

EDUC 1301: Introduction to the Teaching Profession  
Fall 2023

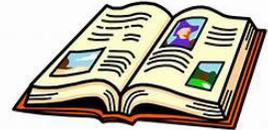
*The Teaching and Learning Center  
South Plains College*

***South Plains College Improves Each Student's Life***

Course Title: Introduction to the Teaching Profession  
EDUC 1301.C001 = M/W 1 – 2:15 p.m. (Lib. 326)  
EDUC 1301.C601 = M 6:00 – 8:45 p.m. (SPC Lubbock-Downtown Center,  
Room 1026)

**Instructor:** **Lori Satterwhite, M.Ed.**  
[lsatterwhite@southplainscollege.edu](mailto:lsatterwhite@southplainscollege.edu)  
Office Phone: 806-716-2237  
Office: Library 308, Levelland (In Office Suite 306)  
Office Hours: M - F 9:00 – 11:30 a.m. (Friday, by appointment only)  
TTH 2:30 – 4:00 p.m.  
\*Virtual Office Hours by Appointment  
*Contact Mrs. Satterwhite through SPC email. Do **NOT** use Blackboard Messages to contact Mrs. Satterwhite.*

**Observation Coordinator:** **Suzie Jameson**  
[observations@southplainscollege.edu](mailto:observations@southplainscollege.edu)  
Contact Mrs. Jameson through email



**General Course Information**

Course Description

***Pre-requisite: Completion of any required developmental coursework, TSI-compliant in reading and writing, and a 2.5 or higher GPA or approval of the Program Coordinator. We also highly recommend completion of either ENGL 1301 and/or HIST 1301 BEFORE attempting this course.***

This course offers an enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career. The course provides students with opportunities to participate in early field observations at all levels of EC - 12 schools with varied and diverse student populations and provides students with support from college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course includes a minimum of 16 hours of classroom observations in EC – 12 classrooms.

**Credit:** 3 Lecture, 0 Lab

**Textbook:** You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials:

- Access to a computer (with reliable internet access) & Blackboard

## Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcome	Observable/Measurable Actions by Students
Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
Students will recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. Students will also identify effective, responsive, and engaging instructional strategies that promote student learning (based on PPR Standards I & III).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity and describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence (based on PPR Standard II).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
Students will be able to provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers (based on PPR Standards I – IV).	Classroom observations/observation reflections

## Course Requirements:

**EDUC 1301**, as the course title indicates, is an introduction to the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time—to be completed outside of class. **Students will also need to complete and pass a criminal background check.**

**Please Note:** *If students do not complete the required background check & observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.*



## Course Guidelines and Expectations

### Grading and Final Evaluations

Attendance/Participation/Professionalism/Discussions	15%
Weekly Quizzes <ul style="list-style-type: none"> <li>• 15 Quizzes</li> </ul>	25%
Lesson Plan Preparation Assignments <ul style="list-style-type: none"> <li>• 3 Lesson Plan Preparation Assignments</li> </ul>	10%
Educational Philosophy Essay	10%
4 Observation Verification Forms/Observation Reflections	20%
Final Presentation <ul style="list-style-type: none"> <li>• Revised Week-at-a-Glance</li> <li>• 1 day of detailed Lesson Plans</li> </ul>	20%

<ul style="list-style-type: none"> <li>• Lesson Presentation</li> <li>• Self-Evaluation of Lesson Presentation</li> </ul>	
<b>Total</b>	<b>100%</b>

**Grades are determined by the following scale:**

90 – 100% = A                      60 – 69% = D  
80 – 89% = B                        0 – 59% = F  
70 – 79% = C

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- All assignments will be submitted through Blackboard.
- **Late work will not be accepted and will receive a grade of "0."**
- You may see a grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to see your final grade and review your responses and the CORRECT RESPONSE after the due date.
- **Assignment Submission & Wildcard**
  - Assignments should be submitted according to the due dates and submission methods identified in their task descriptions.
  - For submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."

