

# **Texas A&M University-Texarkana**

## **Course Syllabus**

**EDUC 1301: Introduction to the Teaching Profession**

**Fall 2017 Tuesdays & Thursdays**

**9:30-10:45**

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### **Course Description:**

**Introduction to the Teaching Profession** is designed to introduce the student to teaching as a career choice. This course will examine student diversity within American public schools and changes in American society that have influenced schools.

**Course Delivery Method:** Face-to-face and web-enhanced

### **Required Textbooks/Resources:**

Kauchak, D., & Eggen, P. (2011). *Introduction to teaching: Becoming a professional* (5<sup>th</sup> ed.). Boston, MA: Pearson. 13: 978 13 283563

Modale, S. & Patton, S. B. (editors). (2001). *School: The story of American public education*. Boston, MA: Beacon Press. 0 8070 4221 8

## **Student Learning Outcomes: Course Outline:**

### STUDENT LEARNER OUTCOMES (SLO)

The Student Learner Outcomes include three components: 1) content, 2) professionalism, and 3) technology. The SLOs are aligned with the State of Texas Educator Standards for Pedagogy and Professional Responsibilities EC-6, Generalist EC-6, English as a Second Language EC-12, Special Educators EC-12, and Technology Application Standards for all beginning teachers.

#### Content SLOs

Through course and/or field-based activities and assignments, students will demonstrate the ability to identify, define, describe, and explain...

1. legal and ethical responsibilities of teachers and the essential characteristics of professionalism in teaching.
2. historical, philosophical, and theoretical perspectives that have shaped American education.
3. the organization and major educational governance structures of American schools.
4. how legal system at the federal and state, and local levels influences education.
5. changes in society, in the American family, and in students that influence school success.
6. how diversity including gender, exceptionalities, and cultural diversity, influence learning.
7. elements of effective teaching for diverse learners.
8. how schools address the learning needs of English Language Learners and exceptional students.
9. elements of effective classroom management.
10. elements of a positive learning environment and explain how it contributes to learning.

11. different definitions of curriculum, explain how curriculum and instruction are related, and identify different forces that influence the curriculum.
12. the process of assessment, and explain how it promotes student learning.
13. standards and explain how assessment, standards and accountability are related.

### PROFESSIONALISM SLOs

The following professionalism SLOs are infused throughout the course. They are aligned with (1) the Texas Code of Ethics and Standard Practices and (2) the Council for Exceptional Children Code of Ethics. See **Professionalism** on the course web site.

- **Evaluation of professionalism will be based upon, but not limited to, the instructor's observation of the student's attendance records; interactions during class and online activities; email interaction; response to feedback; interaction within collaborative projects and discussions; reflections; quality of written and oral communications; and/or interactions during field experience.**
- **Upon completion of EDUC 1301 A&M-Texarkana students will demonstrate the ability to....**
  1. appropriate attendance and promptness.
  2. ability to meet deadlines.
  3. positive, open attitude towards learning.
  4. ability to utilize constructive feedback.
  5. appropriate organizational skills.
  6. appropriate collaboration skills.
  7. emerging presentation skills.
  8. growth as a reflective practitioner.
  9. respectful attitude toward instructor and other students.
  10. appropriate grammar, articulation and speech patterns.
  11. understanding of the principles represented in IDEA.
  12. understanding of the critical issues and ethical considerations in special education (i.e., labeling, confidentiality, collaboration, etc.,)

- 13.professional and ethical behaviors during field experiences.
- 14.professional and ethical behaviors throughout the semester.

**Methods of Evaluation:**

**Attendance, participation, exams, essays, assignments, projects, and/or presentations**

**Grading Scale:** A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

**Course Etiquette:**

- No cell phone usage in class.
- No text-messaging during class.
- Conduct yourself in a manner that is not distracting to your peers.
- Be respectful of other students and the instructor.
- Recognize that arriving late or leaving class early is a distraction to your peers!
- Students may NOT bring children to class.
- Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.

**Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

**A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

**Drop Policy:** To drop this course after the census date, a student must complete a [Drop/Withdrawal Request Form](#), located on the University Registrar's webpage or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

**Class Participation:** Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

**Students with federal loans and/or grants:**

Students who have federal loans and grants must be aware that participation is monitored in online courses. In the event a student withdraws from a course the student will be required to refund all federal funds prorated from the last date of participation. A student's last access to Blackboard would not suffice as participation. The required weekly activity could include a comment to a blog, a

discussion board posting, a journal entry, a quiz or exam, a submitted assignment, or other measurable and tracked activity.

**Student Technical Assistance:**

Solutions to common problems and FAQ's for your web-enhanced and online courses are found on the [Online Student Training](#) page on our website.

If you cannot find your resolution there, you can submit a support request by contacting the IT Service Desk:

Email: [isite@tamut.edu](mailto:isite@tamut.edu)

Phone: 903-334-6603

Submit a [Support Request](#)

Additional student help for Blackboard can be found here:

[Blackboard Help for Students](#)

**Technical Requirements:**

The following are the minimum computer requirements for online learning:

A computer capable of handling streaming video. A mid-range multi-core CPU should be adequate.

A sound card.

A high speed internet connection preferably directly connected to the computer via a hard-wired Ethernet connection rather than wirelessly connected.

Virus and adware protection software.

Microsoft Word, minimum version 2007 or above.

[Mozilla Firefox](#) browser available free.

The most recent versions of Java, Flash, QuickTime, Adobe Reader, and Shockwave. You can check this in the Firefox browser by visiting:

[Firefox Plugin Check Tool](#)

Please note: some instructors may require the use of a headset with microphone and/or a webcam. If so, the cost of these items is not included in your course fees and will need to be acquired at your own expense.

**Blackboard Mobile for iOS and Android Devices**

Android and iOS devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



The Blackboard Mobile App provides limited access to courses, including the ability to read and contribute to discussions, check grades and announcements, access content, read and comment on blogs, reflect in journals, link to your personal Dropbox, and receive push notifications when courses are updated. Limited course features may also be available via your mobile device's browser; however, your mobile device does not replace your personal computer and should not be used as a substitute for one. High stakes assignments, tests, etc. should be completed on your personal computer, and not on your mobile device.

**The instructor retains the right to make changes in the schedule and/or content to fit the needs of the class and the pace of learning.**