ½ credit. The course instructor has final decision in regard to accepting late assignments. Due to college grading time constraints, no late work will be accepted in the last week of the semester.

EXTRA CREDIT – During the course of the semester, extra credit opportunities may become available for the course. If made available, extra credit assignments are granted at the sole discretion of the instructor, who is responsible for determining the
nature of the extra credit and the number of points to be awarded. Extra credit opportunities will be provided equally to all students. No individual extra credit assignments will be provided. Keeping up with class work and practicing good learning habits will ensure success in the course.

**Institutional Policies**

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[Brookhaven Institutional Policies](http://www.brookhavencollege.edu/syllabipolicies)

**Course assignment calendar available on eCampus and on first class day.**

**GENERAL STATEMENT:** The instructor reserves the right to amend this syllabus & calendar as necessary.