NOTE: Late work is unacceptable in this course. However, I do offer students **one 24-hour extension** from the original deadline for any *assignment*, no questions asked (*this DOES NOT include the final presentation*). To take advantage of this "Wildcard" opportunity, students should

1. Email the instructor to unlock the wildcard, indicating which assignment it should be used for.
  - a. This should be done *prior* to the due date of the assignment.
2. Complete the assignment within 24 hours of its original due date.
3. **When you submit your assignment using the Wildcard, please write "Wildcard Used for this Assignment" in the submission comments box.**

- Most MAJOR ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
  - **Please make sure that you submit a Microsoft WORD or Google document.**
  - **DO NOT submit a document created in Apple Pages.**
  - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
  - You may **access my feedback** for assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

**Unforeseen Circumstances:** If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

✓ **Students failing to appear for the final presentation will be given a final course grade of an "F."**

## Instructional Delivery

- MW 1:00 p.m. (EDUC 1301.C001) & M 6 – 8:45 p.m. (SPC Lubbock-Downtown Center—EDUC 1301.C601): Most instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and occasional guest speakers. However, content will also be posted in Blackboard in the form of links to reading materials, recorded content overviews, videos, recorded demonstrations, and an occasional guest lecture. I will post all module instructions, assignment instructions, some assignment samples or models, submissions portals, and rubrics in Blackboard. **You will also take all quizzes in Blackboard and submit all graded assignments in Blackboard.** During our class time, we will have discussions, group collaboration, review the material, and complete learning activities. The best way to be prepared for class is to have read the assigned reading material for the module BEFORE you attend class.

**ALSO NOTE:** As most of the content and materials for our class are online in Blackboard, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:

- Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**
  - **Please DO NOT submit any assignments with the APPLE PAGES word processing program.**
- Daily access to the internet—MySPC, Blackboard, SPC email, online readings & other materials
  - *NOTE: We will also use other websites for activities and games.*
- Knowledge of (and ability to work in) Microsoft Word or Google Docs. You need to know how to add tables and insert pictures and other graphics, etc. *—again, all SPC students have free access to Microsoft Office products.*
  - Knowledge of (and ability to work in) PowerPoint or Prezi.

**Please Note: Please do NOT save or submit assignments in Apple Pages!!! Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation**

## Field Experience Component

- EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will need to complete and pass a criminal background check before attending any observations.**
- **For ALL Classroom Presentations & AAT Observations:** professional dress is required. Professional dress is considered a collared, button-down or golf shirt, Docker-style pants, slacks, skirts, or dresses. (Girls, if you wear a dress, it needs to be cut no shorter than just above the knee—NO MID-THIGH dresses are permitted). Professional dress does NOT include sundresses or shirts with spaghetti straps, hoodies, sweatpants, flip-flops, t-shirts, ball caps, blue jeans, colored jeans with holes, tennis shoes, shorts, miniskirts, or any other type of casual clothing for sports or leisure. Students failing to respect these rules will receive a zero “0” for the observation and assignment and will not be allowed to make it up.
- **Professionalism:** I place a **great** value on professionalism. It is **KEY** to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Your participation/attendance/professionalism grade is a subjective grade, which is judged based upon my perspective and measured by your actions. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

### **What is professionalism?**

Some examples of professionalism include, but are not limited to effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and

proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

### General Assignment Information

- **Attendance/Participation/Discussion/Professionalism (15%)**  
I will take attendance each class day. This grade is based on your attendance and active participation in learning activities and discussion, and your conduct during classroom observations
- **Weekly Module Quizzes (25%)**  
Fifteen weekly quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this 25% of your total grade.
- **Lesson Plan Project Assignments (10%)**  
Three Lesson Plan preparation assignments, designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project, will make up 10% of your total grade. Mrs. Satterwhite will grade these in a timely manner, typically within one week. You can find your grade and my comments when you click on the assignment in “My Grades.”
- **Observation Reflection Essays & Verification Forms (20%)**  
You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to turn in a verification sheet to Ms. Jameson at the conclusion of each observation. For each observation, you need to find the corresponding “Field Experience Topic Assignment” and the accompanying T-TESS rubrics. These will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ - 2 pages and will be due one week after each observation. Students are responsible for being aware of when their observation essays are due. Grading rubrics are available on Blackboard. These essays and the verification forms will make up 20% of your grade. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*
- ***Please Note:* If students do not complete the required background check and observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.**
- **Educational Philosophy Essay (10%)**  
This 2-3 page essay will comprise 10% of your total grade. This essay will, hopefully, form the foundation upon which you develop your professional educational philosophy. It will include a discussion of the theoretical foundations that influence your educational philosophy, based on the readings and class discussions. It will also include a discussion of the following components: the purpose of structured education, what content/skills should be taught, the role of the teacher/student, and preferred teaching/assessment strategies.
- **Final Lesson Planning Project Presentation (20%)**  
This project makes up 20% of your total grade and includes two components: (1) Submission of typed lesson plans with the components listed below. (2) You will teach 15 – 20 minutes from one of the 5 lessons that you have prepared for the project and then evaluate your lesson presentation. (3) A self-evaluation.  
Your typed lesson plans will include the following prepared components: Revised Week-at-a-Glance and one day of detailed lesson plans. Grading rubrics are available on Blackboard. Presentations will be made during class in the final weeks of the semester. A sign-up sheet will be made available in class.

