

BRAZOSPORT COLLEGE
DIVISION OF SOCIAL SCIENCES & EDUCATION/EARLY CHILDHOOD
EDUC 1301 INTRO TO THE TEACHING PROFESSION
FALL 2020

INSTRUCTORS INFORMATION:

- 1. Name of Instructor:** Dr. Arlinda Montiel
2. Office Location: B-240
3. Office Telephone #: (979) 230-3536
4. FAX #: (979) 230-3465
5. E-mail Address: **arlinda.montiel@brazosport.edu**
6. Online Office Hours: Monday & Wednesday 7:45am-8:45am; 3:00pm-5:00pm; 8:00pm-9:00pm
Tuesday & Thursday 3:00pm-5:00pm
and or by appointment.

COURSE INFORMATION:

- 7. Course Name:** Introduction to the Teaching Profession
8. Course & Section #: EDUC 1301.40
9. Location: Online
10. Days and Times: Tuesdays & Thursdays 1:30 pm – 2:50 pm

CATALOG COURSE DESCRIPTION:

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

COURSE LEARNING OUTCOMES (CLO):

- Identify current issues influencing the field of education and teacher professional development.
- Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
- Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
- Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
- Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Program Learning Outcomes (PLO)

- Use technology to deliver effective instruction for all students.
- Examine relevant research and practices that support the effects of routines and procedures and how these routines and procedures promote effective classroom management.
- Examine activities and techniques that motivate and engage students in the learning process.
- Interpret ethical guidelines for educators in Texas as described in the Code of Ethics and Standard Policies for Texas Educators.
- Analyze judicial and legislative actions, such as IDEA, that have established rights, opportunities and services for children with disabilities.
- Analyze differentiated instruction based on the needs and characteristics of learners.

| Course Learning Outcomes | Assessment |
|--|---|
| Identify current issues influencing the field of education and teacher professional development. | Research Paper (80% or better) |
| Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity. | School Board Meeting (80% or better) |
| Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers. | 16 Hours Field Experience 100% |
| Evaluate personal motivations, educational philosophies, and factors related to educational career decision making. | Philosophy of Education Essay (80% or better) |
| Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. | Teaching Presentation/PowerPoint Quality of production and application of technology (80%) |

Course Requirements:

- The student will be required to conduct and report on 30 hours of Field-based activities, 16 of which must be classroom observations in P-12 schools.
Students may be required to have a TB Test prior to Field-based activities.
NOTE: School districts may also require a name-based background check.
- The student will be required to attend and report on a local School Board meeting.
- The student will be required to write a Philosophy of Education paper.
- The student will be required to write and present a lesson plan.
- The student will be required to use research techniques by reviewing scholarly journals.
- The student will be required to conduct a presentation and PowerPoint on an educational website.
- The student will be required to take a midterm and a final examination.
- The student will be required to work in group assignments.

- The student will be required to formulate a portfolio.
- The student will be required to participate in, in-class actives.
- The student will be required to use technology to complete course requirement.

Evaluation Methods:

The students will be evaluated through a multifaceted approach consisting of objective and non-objective procedures that will address the course requirements listed above including but not limited to:

- Quality of production and application of technology;
- Quality of performance on Field-based activities;
- Quality of production of a School Board meeting report;
- Quality of Philosophy of Education paper
- Quality of lesson plan;
- Quality of research techniques;
- Quality of presentation on an educational research topic/lesson plan/portfolio;
- Quality of performance in examinations.

GRADING CRITERIA:

A = 1000 – 900 points; **B** = 899 – 800, **C** = 799 – 700; **D** = 699 – 600; **F** = Below 599 points

REQUIRED TEXTBOOK:

- *Introduction to Teaching: Making a Difference in Student Learning.* By Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick. (**ISBN:** 978-1-5063-9389-6)

Grades are not negotiable and are based on the grades below and the guidelines on this document.

