

INTRODUCTION TO THE TEACHING PROFESSION (EDUC 1301 2B1)

INSTRUCTOR CONTACT INFORMATION

Instructor: Caley Owens
Email: cdowens1@lit.edu
Office Location: Virtual Office
Office Hours: 8AM-5PM



CREDIT

3 Semester Credit Hours (3 hours lecture, 0 hours lab)

MODE OF INSTRUCTION

Online

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.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

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 to be able to implement instructional practices that meet the needs of all students

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
ISBN10: 1260804283
ISBN13: 9781260804287
Copyright: 2022

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 may be assigned as part of your grade. Check with your instructor to see if Connect is used in your course. ISBN10: 1264169906 | ISBN13: 9781264169900

ATTENDANCE POLICY

This course is online. Expectations are to access the course at least 3 times per week and check you emails and announcements daily.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE CALENDAR

Topic	Course Content and Activities <i>*Important: Weekly work is subject to change depending on student activities, etc.</i>	Assignments	Date Due
Module 1 Orientation	Official Release to do Background Check Orientation Presentation Routes to Certification Textbook Information Connect Orientation	Background Check form Assignment – Routes to Certification Assignment – Connect Orientation Course Introductions	1/22 1/22 1/22 1/22

Module 2	CHAPTER 1 THE TEACHING PROFESSION AND YOU CHAPTER 2 DIFFERENT WAYS OF LEARNING Chapter 1 Focus Questions and PowerPoint Video – 8 Stages of Development by Erik Erikson Survey: Why do you want to be a teacher? Chapter 2 Focus Questions and PowerPoint Video - Learning Styles and Multiple Intelligences: Theory Integration Quiz - What's your Learning Style? Chapter 2 Videos - Multiple Intelligences Classroom Bias through Role Play Including Students with Special Needs	Assignment - Developmental Issue in Your Classroom (Bb Assignment) Chapter 1 SmartBook Assignment (Connect) Survey: Why do you want to be a teacher? Chapter 2 Video Assignment (Connect)	1/29 1/29 1/29
Module 3	CHAPTER 3 TEACHING YOUR DIVERSE STUDENTS Exploring Teacher Tests: TExES and PACT What do I want to teach and at what age level? (Journal) Chapter 3 Focus Questions and PowerPoint Videos - Socioeconomic Diversity by Jenna Casteel Race and Ethnicity: Crash Course Sociology #34	Assignment - What do you want to teach...? (Journal) Assignment - First Impressions (Journal) Assignment - Diversity - A Day in the life	2/5 2/5 2/5
Module 4	CHAPTER 4 STUDENT LIFE IN SCHOOL AND AT HOME Teacher Code of Ethics website TEA training videos on code of ethics Chapter 4 Focus Questions and PowerPoint	Acknowledgement of The Educators' Code of Ethics Assignment- Issues at Home and School (Journal) Assignment – Chapter 4 Smartbook	2/12 2/12 2/12
Module 5	CHAPTER 5 THE MULTICULTURAL HISTORY OF AMERICAN EDUCATION Chapter 5 Focus Questions and PowerPoint Video Assignment The Common School and the Teaching Profession A Missionary Mind and a Fighting Spirit Native American Education Social Change: Desegregating Schools	Assignment - Chapter 5 SmartBook Assignment Video/Multicultural History Assignment – Observation Update	2/19 2/19 2/19