**Student Responsibilities:** Students are expected to

1. Attend class regularly and log into our Blackboard course on a regular basis.
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments

4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others
6. Be responsible for keeping track of your grades and progress in the class
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

## Institutional and Academic Policies

### Attendance

Instructors will follow the basic attendance policy that is outlined in the “Class Attendance” policies stated in the *SPC General Catalog*.

**Face-to-Face:** Students must attend each session and be on time. If you have questions about an absence, please see the instructor. Part of your grade is based on your attendance each assigned class day. *When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor.* Additionally, if you are absent, and you do not communicate with the instructor in a timely manner, you will not be able to make up graded assignments we complete in class. If you have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, you will receive an F in the course. Participation means active engagement. A person cannot be actively engaged if texting or using a cell phone. Excessive or disruptive use of a cell phone in class may be counted as an absence. Please email me if you know you will be absent.

### COVID-19

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or test for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.



### Academic Integrity/Plagiarism

Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in essays or work that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations (with quotation marks) and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;

4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

*If a student plagiarizes on an assignment, a failing grade will be given for the assignment. Any student caught or reported cheating on an exam will also be given a failing grade and possibly dropped from the course. You are in a **teacher preparation program** and behavior of this sort is not conducive to the standards and behavior that is expected as a participant in the AAT program.*

### **Student Code of Conduct Policy**

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Intellectual Exchange Statement**

In South Plains College courses, the instructor will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **Artificial Intelligence Statement**

Artificial Intelligence (AI) can be helpful for students to use as a springboard or brainstorming tool. However, it cannot replace the critical thinking, creativity, and independent work that are expected for assignments submitted in this class and that are integral to your academic growth. Submission of an assignment composed by AI is considered a violation of academic integrity and will result in a zero for the assignment.

### **Disabilities Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302.

### **Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### **Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email [dburleson@southplainscollege.edu](mailto:dburleson@southplainscollege.edu) for assistance.

### **CARE (Campus Assessment, Response, and Evaluation) Team**

South Plains College is committed to ensuring the safety, health, and well-being of its students and community. To support its campus community SPC has a CARE Team. This is a dedicated group of campus professionals responsible

for assessing and responding to students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you see someone experiencing challenges, appearing distressed, posing a threat to their safety or someone else's safety, or causing a significant disruption to the SPC community, please submit a CARE Team referral. You may also submit a referral for yourself if you would like additional support. NOTE: In cases where a person's behavior poses an imminent threat to you or another, contact 911.

### **Campus Concealed Carry Statement**

Texas Government Code 411.2031, et al. authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

### **Campus Resources**

**Tutoring:** Dr. Gail Malone; Ms. Dalila Gonzales, 806-716-2538 or [rgrunder@southplainscollege.edu](mailto:rgrunder@southplainscollege.edu) ; or the Office of College Literacy and Education,, 806-716-2241. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students. SPC tutoring sessions are also available online, or you can schedule a tutoring session via Tutor.com (available in Blackboard).

**\*\*\*We have WRITING CENTERS on the Levelland and Lubbock Downtown campuses. Please make use of this resource.**

### **Advising & Testing**

Latha Tucker, 806-716-4606, [ltucker@southplainscollege.edu](mailto:ltucker@southplainscollege.edu). Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Department of College Literacy and Education at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

## Course Schedule—EDUC 1301 Spring 2023

*\*Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and in Blackboard.*

This is **NOT** a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Saturday to the following Friday.**

