EDUC 1301 Syllabus
Brookhaven College
Spring 2020

Instructor Information
Name: Dr. Lauren Gonzalez
DCCCD Email: LaurenGonzalez@dcccd.edu
Office Phone: 972-860-4144
Office Location: Brookhaven E141
Office Hours:
Monday & Wednesday 7:30AM-9:00AM
Tuesday & Thursday 7:30AM-10:30AM
Friday 8:30AM-9:30 AM
Division Office and Phone: A219 972-860-4239

Course Information
Course Title: Introduction to the Teaching Profession
Course Number: 1301
Section Number: 23400
Semester/Year: Spring/2020
Credit Hours: 3
Class Meeting Time/Location: Online
Certification Date: January 27, 2020
Last Day to Withdraw: February 26, 2020

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 P12 classrooms.

REQUIRED FIELD EXPERIENCE:
As part of state compliance (The Texas Higher Education Coordinating Board), this course requires that students participate in approximately 16 contact hours in early childhood settings and/or public schools. The way field experience is obtained in our department is through specific course assignments and other observations as indicated by the course instructor. You must provide documentation that hours are fully met with the Field Experience Form provided by your instructor. Keep up with hours for each assignment and turn in the form with all hours completed by end of the semester.

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.

Required Course Materials
Each of the following are required for this course:
2. 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@dccc.edu or call 972-669-6402. Also alert the instructor concerning any technical problems

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.

**Graded Work**

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.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal Prompts (5@30pts each)</td>
<td>150</td>
</tr>
<tr>
<td>Teacher Interviews</td>
<td>125</td>
</tr>
<tr>
<td>School Observations</td>
<td>150</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>125</td>
</tr>
<tr>
<td>History of Education Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Boards (4@25pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Tests</td>
<td>200</td>
</tr>
<tr>
<td>2 at 100 points each</td>
<td></td>
</tr>
</tbody>
</table>

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>Points</td>
<td>Percentages</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Description of Graded Work**

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.

1. **Reflective Journal Prompts**
   
   Use the prompts provided to you by the instructor over the course of the semester to complete written reflections on course-related topics. Journal entries should reflect thoughtfulness & consideration of question/prompt. Each entry should be 1-2 pages, typed (12 point font) and double-spaced unless otherwise 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 on the ecampus website.

2. **Teacher Interviews**
   
   Select 3 teachers, preferably, those who will teach in 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 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 3 Field Experience Hours)

3. **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) classroom settings.
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 two different 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 3 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 9-10 Field Experience Hours)

4. Issues in Education Annotated Bibliography
The purpose of this assignment is to prepare an annotated bibliography that demonstrates your research knowledge of the resources available in your discipline area. You will select a topic from the list provided to gather the information needed to prepare your bibliography. After selecting a topic you will research at least five (5) sources related to your topic. These may include professional journal articles, books and internet sites. Articles and books should be current within the last five (5) years, no more than two website sources.
A. Annotated bibliography written assignment requirements (100pts.)
   a. Summary of the source (provides both an overview and critical analysis)
   b. Implications for educators and insights on learning gained
   c. Bibliographic information cited APA format
   d. Instructor will provide additional guidelines.

B. Oral presentation requirements (50 points * To be added to final exam grade)
   a. Prepare a presentation on your issues research topic
   b. Provide a least one hand-out on your topic

Suggested Topic List:
   Students with Disabilities (Inclusion)
   Impact of Social Issues on Education (Poverty, Bullying, Teenage Parents)
   The Federal Government’s role in education (Race-to-the Top, Core Curriculum)
   High School Reform (Efforts to prevent drop-outs)
   Testing/assessment
Impact of Gender on Academic Success
Parent Education (Working with non-traditional families, Impact on school success, etc.)
Multiple Intelligences (Gardner's Theory)
School funding issues (Vouchers/Charter schools)
Character Education
Bilingual Education/English Language Learners
Technology in Education
Educational Philosophy in Practice (Constructivism, Essentialism, etc.)
Any issue specific to a content area (art, music, language arts, math, science, etc.)

5. 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.

