

**Dual Credit**  
**O'Donnell ISD**  
**South Plains College**  
EDUCATION 2301  
2022 Spring  
Course Syllabus

**Course Title:** *Introduction to the Teaching Profession*

**Instructor:** Dr. Cathy Palmer, Superintendent O'Donnell ISD Administration office, 806-428-3241 email [cpalmer@esc17.net](mailto:cpalmer@esc17.net)

### **General Course Information**

**Course Description: Pre-requisite: Completion of any required developmental coursework.** Complete HS Course EDUC 1301 – The course will be module based but will also include face to face instruction as well.

**Course Objectives:** The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments. Hopefully, by the end of the semester you will be able to answer the following question: Do I want to become a teacher?

### **Course Content:**

- The process of becoming a public school teacher, certified to teach in Texas, including a) State Board of Educator Certification ([www.sbec.state.tx.us](http://www.sbec.state.tx.us)); and b) requirements for the Associate of Arts in Teaching degree ([www.theccb.state.tx.us](http://www.theccb.state.tx.us)).
- An introduction to the Approved New Educator Standards in Texas
- An overview of the Educators Code of Ethics
- An overview of the Pedagogy and Professional Responsibilities of teachers: Domain I: Designing Instruction, Domain II: Creating a Positive, Productive Classroom Environment; Domain III: Implementing Effective, Responsive Instruction and Assessment; with particular attention to Domain IV: Fulfilling Professional Role and Responsibilities including the competencies listed below:
  - Understanding the importance of family involvement in children's education and how to interact and communicate effectively with families
  - Enhancing professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities
  - Understanding and adhering to legal and ethical requirements for educators and demonstrating knowledge of the structure of education in Texas.

### **Learning Outcomes**

Upon Successful completion of this course, students will:

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, socio-economic, 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 preferences in order to be able to implement instructional practices that met the needs of all students.
6. Explain the 5 competing philosophies of education
7. Write their own tentative philosophy of education.
8. Explain Bloom's taxonomy and demonstrate its use in the classroom setting.
9. Analyze several controversial educational issues and formulate their own position on the issues.
10. Based on viewing teaching videos, students will evaluate the teacher's performance to identify which philosophy of teaching the teacher is using for her/his class.
11. After reviewing several tort cases, students will be able to identify the four criteria to determine liability.

**Learning Outcome**

**Observable/Measurable Actions by Students**

Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; mid-term exam; interview; classroom observations/observation reflections; annotated bibliography; lesson plan design
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; mid-term exam; interview; classroom observations/observation reflections; annotated bibliography; lesson plan design
Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. Describe the impact of socio-economic status on learning and creating equitable classrooms.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; mid-term exam; interview; classroom observations/observation reflections; annotated bibliography; lesson plan design

## Specific Course Requirements

**Course Requirements:** EDUC 2301, as the course indicates, is an introduction to special populations with the teaching profession and a requirement for the Associate of Arts in Teaching degree. In addition to attending all class meetings throughout the semester, the student will be given four education / field experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time.

### **PLEASE CAREFULLY NOTE ( BELOW) THE GUIDELINES AND EXPECTATIONS OF THE COURSE**

- NO LATE assignments or labs will be accepted without prior approval and a grade penalty will be applied. Email of assignments is acceptable [cpalmer@esc17.net](mailto:cpalmer@esc17.net)
- Students failing to appear for the semester presentations (1 each semester) will be given a final course grade of an “F”.
- Students not submitting an APA paper for the course will be given a final course grade of an “F”.
- **Students are expected to follow the Student Code of Conduct and campus procedures.**
- Students needing to have cell phones visible during a class are required to ask the instructor’s approval PRIOR to the class, otherwise will be asked to put them away.
- Students that are loud, argumentative, disruptive or causing any sort of disturbance (resulting in student complaints) within and during the class will be asked to leave and visit with the department chair before being readmitted into the next class meeting.

**Please Note:** All Assignments can be sent via email to [cpalmer@esc17.net](mailto:cpalmer@esc17.net), through **Blackboard** or in hard copy.

**For all classroom presentations**, professional dress is required. Professional dress is considered a collared button down or polo shirt, Dockers, slacks or skirt. Does not include hoodies, sweat pants, flip-flops, tee shirts, ball caps, jeans, tennis shoes, shorts, mini-skirts, or any other type of casual clothing for sports or leisure.

**Students failing to respect these rules will have a grade reduction on assignment.**

**Materials Needed:**

- Note taking material (3 ring binder and notebook paper or spiral with pockets)
- Pens, pencils, highlighters
- IPAD

**Textbook:**

Garguilo, Richard M., & Metcalf, Debbie (2017). *Teaching in today's inclusive classrooms: A Universal Design for learning approach*. Third edition. Boston: Cengage Learning. (ISBN # 978-1-305-50099-0)

**Attendance:** Attendance requirements will be followed as outlined in the OISD student handbook. You can request student work before absence through email at [cpalmer@esc17.net](mailto:cpalmer@esc17.net).

