Introduction to the Teaching Profession Syllabus
Richland College

Instructor Information
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Course Information
Course Title: Introduction to the Teaching Profession
Course Number: EDUC 1301
Section Number: 80400
Semester/Year: SP/2020
Credit Hours: 3
Class Meeting Time/Location: 9:30a.m.-10:50 a.m.
Certification Date: 2/3/2020
Last Day to Withdraw: 4/16/2020

Course Prerequisites
**Required:** College level ready 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.)

Coordinating Board Academic Approval Number 1301015109

This course meets one of the requirements for the Associate of Arts in Teaching (AAT) degree. Please follow this link to learn more about it: https://www1.dcccd.edu/catalog/academicdegrees/aat.cfm?loc=RLC

Field Experience:

Field Experience Required: Students enrolled in this course will be required to complete sixteen (16) hours of field experience in a Pre K through 12 public school classroom of their choice. Please refer to the Field Experience Handbook to read the specific requirements. Students cannot pass this course without completing the required 16 hours of field experience and submitting documentation on time. Students will be required to complete Field Experience forms and a Field Experience Summary. Because this is an online course the submission of forms must be done electronically as directed for auditing purposes.

Corequisite/Concurrent: Students may be required to submit to a criminal background check 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.

NOTICE: This course of study is not appropriate for anyone who falls into the following category as noted by the Texas Department of Protective and Regulatory service. “No person with a conviction or who is under indictment for or is the subject of an official complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care.” Note: All students who enroll in this course will need clearance through a criminal history background search with the school district where they will complete their field experience requirement.

Student Learning Outcomes

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 Teacher Standards**

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**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

**Required Course Materials**

Those Who Can, TEACH, 14th edition
Authors: Kevin Ryan, James M. Cooper and Cheryl Mason Bolick
Publisher: Cengage Learning C 2016, 2013, 2010

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.

**Technology:**

You will need regular, reliable internet access, preferably high speed. You are expected to log in to eCampus regularly to access course material. Although the system that you will be using for this course can be reached through the computer labs at any DCCCD campuses, the college is not required to provide this equipment to you nor are they required to provide technical assistance. If you are having problems with eCampus, please call LeCroy Help Desk for technical support at 972-669-6402 or send email to ecampus.support@dcccd.edu

**Software:**

We use readily available software, which you may already have installed on your computer. If not, the software may be downloaded free of charge.
1. Adobe Acrobat Reader to read PDFs, available free at http://get.adobe.com/reader/


**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>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams</td>
<td>4 @ 50 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>Attendance &amp; Participation/Assignments</td>
<td>16 @ 15 points</td>
<td>240 points</td>
</tr>
<tr>
<td>Teacher Portfolio</td>
<td>1</td>
<td>260 points</td>
</tr>
<tr>
<td>Field Experience Forms</td>
<td>A &amp; B</td>
<td>50 points</td>
</tr>
<tr>
<td>Field Experience Form</td>
<td>C</td>
<td>50 points</td>
</tr>
<tr>
<td>Field Experience Reports</td>
<td></td>
<td>200 points</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>1,000 points</strong></td>
</tr>
</tbody>
</table>

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</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

**Unit examinations** cover the content of each unit. Questions are objective (multiple choice, true/false, matching, etc.) and drawn from a test bank. You have 60 minutes to respond to the questions. Each unit test is worth 50 points, 2 points per question. You will have two attempts at each Unit Exam. The purpose of this is to allow for problems that occur with unexpected problems – power surges, computer crashes, Blackboard ‘hiccup,’ or children, pets, etc. tripping and pulling out power cords, etc. If any of these should occur, you do not have to worry about contacting the instructor; simply start over and try again. Of course, if you allow enough time, this will provide you a second attempt to improve your score.

**Attendance and Participation** It is imperative that you attend class and participate in weekly activities. There will be 16 graded classroom activities. Week one activities encompass introductions and a course quiz. These activities will provide me with a way to take attendance for the certification of the class roster. There will be 15 more class assignments. These are designed as a way for students to interact with each other and sharpen their critical thinking and communication skills. Each of these will be worth 15 points. The class assignments are designed to cover the content of each chapter from the assigned textbook. It is imperative to read the assigned chapter and be prepared to carry out class discussions.

**Teacher Portfolio** In order to enrich your teacher preparation experience, you will be asked to create a teacher portfolio by compiling documents that contribute to the professional development of teachers. Some of the class assignments will count towards the documents needed for the teacher portfolio. You can earn a maximum of 260 points for this assignment. In this portfolio, you are required to have:

1. A Letter of Introduction which includes why you want to be a teacher.
2. Professional Information:
   a. Resume
   b. Letter(s) of Recommendation
   c. Philosophy of Education
3. Practical Teaching Experiences
   a. Lesson Plans
   b. Experience Reflection
   c. Captioned Photos
4. Skills
   a. Classroom Management Plan
   b. Communication
   c. Technology
5. Honors/Awards
6. Leadership Positions
Field Experience Forms A/B & C. You will be responsible for securing placement for your field experience. You must complete Forms A and B early in the semester which confirm your placement at an approved public school where you can begin your classroom observations. Form A asks for your demographic information, transfer school choice and graduation year. Form B is the student conduct agreement which must be signed by you and someone at the school where you will be observing. Form C is to be submitted at the end of the semester with your field experience report and must be signed by you and your cooperating teacher where you observed confirming your observation hours.

