

Introduction to the Teaching Profession (EDUC 1301)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: None.

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 111 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; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Required Textbook and Materials

Teachers, Schools, and Society: A Brief Introduction to Education
6th Edition

By David M. Sadker and Karen Zittleman and Melissa Koch

See below for ISBN

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You will need to purchase the e-book and CONNECT access

- Personalize your learning, save time completing homework, and possibly earn a better grade
- Access to eBook, homework and adaptive assignments, videos, and study resources
- Download free ReadAnywhere App for offline access to eBook for anytime reading
- CONNECT will be assigned as part of your grade. .ISBN10: 1264169906 | ISBN13: 9781264169900

Access to a working, reliable computer

You cannot complete the course on your phone.

Course Objectives

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, 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.

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5. Recognize the various multiple intelligences/learning styles to be able to implement instructional practices that meet the needs of all students

Course Outline

PART 1: TEACHERS AND STUDENTS

CHAPTER 1 THE TEACHING PROFESSION AND YOU

CHAPTER 2 DIFFERENT WAYS OF LEARNING

CHAPTER 3 TEACHING YOUR DIVERSE STUDENTS

CHAPTER 4 STUDENT LIFE IN SCHOOL AND AT HOME

PART 2: FOUNDATIONS

CHAPTER 5 THE MULTICULTURAL HISTORY OF AMERICAN EDUCATION

CHAPTER 6 PHILOSOPHY OF EDUCATION

CHAPTER 7 FINANCING AND GOVERNING AMERICA'S SCHOOLS

PART 3: SCHOOLS AND CLASSROOMS

CHAPTER 9 PURPOSES OF AMERICA'S SCHOOLS AND THE CURRENT REFORM MOVEMENT

CHAPTER 10 CURRICULUM, STANDARDS, AND TESTING

CHAPTER 11 BECOMING AN EFFECTIVE TEACHER

A detailed course outline is provided on your BlackBoard course.

Important Notice: This course of study would not be appropriate for anyone who falls into the category as notes by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for or is the subject of an official criminal 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."

Grade Scale

Course Evaluation

Grade Scale	Letter Grade	Course Evaluation	Weight
90 – 100	A	Final grades will be calculated according to the following criteria:	
		Daily Work (Discussion, Journals, Assignments)	40%
80 – 89	B	Major Grades (Field Observations, Projects, Final Exam)	60%
70 – 79	C		
0 – 69	F		

Course Requirements:

Field Observation: All students must successfully complete 16-hours of field experience to pass this course. Students will be assigned to a K-12 school, submit field observation reports, and pass a background check to participate in K-12 schools. Students must successfully pass a background check to complete the field observations.

Attendance Policy: Online courses are monitored for attendance through BlackBoard. If you do not access the course on a regular basis and complete the assignments your grade will suffer.

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Student Code of Conduct Statement: It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the LIT Catalog and Student Handbook. The LIT Catalog and Student Handbook may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

Course Policies

1. Respect other students, faculty and staff of LIT.
2. No food, drinks, or use of tobacco products in class.
3. Cell phones, headphones, and all other electronic devices must be turned off while in class.
4. Belligerent, abusive, profane, threatening, and/or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution.
5. Additional class policies as defined by the individual instructor.

Disabilities Statement

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)839-2018. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](http://www.lit.edu/special-populations)

Starfish

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