You are responsible for keeping track of your grades.

| Assignment or Exam | Tentative Due Date | Points | Record Points Earned |
|---|---------------------------|---------------|-----------------------------|
| Syllabus Quiz | August 30, 2020 | 10 | |
| Test 1 (There are no make-ups or re-tests) | September 20, 2020 | 50 | |
| Philosophy of Education Essay | November 22, 2020 | 100 | |
| Discussion Questions 14x5 points) | Weekly | 70 | |
| School Board Meeting Report | November 15, 2020 | 100 | |
| Test 2 (There are no make-ups or re-tests) | October 25, 2020 | 50 | |
| Labs (10x15points) | Various Dates | 150 | |
| Research Article | October 18, 2020 | 60 | |
| Test 3 (There are no make-ups or re-tests) | November 22, 2020 | 50 | |
| 16 Hours Field Experience (Observations) Field Experience Hours/Observation Forms/summaries | November 29, 2020 | 160 | |
| Teaching Presentation /Lesson Plan | November 15, 2020 | 100 | |
| Final Exam | December 10, 2020 | 100 | |
| <i>Semester Grade >>></i> | | 1000 | |

Assignment Policy:

Assignments are to be completed individually, unless specified otherwise. **Late assignments will NOT be accepted.**

Assignment Deadline:

All assignments will be due on the designated due date typically on Sunday's at 11:59pm.

Exams/Quizzes & make-up exams/quizzes:

Exams/quizzes are to be taken online unless otherwise specified. For D2L exams/quizzes the student will have to download the Lockdown Browser. D2L exams/quizzes will be timed and students will be given one opportunity to take the exam. **There is no make-up exams/quizzes or retakes.**

Class attendance & Participation:

Many of the concepts presented require online active participation, therefore attendance is mandatory. Attendance will be taken at the beginning of each class meeting. Students are responsible for all lectures, assignments, handouts, quizzes, and exams. Students arriving more than 15 minutes late will be counted as absent. Students leaving before class is dismissed (unless prior arrangements have been made with the instructor) will also be counted as absent.

******Last day to withdraw is September 9, 2020 with 100% refund. ******

******Last day to withdraw is November 2, 2020******

Academic Honesty:

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in getting dropped from the course or receiving a letter F -grade in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Title IX Statement: Please include the following statement in your syllabus.

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If you experience an incident of discrimination, we encourage you to report it. While you may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what you tell them to college officials. You can also contact the Title IX Coordinators directly by using the contact information below.

Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmisconduct.

Kelli Forde Spiers, Director, Student Life and Title IX Coordinator
Office J-117D; 979-230-3355; kelli.fordespiers@brazosport.edu

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator
Office C-114; 979-230-3303; mareille.rolon@brazosport.edu

Student Conduct Statement:

Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they “fail to comply with any lawful directions, verbal or written, of any official at BC.” Lawful directions include precautions and requirements taken to prevent the spread of COVID-19 at Brazosport College. Students who do not follow safety requirements, including the wearing of a mask, may be removed from class by their instructor and referred to the Dean of Student Services.

Use of cell phones and computers:

Unless otherwise specified, cell phones and laptops are not to be used during class. Students are to leave the classroom to make or take a call to minimize distraction in class.

Student with Disabilities:

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor at (979)230-3236 for further information.

Emergencies:

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postpone if such orders are given.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to change when required by revised course delivery, semester calendar or other circumstances. You should refer to D2L for any updates and campus information. Students are also encouraged to continue the readings and other assignments as outlined on this syllabus.

Tentative Topic Outline

| Date | Activities | PPR EC-12 Standards (160) |
|-----------------------|--|---|
| Week 1 8/24 - 8/30 | <u>Go over:</u> Syllabus, and Field Experience Guidelines <u>Chapter 1:</u> Becoming a Teacher Syllabus Quiz Participate in Discussion: <i>Who has most influenced you to become an educator, and how did they influence you?</i> | 12A, 12E, 12H |
| Week 2 8/31 - 9/6 | <u>Chapter 2:</u> Today's Students Participate in Discussion: <i>What is the teacher's responsibility for teaching students who are not authorized to be in the country?</i> | 1D, 1E, 1M, 1N, 1P, 2A-I, 4J, 5B, 5G, 11A-F |
| Week 3 9/7 - 9/13 | <u>Chapter 3:</u> Exceptional Learners Participate in Discussion: <i>Should special ed students be educated in the regular classroom?</i> | 1D, 1E, 1M, 1N, 1P, 2A-I, |