Final Exam/Field Experience Report. Learning to teach is a complex process. It is a combination of theory, theory put into practice and experience. Teachers keep molding their craft and getting better as each year passes. One cannot learn to teach from a textbook alone. It is imperative to conduct teacher observations and reflect on these observations. For this very reason, this course requires 16 clock hours of field experience. Students who do not complete this course requirement will automatically fail the course. Students will complete Form C of the Field Experience Handbook (provided in course resources tab of eCampus course) to satisfy this component. In addition, students will complete a total of three reports. Each report should be typed in essay format, two pages minimum, MLA style, double spaced, font-size 12-Times New Roman.

Attendance and Your Final Grade
In order to gain the content knowledge delivered in this course, it is imperative to be in attendance at all times. Attendance is determined by the student’s participation in class discussions and by completing assignments and tests on time. It is crucial to complete the required reading assignments because these help the students better prepare for assignments and tests. Participation is extremely important You are also expected to complete your assignments thoroughly and thoughtfully.

Your instructor is required by law to validate/certify your attendance in your on-campus or online course(s) in order for you to receive financial aid. To meet the attendance requirement, you must attend and participate in your on-campus or online course(s) prior to the course certification date and continue beyond the course withdrawal date. 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 professor 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 professor; 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.

* For certification of attendance, you MUST post your personal introduction and reply by the stated deadline. Failure to do so may result in loss of financial aid. See the following for rules about financial aid:
  
  [http://www.dcccd.edu/PC/FA/Pages/default.aspx](http://www.dcccd.edu/PC/FA/Pages/default.aspx)

**Late Work Policy**

ALL assignments, tests, discussion forums are expected to be completed by the due date indicated on the course calendar in order to receive full credit. Under rare and extenuating circumstances, late work may be submitted with professor’s approval for partial credit. Professor must be contacted immediately once an assignment is missed to obtain approval for a late submission.

**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.

[Richland Institutional Policies](http://www.richlandcollege.edu/syllabipolicies)

**Course Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Orientation</td>
<td>Read course syllabus and Field Experience Handbook Class Assignment 1: Class Introductions</td>
<td></td>
</tr>
<tr>
<td>Why Teach?</td>
<td>Read Chapter 1-Page 1 Class Assignment 2</td>
<td></td>
</tr>
<tr>
<td>What Is a School and What Is It For?</td>
<td>Read Chapter 2-Page 26 Start Field Experience Placement Class Assignment 3</td>
<td></td>
</tr>
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</tbody>
</table>
| Who Are Today’s Students in a Diverse Society?                       | Read Chapter 3-Page 54  
Class Assignment 4                                                     |           |
| How do Social Issues Affect Students?                                | Read Chapter 4-Page 90  
Start Classroom Observations  
Class Assignment 5                                                        |           |
| What is Taught?                                                      | Read Chapter 5- Page 117  
Submit Field Experience Forms A & B  
Class Assignment 6: Lesson Plan  
Unit 1 Exam                                                              |           |
| What Makes a Teacher Effective?                                     | Read Chapter 6- Page 155  
Class Assignment 7: Classroom Management Plan                                                               |           |
| What Should Teachers Know about Technology and Its Impact on Schools?| Read Chapter 7- Page 184  
Must have at least 4 hours of Field Experience  
Class Assignment 8: Technology                                             |           |
| What Are the Ethical and Legal Issues Facing Teachers?              | Read Chapter 8- Page 221  
Submit Field Experience Report Part I  
Class Assignment 9  
Unit 2 Exam                                                               |           |
| What are the Philosophical Foundations of American Education?        | Read Chapter 9- Page 273  
Essay: Philosophy of Education  
Class Assignment 10                                                     |           |
| What is the History of America’s Struggle for Educational Opportunity? | Read Chapter 10-Page 304  
Essay: Philosophy of Education  
Class Assignment 11                                                     |           |
| How are Schools Governed, Influenced, and Financed?                 | Read Chapter 11-Page 339  
Class Assignment 12                                                       |           |
| How Should Education Be Reformed?                                   | Read Chapter 12- Page 364  
Must have at least 12 hours of Field Experience  
Submit Field Experience Report Part II  
Class Assignment 13  
Unit 3 Exam                                                               |           |
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</table>
| What Are Your Job Options in Education? | Read Chapter 13-Page 395  
Class Assignment 14: Resume                                                            |           |
| What Can the New Teacher Expect?     | Read Chapter 14- Page 420  
Must have completed all 16 hours of Field Experience  
Submit Field Experience Report Part III  
Submit Field Experience From C  
Class Assignment 15  
Unit 4 Exam                           |           |
| Teacher Portfolio                    | Teacher Portfolio Presentations  
Class Assignment 16: Experience Reflection                                               |           |
| Final Grades                         |                                                                                       |           |

**Syllabus Change Disclaimer**
The instructor reserves the right to amend a syllabus as necessary.