**Grading and Final Evaluation:****Grading and Final Evaluations**

<b>Attendance/Participation/Discussion/Professionalism</b>	<b>5%</b>
<b>Weekly Module Learning Activities &amp; Quizzes</b> • Includes 8 quizzes & 12 Weekly assignments	<b>25%</b>
<b>Mid – Term Exam</b>	<b>10%</b>
<b>Interview/Transcript</b>	<b>10%</b>
<b>Lesson Plan Presentation</b>	<b>20%</b>
<b>Observations Field Notes</b>	<b>5%</b>
<b>Observation Reflection Paper</b>	<b>15%</b>

*\*I reserve the right to make changes in grade calculations policies at my discretion.*

*\*Assignment instructions and rubrics for assignments will be handed out in class (and be available on Blackboard).*

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = Below 60

## NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- **Late work will not be accepted and will receive a grade of "0."**
- You may review your quizzes/tests that are auto-graded in Blackboard immediately after taking the quiz/test. You should be able to see YOUR response and the CORRECT RESPONSE during the review.
- For all other submitted assignments, papers, and projects, my goal is to have them graded within two weeks of the due date.
- 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.
  - You may access my comments for these 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 (through BLACKBOARD EMAIL) an assignment (as will be the case with most of your weekly module activities), 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.

### **General Assignment Information**

- **Attendance/Participation/Discussion/Professionalism**
- **Weekly Module Learning Activities & Quizzes**  
Assignments and/or quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this portion of your grade.
- **Interview/Transcript**  
Interview a parent or teacher of a special-needs/exceptional child or an adult who was classified as a special-needs or exceptional child during his/her schooling. Transcribe your interview (i.e. type up a transcription of your interview questions and answers) and type a 1 – 1 ½ page reflection. Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).
- **Mid-Term Exam**  
You will have one mid-term exam, which will cover the concepts we have learned up to that point. During the exam, everything you have brought to class will be kept out of sight the entire time. This includes all electronic devices, notebooks, textbooks, backpacks, etc. Students may not wear headgear, earphones, or sunglasses, etc. during the exam.

- **Missed Exam:** If a student misses an exam, the student will receive a 0 for the exam. HOWEVER, if you have documentation for missing the exam (e.g. an official doctor's note), then you may make up the exam within a week.

- **Lesson Plan Presentation**

You will design and present a lesson plan based on a specific grade level and a specific topic within a specific subject (e.g. a lesson on adjectives as part of a 3<sup>rd</sup> grade English Language Arts (ELA) grammar unit. Your lesson plan must follow UDL guidelines and include specific accommodations for special populations. Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard). We will discuss these lesson plans in class.

- **Field Experience**

You will visit 4 different classrooms (one junior high, one high school, one elementary, one of your choice) 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 signed (by school) verification sheet to Mrs. Shavers at the conclusion of each observation. You will also need to take detailed notes over each field experience. This will be taught in class. EDUC 2301 differs from EDUC 1301 in this area. Rather than writing a reflection after each campus visit, you will type up your field notes and submit those for grading. Additionally, after all of your campus visits, you will be given a reflection project to be completed and submitted for grading towards the end of the semester. In order to submit your final reflection project, you must have turned in all verification sheets. *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.*

- **Final Observation Reflection Project**

This is a 3-part project. In the class, you will take field notes and submit the field notes. Using your field notes, you will then write a reflection paper. This will be a research paper; therefore, you will be expected to use correct APA formatting and citations. Guidelines and a rubric for this assignment, along with other pertinent instructions, will be passed out in class (or made available on Blackboard).

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 sun-dresses or shirts with spaghetti straps, hoodies, sweat pants, flip-flops, t-shirts, ball caps, jeans, tennis shoes, shorts, mini skirts, 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.

## **Institutional and Academic Policies**

### **Attendance**

Face-to-Face: Students are expected to be on time and attend class each time it is in session. After your 4<sup>th</sup> absence, you may be dropped from the class. Please email me if you know you will be absent.

Online: Students are expected to log into Blackboard on a daily basis. New modules will open each Friday. Students who miss more than 6 consecutive deadlines, may be dropped from the class. During the semester, we will need to schedule a few face-to-face meetings. These meetings are **mandatory**. If an emergency prevents you from attending one of these meetings, you will need to contact the instructor ASAP.



### **Academic Integrity/Plagiarism**

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty & a standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension. *To be more specific, this includes copying the work of another author and not citing the source from where it was found. (Plagiarism) 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.*

### **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences 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 diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **Disability Services**

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. For more information, call or visit the Disability Services Office at Reese Center, Building 8, 806-716-4675, Levelland Campus (Student Health & Wellness Office) 806-716-2577, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Accommodations**

I wish you success in EDUC 2301 at South Plains College. My role is to help you through this course and prepare you for entrance into a future teacher education program to complete your certification. If you have questions or concerns, please call, email, or come by my office to visit with me. If you believe that you might be eligible for special accommodations due to a learning disability, you should visit the Office of Special Services within the Counseling Department (Reese—806-716-4675; SPC—806-716-2577)

**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 Director of Health and Wellness. 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 Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

**Campus Resources**

**Tutoring:** I am available during the day, you can email me to set up a time [cpalmer@esc17.net](mailto:cpalmer@esc17.net).

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Teaching and Learning Department 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.

**Academic Integrity:** It is the aim of the faculty of South Plains College and O'Donnell ISD to foster a spirit of complete honesty and a high standard of integrity. Classroom behavior that is not conducive to learning will be dealt with according to the guidelines set forth on the South Plains College Catalog. The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

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