<table>
<thead>
<tr>
<th>Layout Table</th>
<th>Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course and Credit Hours</td>
<td>EDUC 1301 Introduction to the Teaching Profession; 3 Credit Hours</td>
</tr>
<tr>
<td>Course Description</td>
<td><strong>Course Description</strong>: Prerequisite: Must have met the Texas Success Initiative (TSI) standard in Reading. 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.)</td>
</tr>
<tr>
<td>Important Dates</td>
<td><strong>Start and End</strong>: 3/24/2020 to 5/13/2020</td>
</tr>
<tr>
<td></td>
<td><strong>Certification Date</strong>: 3/30/2020</td>
</tr>
<tr>
<td></td>
<td>Instructors are required by law to validate your attendance in class. Failure to comply with the following statement will prevent you from being certified, what can affect your financial aid. In an on-campus course, you must attend class prior to certification date. In an online or hybrid course, logging in is not sufficient to be certified as attending. In this case, you must demonstrate by a specific date and time you have successfully completed a course-related activity selected by the professor for certification purposes. <strong>In order to be certified as attending this class, the student must have attended class before the date specified above.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Withdraw Course with “W”</strong>: 5/1/2020</td>
</tr>
<tr>
<td>Days, Time, Location</td>
<td>ONLINE. Prefer the classroom and connecting with peers and instructor? You are invited to join me specific Fridays in our classroom K129 anytime between 10:00 a.m. and 3:00 p.m. for 1-on-1 or small group course assistance and/or course activities. I have meetings from 12:00 noon to 1:30 p.m. close by. You can stay in the classroom. I'll be back afterwards.</td>
</tr>
</tbody>
</table>
Course Materials

Book Cover  Book Information

Title: Those Who Can, TEACH
Authors: Kevin Ryan, James M. Cooper, Cheryl Mason Bolick

Course Student Learning Outcomes (SLOs)

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.

Criminal Background

This course requires observations in educational settings, among others. In order to gain access to some educational settings, a criminal background check may be required. Also consider there are certain felony convictions in the Texas Penal Code that prohibit individuals from pursuing careers working with children and being present in a school or child care center. These include but are not limited to:
Offenses against a person or family also including robbery and stalking
- Physical Abuse
- Sexual Abuse also including criminal solicitation of a minor, failure to stop or report aggravated sexual assault of a child, and public indecency
- Emotional Abuse
- Neglect

If you think you might have a felony conviction that might place you at risk and are seeking one of the careers working with children or are enrolled in a Child Development/Early Childhood Education or Teacher Education course beginning with CDEC, TECA, or EDUC (not including EDUC 1300), you should make an appointment immediately with Nancy Beaver or Susan Wyatt (advisors for these programs) to discuss alternative careers and steps to drop the class. Call 972-860-7195 to schedule the appointment.

Instructor’s Rights and Expectations

Instructor’s Right to Modify Syllabus

This syllabus is intended as a set of tentative guidelines for PSYC 1300 / EDUC 1300. I, The Instructor of Record, reserve the right to modify at anytime, through verbal or written communication, this syllabus, class instruction, class schedule, and the requirements as seen necessary to promote the best education possible. It is the student's sole responsibility for contacting the instructor or other students for any information pertaining to this class whenever he or she (the student) is absent.

Instructor’s Expectations

- Students must study assigned readings and activities so as to better prepare for class discussions and assessments.
- Students will always respect each other and the professor and their differences in opinion. Vulgar, indecent, or offensive language is not allowed in any class-related communication or work. Students must employ language which is appropriate for academic communications and work.
- See Eastfield College’s discipline, policy, and procedures manual for all other rules or guidelines.

Expectations and Responsibilities of the Students

Students participating in dual credit courses are required to follow all DCCCD policies and procedures with regard to conduct and academic standards and to abide by DCCCD Student Rights and Responsibilities. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Code of Student Conduct. For more information, go to the 19-20 Early College High School Handout.

Evaluation Procedures

Evaluation Criteria, Grade Weight, and Grading Scale

Students have one week after the assignment’s due date to submit, except for work due on the last week of class. There will be no make-up work for any homework or examinations, except at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Weight All</th>
</tr>
</thead>
</table>
| 1. Classwork & Homework Points vary per task | Each topic has a series of tasks intended to guide students in creating basic knowledge and understanding of topic concepts to then work on more advanced applications in hypothetical and/or authentic situations, making connections among course topics and to various domains in the teaching profession. Examples of regular coursework may include:  
  - Exercises/Quizzes.  
  - Assignments  
  - Class live presentations/demonstrations and student videos. This course requires presentations and students videos discussing course-related concepts and theories and providing short demonstrations of instruction applying specific practices studied in class. Each video is submitted by uploading it to a student’s Google Drive folder shared with the instructor’s Google Account, amrodriguez@eastfieldcollege.edu. This is not an email address and thus, I do not get messages. .  