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|--------------------------|--|--|
| | <i>Monday, September 7, 2020 Holiday, College Closed</i> | 4J, 5B, 5G, 11A-F |
| Week 4 9/14 – 9/20 | <u>Chapter 4: The Social Context of Schools</u> Participate in Discussion: <i>What should be your role as a teacher when you hear a student verbally of physically harassing another student?</i> <i>How could you appropriately support the victim of abuse?</i> | 1D, 1E, 1M, 1N, 1P, 2A-I, 4J, 5B, 5G, 11A-F |
| Week 5 9/21 – 9/27 | <u>Chapter 5: Families and Communities</u> Discussion question: <i>What do you particularly like about your cultural background?</i> <i>What do you wish you could change?</i> <u>Chapter 6: History of Schools in the United States</u> Discussion question: <i>How can learning from the past help you reflect on the histories and experiences of the students in your classroom to help you serve their needs?</i> | 11A-F |
| Week 6 9/28 – 10/4 | <u>Chapter 6: History of Schools in the United States</u> Discussion question: <i>How can learning from the past help you reflect on the histories and experiences of the students in your classroom to help you serve their needs?</i> | 3A-H, 4F, 4I, 4M, 5D, 6G, 7A-D, 8A-J |
| Week 7 10/5 – 10/11 | <u>Chapter 7: Developing a Philosophy of Teaching and Learning</u> Participate in Discussion question: <i>How might someone who saw you teach identify your personal philosophy of teaching?</i> | 12I |
| Week 8 10/12 – 10/18 | <u>Chapter 8: Organizing and Financing Schools for Learning</u> Participate in Discussion question: <i>What do you think are some of the major issues that most school districts are facing at this time?</i> | 12A-I |
| Week 9 10/19 – 10/25 | <u>Chapter 9: The Laws as it Relates to Teaching and Learning</u> Participate in Discussion question: <i>In which areas do you think school districts should cut spending?</i> <i>What would be the consequences of such cuts?</i> | 13F-G |
| Week 10 10/26 – 11/01 | <u>Chapter 10: Standards, Curriculum, and Accountability</u> Participate in Discussion question: <i>Have you seen situations where a teacher could have been held liable for something that occurred that placed students at risk? What are some positive activities you have observed during your field experience activities?</i> | 12D |
| Week 11 11/02 – 11/08 | <u>Chapter 11: Managing the Classroom and Student Behavior</u> Participate in Discussion question: <i>How would you respond if a student asks, “Why do I have to learn this”?</i> | 13A-G |
| Week 12 11/09 – 11/15 | <u>Chapter 12: Teaching Strategies</u> Participate in Discussion question: <i>How do effective teachers take care of problems in the classroom with little effort and without disrupting learning?</i> | 3A-E 5A-G 6A-7A-D 3E-G J |

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|--------------------------|---|---------------|
| Week 13 11/16 – 11/22 | <u>Chapter 13:</u> Assessing Student Learning and Using the Results Participate in Discussion question: What is your learning style preference? Lesson plan & presentations | 7A-D 3E-G |
| Week 14 11/23 – 11/29 | <i><u>Holiday (College Closes at noon on Tuesday, November 24, 2020)</u></i> | |
| Week 15 11/30 – 12/06 | Chapter 14: Succeeding in your Teacher Education Program, and Beyond Participate in Discussion question: <i>Why should teachers develop skills in using a wide range of technologies?</i> | 9A-H 10A-E |
| Week 16 12/07 | <u>Final Exam</u> | |

| LABS | | | |
|---------|----------------------------------|--------|---|
| Lab | Description | Points | Due Date |
| 1 | Your Motives | 15 | August 30, 2020 |
| 2 | Classroom Rules and Consequences | 15 | September 13, 2020 |
| 3 | Teacher Movie | 15 | October 25, 2020 |
| 4 | TED Talk | 15 | September 27, 2020 |
| 5 | Student Interview | 15 | September 6, 2020 |
| 6 | TEKS | 15 | October 4, 2020 |
| 7 | Region IV Scavenger Hunt | 15 | October 18, 2020 |
| 8 | Classroom Design | 15 | November 8, 2020 |
| 9 10 | Guest Presentation | 30 | Date to be determined Attendance is Mandatory |