Week	Topic
Week 1: Aug. 28 – Sept. 1	<p><i>Module 1: Welcome to Class; Observation Information; Textbook &amp; Syllabus Information; Introduction to Teacher Certification Process</i></p> <p>Chapter 1—“The Teaching Profession”—<i>Foundations of American Education</i> (FoAE)</p> <p>Related Articles &amp; Videos</p> <ul style="list-style-type: none"> <li>• What does it mean to be a teacher?</li> <li>• How do I become a teacher in the state of Texas?</li> <li>• What resources are available to help teachers?</li> </ul> <p><a href="#">Syllabus Quiz Due</a>  <a href="#">Module 1 Reading Quiz Due</a>  <a href="#">Lubbock Downtown Campus Section (C601)—We will also complete the Evaluating Lessons with TTESS Rubric Activity</a>  <a href="#">Complete Background Check for Classroom Observations</a></p>
Week 2: Sept. 4 – 8	<p><b><i>LABOR DAY—MONDAY, SEPT. 4—NO CLASS</i></b></p> <p><i>Module 2: History and Reform of American Public Schools &amp; Examining Lessons for Effectiveness</i></p> <p>Chapter 3—“Philosophical and Historical Foundations of Education in the United States”—<i>Foundations of American Education</i> (FoAE)</p> <p>Articles &amp; Video</p> <ul style="list-style-type: none"> <li>• What is the multicultural history of American education?</li> <li>• What can we do to make sure we are meeting the needs of our diverse students?</li> <li>• What reforms still need to be made to keep moving us in the right direction?”</li> </ul> <p><a href="#">Module 2 Quiz</a>  <a href="#">Class Discussion</a>  <a href="#">Evaluating Lessons with T-TESS Rubric Activity</a>  <a href="#">Lubbock Downtown Campus—we will not meet this week, so you will be expected to complete all readings and assignments from Module 2 on your own time this week.</a></p>
Week 3: Sept. 11 – 15	<p><i>Module 3: How American Schools are Governed &amp; Financed to Fulfill their Purpose</i></p> <p>Chapter 4—“Schools in the United States”— <i>Foundations of American Education</i> (FoAE)</p> <p>Articles and Videos</p> <ul style="list-style-type: none"> <li>• What do educators need to know about educational finance and government?</li> <li>• What do current school reforms include?</li> </ul> <p><a href="#">Module 3 Quiz</a>  <a href="#">Class Discussion</a></p>
Week 4: Sept. 18 – 22	<p><i>Module 4: School Law and Ethics</i></p> <p>Chapter 5—“Ethical and Legal Issues in Education”—<i>Foundations of American Education</i> (FoAE)</p> <p>Article &amp; Videos</p> <ul style="list-style-type: none"> <li>• What are the legal rights, responsibilities, and ethics of teachers in the classroom?</li> </ul> <p><a href="#">Texas Teacher Ethics Learning Activity</a>  <a href="#">Module 4 Quiz</a>  <a href="#">Class Discussion</a></p>
Week 5: Sept. 25 – 29	<p><i>Module 5: Educational Philosophy</i></p>

	<p>Review Chapter 2—"Influences on Learning: Student Differences and Similarities"—<i>Foundations of American Education</i> (FoAE)</p> <p>Articles &amp; Videos</p> <ul style="list-style-type: none"> <li>• What is the purpose of American schools?</li> <li>• What is your philosophy of education?</li> </ul> <p><a href="#">"Do You Know What Plagiarism Is" Review and Quiz</a></p> <p><a href="#">Module 5 Quiz</a></p> <p><a href="#">Begin Educational Philosophy Essay</a></p>
Week 6: Oct. 2 – 6	<p><i>Module 6: Providing a Safe, Inclusive, Fun Learning Environment</i></p> <p>Chapter 2—"Influences on Learning: Student Differences and Similarities"—<i>Foundations of American Education</i> (FoAE)</p> <p>Related Articles &amp; Videos</p> <ul style="list-style-type: none"> <li>• What can teachers do to provide a safe learning environment?</li> <li>• What factors influence student motivation and learning?</li> <li>• How can teachers create an inclusive, fun, instructive learning environment?</li> </ul> <p><a href="#">Module 6 Quiz</a></p> <p><a href="#">Multiple Intelligences Inventory Due</a></p> <p><a href="#">School Safety (ALICE) Activity</a></p>
Week 7: Oct. 9 – 13	<p><i>Module 7: Recognizing Your Diverse Students &amp; Creating an Inclusive Learning Environment</i></p> <p>Articles &amp; Videos</p> <ul style="list-style-type: none"> <li>• How can teachers respond to the cultural and social issues which impact students inside and outside the classroom?</li> <li>• What does an equitable classroom look like?</li> <li>• What does an effective lesson look like?</li> <li>• What does an inclusive classroom look like?"</li> </ul> <p><a href="#">Module 7 Quiz</a></p> <p><a href="#">Peer Evaluate Educational Philosophy Essay</a></p> <p><b><a href="#">Educational Philosophy Essay DUE</a></b></p>
Week 8: Oct. 16 – 20	<p><i>Module 8: Curriculum, Standards, &amp; Testing</i></p> <p>Chapter 6—"Curriculum: Planning, Assessment, Instruction" ”—<i>Foundations of American Education</i> (FoAE)</p> <p>Articles &amp; Videos</p> <ul style="list-style-type: none"> <li>• How have the school curriculum, standards, and testing evolved?</li> <li>• Examining the TEKS</li> <li>• What kinds of assessments can teachers use to differentiate and create equity in the classroom?</li> <li>• What assessments are required by the State of Texas?</li> </ul> <p><a href="#">Learning Activity: Learning Stations</a></p> <p><a href="#">Module 8 Quiz</a></p>
Week 9: Oct. 23 – 27	<p><i>Module 9: Starting the Lesson Planning Process</i></p> <p>Chapter 6—"Curriculum: Planning, Assessment, Instruction" ”—<i>Foundations of American Education</i> (FoAE)</p> <p>Article and Video</p> <p>PLANNING FOR INSTRUCTION</p> <ul style="list-style-type: none"> <li>• How do teachers begin planning a unit?</li> <li>• What is an "inquiry-driven" classroom?</li> </ul> <p><b><a href="#">Unit Framework DUE</a></b></p>
Week 10: Oct. 30 – Nov. 3	<p><i>Module 10: Unpacking the TEKS, Planning Engaging Learning Activities, &amp; Creating an Inquiry-Driven Class</i></p> <p>Articles &amp; Videos</p> <p>PLANNING FOR INSTRUCTION</p> <ul style="list-style-type: none"> <li>• How do teachers deconstruct the TEKS and plan learning activities?</li> </ul> <p><b><a href="#">Unpacking the TEKS DUE</a></b></p>
Week 11: Nov. 6 – 10	<p><i>Module 11: Creating an Inquiry-Driven Class, Effective Questioning, &amp; Writing Objectives</i></p> <p>Articles &amp; Video</p> <p>PLANNING FOR INSTRUCTION</p> <ul style="list-style-type: none"> <li>• How do teachers manage the instructional flow and their classrooms?</li> <li>• How can teachers use questions effectively to help instruction?</li> </ul> <p><a href="#">Learning Activity: Writing Learning Objectives</a></p> <p><b><a href="#">Week-at-a-Glance Conferences</a></b></p>