Note: Course content will be critical in completing discipline assessment in the future course EDUC 2301 Introduction to Special Populations. It’s imperative students take good notes on specific developmental milestones attained by children at each age zero to adolescence. | 100 %      |
| 2. Observations Assignment                   | This is a 2 lecture - 2 lab course which requires 16 hours of observations with specific tasks to complete, submission of Observation Log with the corresponding signatures, Self-Evaluation Rubrics, and supportive documentation and pictures. **Successful progress in this criterion is a requirement to passing this class with at least a 70% C.** |            |

Grading Scale  
90 %- 100 % A, 80 %- 89 % B, 70 %- 79 % C, 60 %- 69 % D, Below 60 F

Calculating Your Final Grade

Students earn points in each task and these are added to obtain a TOTAL TOPIC (TT) score (A through L). Scores earned by a student in each topic (A2-L2) are added to obtain the TOTAL POINTS earned throughout the course (M2). This total is divided by the TOTAL POINTS required in class (M1) to obtain the student’s final percent (N2). The final letter grade (N2) is defined following the grading scale provided above.

Example Grade Calculation

<table>
<thead>
<tr>
<th>Row #</th>
<th>Row Title</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
<th>T7</th>
<th>Final Test</th>
<th>Total Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Points Required*</td>
<td>60</td>
<td>55</td>
<td>70</td>
<td>90</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>60</td>
<td>515</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Student Earned Points**</td>
<td>63</td>
<td>50</td>
<td>65</td>
<td>93</td>
<td>45</td>
<td>30</td>
<td>65</td>
<td>57</td>
<td>468</td>
<td>90.87% A</td>
</tr>
</tbody>
</table>
* Points Required. Example of total points value for each topic. The values provided in the example above are not final. ** Points Earned by Student. Example of total points earned by a student in each topic. Note it is possible to earn a total score which exceeds a topic’s value. Students can achieve this by completing extra credit activities and/or exceeding assignment expectations.

**Tasks Submitted Electronically - Verifying Successful Submission & Grade**

Student should verify work was successfully submitted before its deadline, track his/her grade progress, and consult with the professor for clarification when needed.

**Technology**

This course includes tasks completed and/or submitted electronically. Waiting until the last minute can be problematic as technology-related issues may arise. Students are advised to plan in advance to successfully complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab. Students confronting technical issues should contact tech support and notify the professor by the date specified further in this section so I assist in solving the issue on time.

**Web Browser and Operating System**

Technology plays a key role in ensuring course features work properly for you. In order for tasks to work properly, your computer must have the most up-to-date web browser for the corresponding operating system.

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Web Browser to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Windows</td>
<td>Google Chrome works best, but Mozilla Firefox works.</td>
</tr>
<tr>
<td>Mac</td>
<td>Google Chrome works best, but some students use Safari.</td>
</tr>
</tbody>
</table>

**Google Account**

Full access to course documents and submission of work in this class require you sign in to your Google Account. If you don't have an account, you will be guided to create one during course orientation activities. If you already have one, even better!

**QR Code Scanner**

Students are encouraged to download a QR Code Scanner to a personal phone to take advantage of specific activities and quick access links.

**Phone or Web Camera**

Recording of presentations and short demonstrations are easy with your personal phone. Alternatively, you can check out a Chromebook with web camera from our Library Reference section in the L Building. Upload recording to your Google Drive and upload in the corresponding Google Form or “Share” with amrodriguez@eastfieldcollege.edu (this is NOT an email address).
Backup plans for submitting homework: Email

Most assignments are completed in Google Suite products (e.g. Docs, Forms, Slides, Sheets). If you confront difficulties sharing with amrodriguez@eastfieldcollege.edu (not an email address) or uploading assignments in eCampus, you can email them to anarodriguez@dcccd.edu. Each assignment will explain the way to submit.

Technical Support

Technical support is available to students 24 hours a day, 7 days a week. Phone: 972-669-6402 or 1-866-374-7169. Alternatively, you can go to live chat support. When filling the required application to request live chat assistance, type 'X' in any space requesting information you do not know, like Organization ID and Template ID. Don't leave any blank space or you won't be able to chat with an agent.

Finding Your Final Course Grades in eConnect

Final Grade Reports are no longer mailed. Convenient access is available online in eConnect. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Additional Resources

- Institutional Policies
- College Support and Services: Examples of Resources and Services Available:
  - Academic Calendar
  - Community Services
  - Counseling
  - Dart Transportation
  - Food Pantry. Eastfield’s Honeycomb Cupboard.
  - Head Start and Early Head Start for your children - Free tuition available upon qualification
  - Microsoft Office tools. Work online.
  - Library
  - Nurse: Nap & breastfeeding area, pregnancy and HIV tests, over-the-counter medications (e.g. aspirin), education, etc.
  - Veteran Services
- Early College High School FAQ