Attendance and Your Final Grade
Part of the college experience includes the exchange and discussion of colleagues as related to the text and course lectures. Therefore, it is crucial that you make every effort to attend each day online. Respectful attention and participation will be part of your seminar grade; in that, it is expected that you not only participate, but are engaged and not distract the learning experience for everyone.

Late Work Policy
Late work is NOT accepted in this course. All assignments must be submitted ON-LINE on e-campus. Therefore, it is your responsibility to submit your work on time prior to the start of class and to ensure it is submitted correctly. Failure to do so and anticipate the need for technical assistance is NOT an excuse for lateness. Be proactive and ensure you are readily familiar with on-line submissions.

Other Course Policies
All assignments, field experience and observations must be work current from THIS semester; you may not use course work from other semesters. Also, if you are in more than one course in our program, note, that you may share observation times and experiences, but they MUST be separately documented for each course and you must
adhere the requirements for each course, which may differ. All work will be subject to verification by your instructor and/or our program.

**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 Schedule**

There are specific due dates for all work. Bolded Assignment 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. Contact me if any emergencies arise, but plan to complete assignments each week to increase your chances of success.

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Assignments to Complete</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Begin reading through course requirements &amp; begin orientation assignments.</td>
<td>Orientation assignments due January 26th at noon.</td>
</tr>
<tr>
<td></td>
<td>Attend in-class orientation/Q&amp;A session on January 18th at 3:30-4:30 room E145</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 1**

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Read Chapters 1 &amp; 2</th>
<th>All Unit 1 assignments due Sunday, Feb 16th at noon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Teach?</td>
<td>Discussion Forum #1</td>
<td></td>
</tr>
<tr>
<td>Education and Schooling</td>
<td>Reflective Journal Prompt #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Look over Teacher Interview assignment in Lesson 3 &amp; begin to set up interviews</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Read Chapters 3 &amp; 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are Today’s Students?</td>
<td>Reflective Journal Prompt #2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Read Chapter 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Taught?</td>
<td>Complete Teacher Interview Assignment</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit 2**

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Read Chapters 6 &amp; 7</th>
<th>All Unit 2 assignments due Sunday, March 22nd at noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Makes a Teacher Effective?</td>
<td>Complete Unit 2 Discussion Forum</td>
<td></td>
</tr>
<tr>
<td>Technology’s Impact on Schools</td>
<td>*Review School Visit Assignment in Unit 3 &amp; begin to schedule visits. *Schedule Preschool Visit and Upload</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Philosophical Foundations of American Education</td>
<td>Read Chapters 9 Reflective Journal Prompt #3</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>History of American Education</td>
<td>Read Chapter 10 Complete History of Education Assignment Midterm Exam - Date &amp; Format will be announced in advance</td>
</tr>
</tbody>
</table>

### Unit 3

| Lesson 7 | Legal and Ethical Issues Facing Teachers | Read Chapter 8 Complete Unit 3 Discussion Forum |
| Lesson 8 | How are schools governed & financed? | Read Chapter 11 Individual Journal Prompt #4 *(Attend School Board/PTA Meeting)* |

**School Visits Assignment Due**

Use instructions in Unit 3 to complete this assignment

### Unit 4

| Lesson 9 | How should education be reformed? | Read Chapter 12 Complete Unit 4 Discussion Forum |
| Lesson 10 | Job options/Professionalism What Can the New Teacher Expect? | Read Chapter 13-15 Individual Journal Prompt #5 |

**Issues in Education -Annotated Bibliography Due**

Use instructions in Unit 4 to complete this assignment

**Final Exam**

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

All Unit 3 assignments due **Sunday, April 19th at noon.**

All Unit 4 assignments due **Friday, May 8th at noon**
ACKNOWLEDGMENT

I, ____________________________________________(name), acknowledge that I have received, read, and had the opportunity to ask questions regarding requirements for __________________________(course name/section). I understand my responsibility regarding classroom expectations, program, and college policies. I am aware that any act of plagiarism or academic dishonesty or violation of course/program policies may result in my failing the class.

______________________________________________
Signature

____________________  Date