Module 6	CHAPTER 6 PHILOSOPHY OF EDUCATION Chapter 6 Focus Questions and PowerPoint Chapter 6 Finding Your Philosophy Getting prepared to write a philosophy statement Link - Maslow's Hierarchy of Needs Video - Maslow's Hierarchy of Needs Video - Maslow's Hierarchy of Needs in the Classroom Teddy story	Assignment – Finding your philosophy	2/26
Module 7	CHAPTER 7 FINANCING AND GOVERNING AMERICA'S SCHOOLS CHAPTER 8 SCHOOL LAW AND ETHICS Chapter 7 - Financing and Governing America's Schools Focus Questions and PowerPoints Chapter 8 School Law and Ethics Developing a Professional Code of Ethics	Assignment - Journal "School Governance Quiz" (page 215) Discussion – You be the Judge Optional Assignment - How much does your school spend on education?	3/5 3/5
Module 8	CHAPTER 9 PURPOSES OF AMERICA'S SCHOOLS AND THE CURRENT REFORM MOVEMENT CH 9 Focus Questions and PowerPoint	Discussion Activity -CH 9 School Reform: You Be the Teacher	3/12
Module 9	OBSERVATION WEEK	Assignment – Observation Update	3/26
Module 10	CHAPTER 10 CURRICULUM, STANDARDS, AND TESTING Video – 11 Tech Tools Google Teachers Need to be Using Video - How to use Education Technology Video - Social Media and Technology in the Classroom Exploring the TEKS Connect - Ch 10 High Stakes Testing	Assignment – Discussion Tech Tools Assignment – Exploring the TEKS Assignment - High Stakes Testing (Connect)	4/2 4/2 4/2
Module 11	CHAPTER 11 BECOMING AN EFFECTIVE TEACHER Focus Questions & PowerPoint Bloom's Taxonomy: Structuring The Learning Journey (Time-4:46) Verbs for Bloom's Taxonomy Active Learning: If you Don't Remember What You've Learned Yesterday...(6:54) Active Learning Strategies (2:22)	Assignment - Bloom's Taxonomy Question Starters Assignment – Video/Active Learning Strategies Assignment – Lesson Plan	4/9 4/9 4/9

	Writing Lesson Objectives for Classroom Teachers (2:20) How to Write a Lesson Plan		
Module 12	Video - What is Classroom Management (5:27) Video – Classroom Management: Building a Culture	Assignment – Classroom Management	4/16
Module 13	Reviewing and Assessing Course Objectives	Assignment – Let’s Think About It Part 1 Assignment – Let’s Think About it Part 2	4/23
Module 14	Documents for Observation Turn in your observation summaries Philosophy of Education Statement	Focus Area #1 - ISD Instructional Documents Focus Area #2 - Classroom Management Focus Area #3 - Classroom Setting Focus Area #4 - Communicating with Parents Focus Area #5 - Lesson Cycle	4/30 or before
Module 15	Final Exam	Submit Philosophy of Education	5/7

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Daily Work (Discussion, Journal, Assignments)	40%
Major Grades (Field Observations and Projects)	60%

GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

LIT does not use +/- grading scales

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution’s

Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

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)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

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. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

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.

ADDITIONAL COURSE POLICIES/INFORMATION

Instructor Expectations from Students:

- Instructor will provide communication with the class through announcements and email.
- Instructor will provide an email response to a student within 24 hours of receipt during the hours of Monday-Friday, 8:00 AM -5:00 PM.
- Instructor will provide grades for submitted assignment within 1 weeks of the submission date. Zeros will be entered into gradebook for late assignments each week.
- Instructor will be available by email during the hours of Monday-Friday, 8:00 AM -5:00 PM.
- Instructor will post comments with each grade. Please read them! Click on the circle next to your grade to read comments. Instructor may have you resubmit the assignment for partial or full credit.

Student Expectations from Instructor:

- **Students will submit coursework using proper punctuation and grammar. Sentences begin with a capital letter and end with punctuation. Points will be deducted for several infractions. (Use an app if you need help in this area – Grammarly is one app)**
- Students will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Students will complete the course work by the assigned due date.
- Assignments turned in late will have a deduction of points ranging from 10 to 30.
- Students will communicate with the instructor in both written form by email and/or verbal by phone.
- If at any time you see that I have recorded anything incorrectly, it is your responsibility to call it to my attention. Check your BlackBoard grades weekly.
- Student will have the responsibility to contact the helpdesk for technical issues at 409-951-5701 or LIT-BBsupport@lit.edu