	<b>Winter Interim, Spring 2024 (both 8-week sessions and 16-week courses) Registration Opens 11/10</b>
Week 12: Nov. 13 – 17	<p><i>Module 12: Daily Lesson Plan &amp; Assessing the Effectiveness of Your Lessons</i></p> <p>Article  <b>PLANNING FOR INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• How do teachers assess the effectiveness of lessons and adjust/reteach as necessary?</li> </ul> <p><b>Week-at-a-Glance Conferences (continued)</b>  <b>Week-at-a-Glance DUE</b></p>
Week 13: Nov. 20 – 21	<p><i>Module 13: Classroom Management</i></p> <p>Chapter 7—“Classroom Environment”—<i>Foundations of American Education (FoAE)</i></p> <p>Article &amp; Videos  <b>PLANNING FOR INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Classroom Management</li> </ul> <p><a href="#">Class Discussion—Situation Cards</a>  <a href="#">Module 13 Quiz</a></p>
<b>THANKSGIVING BREAK (NOV. 22 – 24)</b>	
Week 14: Nov. 27 – Dec. 1	<p><i>Module 14: Professional Development</i></p> <p>Chapter 8—“And Now What? The Path Forward”—<i>Foundations of American Education (FoAEP)</i></p> <p>Articles</p> <ul style="list-style-type: none"> <li>• How do teachers keep up with current trends and best practices in education?</li> </ul> <p><a href="#">Professional Development Reading Quiz</a>  <b>Lesson Planning Documents DUE—Monday, Nov. 27</b>  <b>Lesson Plan Presentations</b>  <b>*Thursday, Nov. 30 = last day to drop a full course</b></p>
Week 15: Dec. 4 – 8	<p><i>Module 15: Becoming an Effective Teacher</i></p> <p>Chapter 8—“And Now What? The Path Forward”—<i>Foundations of American Education (FoAE)</i></p> <p>Articles &amp; Videos</p> <ul style="list-style-type: none"> <li>• How can we become effective teachers?</li> </ul> <p><a href="#">Module 15 Quiz</a>  <b>Lesson Plan Presentations</b></p>
Week 16: Dec. 11 – 14	<p><b>FINALS WEEK</b></p> <p><i>Module 16</i></p> <p><a href="#">End-of-Semester Reflections</a>  <b>Lesson Plan Presentations (if needed)</b></p>