EDUC 1301. INTRODUCTION TO THE TEACHING PROFESSION
Web Course Syllabus

EDUC 1301. INTRODUCTION TO THE TEACHING PROFESSION (3-3-1)
An enriched, integrated pre-service course and content experience that: 1) provides active
recruitment and institutional support of students interested in a teaching career, especially in high
need fields; 2) provides students with opportunities to participate in early field observations at all
levels of P-12 schools with varied and diverse student populations; 3) 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; 4) course content should
be aligned as applicable with State Board for Educator Certification Pedagogy and Professional
Responsibilities standards; and 5) course must include a minimum of 16 contact hours of field
experience in P-12 classrooms. (Prerequisite: Must be eligible to enroll in READ 0308 or be
concurrently enrolled in READ 0306.) F, Sp (1301015109).

INSTRUCTOR INFORMATION:
Instructor: Kim Collier, Instructor Education

Virtual Office: 9 AM to 6 PM Monday-Friday
Phone: Home: 903-633-8215
        Cell: 903-926-0265
        Fax: 903-633-8168
Email: kcollier@kilgore.edu, use subject line “EDUC1301”

COURSE RATIONALE:
This course will help answer three important questions:
1. Do I want to become a teacher?
2. What do I need to become the best teacher possible?
3. What should a professional in the field of education know?

REQUIRED TEXT:

It is imperative that you complete the Public School Request and Information Form and
upload it in the appropriate place in the WEEK ONE assignments

Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>120</td>
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<tr>
<td>Unit Tests (4 @ 40 pts)</td>
<td>160</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>140</td>
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<tr>
<td>Field Experience</td>
<td>180</td>
</tr>
</tbody>
</table>
Website Review (4@25pts) 100 points
Journal Article Summary (4 @ 25pts) 100 points
Portfolio Project 100 points
Final Exam 100 points

Grading Scale:

900-1000 A
800-899 B
700-799 C
600-699 D
599 and below F

POLICIES:

Course Requirements
A. Log on at least once a week
B. Turn in assignments on time – this is not a self-paced course
C. Participate in Discussion Boards
D. Observe in various grades in public schools
E. Upload the Public School Request and Information Form found in Course Wide Resources in the appropriate place in the WEEK ONE assignments. If this is not completed by the end of WEEK TWO, you will be dropped from this course.

Technology Requirements:
MicroSoft Word*
Power Point Viewer
Multimedia View

*MICROSOFT WORD:

There are a variety of word processing software programs available. This course requires that all work be completed using Microsoft Word.

This software is available on the KC library computers and the computers in the computer labs in both Kilgore and Longview. Assignments completed in other software programs (Notepad, Works, Word Perfect, etc.) WILL NOT be accepted. Assignments returned for resubmission due to incorrect software will be considered late.

LATE WORK:

ALL assignments will be considered late if not received via eLearning by midnight on the due date.

- All late assignments will be penalized after midnight on the due date. If you are one day to six days late submitting an assignment, the highest possible grade you will be eligible for is 90%, seven to thirteen days 80%, and fourteen to 20 days late is 70%. If the assignment is submitted following the three week grace period, a grade of 50% may be given for the assignment at the instructor’s discretion.
Instructor may reduce penalty for late assignments for **EXTREME** circumstances such as hospitalization, death of immediate family member, etc.

**Attendance:**

- Students must log into the course at least once a week. Students **may** be dropped from the course if they do not log in for more than two weeks.
- In addition, students should read the Kilgore College attendance policy in the *Kilgore College Catalog* and should be aware that an instructor may drop a student from the class as a result of excessive absences (12.5% of the total hours of instruction in any term). The dates for withdrawal and the related grades are also listed in the catalog.

**Academic Honesty**

- Students should read the Academic Honesty Statement in the *Kilgore College Catalog* to be aware of potential penalties associated with academic dishonesty.

Each instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within the prevailing conditions affecting this course.

**STUDENT LEARNING OUTCOMES:**
The student will:

- review professional dimensions of teaching and teachers
  Artifacts: Portfolio Projects; Journal Article Summaries; Field Experiences; Discussion Forums Chapters 1,8,11,12; Unit Tests 1,3,4
  Basic Intellectual Competencies: 1,2,4,5,6,7,8

- identify diverse student populations.
  Artifacts: Field Experiences; Discussion Forums Chapters 2,3,4; Unit Tests 1,2
  Basic Intellectual Competencies: 1,2,4,5,6,7,8

- explain social, cultural, structural, and curricular factors which influence schools.
  Artifacts: Field Experiences; Discussion Forums chapters 5,6,7; Unit Tests 1,2
  Basic Intellectual Competencies: 1,2,4,5,6,7,8

- compare and contrast the historical, philosophical, political, economic, and legal forces which impact education
  Artifacts: Field experiences; Portfolio project; Discussion Forums Chapters 7,8,9,10; Unit Tests 3,4
  Basic Intellectual Competencies: 1,2,4,5,6,7,8
evaluate current issues and trends in education through research and discussion.

Artifacts: Field Experiences, Discussion Forums Chapters 3,4,5,6,9,10,11,12; Unit Tests 2,3,4

Basic Intellectual Competencies: 1,2,4,5,6,7,8

SCANS competencies are: (1) Reading, (2) Writing, (3) Arithmetic or Mathematics, (4) Speaking and Listening, (5) Thinking Skills, (6) Personal Qualities, (7) Workplace Competencies, (8) Basic Use of Computers.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Due</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Notes</th>
<th>Discussion Forums</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>****</td>
<td>Introduction</td>
<td>Public School Request and Information form, Practice Test</td>
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<td>All About Me</td>
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<tr>
<td>2</td>
<td>Chapter 1</td>
<td>Becoming a Teacher</td>
<td>Memories of a Teacher, Chapter 1 Quiz,</td>
<td>Traits of Successful Teachers</td>
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<td>3</td>
<td>Chapter 2</td>
<td>Different Ways of Learning</td>
<td>Chapter 2 Quiz, Multiple Intelligence Survey, Learning Styles Inventory</td>
<td>Strengths and Learning Styles</td>
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<td>4</td>
<td>Chapter 3</td>
<td>Teaching Your Diverse Students</td>
<td>Chapter 3 Quiz, Letter of Introduction, Journal Article Summary, Website Review, Unit One Test</td>
<td>Approaches to Bilingual Education</td>
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<td>5</td>
<td>Chapter 4</td>
<td>Student Life in School and St Home</td>
<td>Chapter 4 Quiz</td>
<td>Strategies for At-Risk Students</td>
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<td>Chapter 5</td>
<td>Schools: Reforming America's Schools</td>
<td>Chapter 5 Quiz,</td>
<td>Goals for Schools</td>
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<td>7</td>
<td>Chapter 6</td>
<td>Curriculum, Standards, and Testing</td>
<td>Chapter 6 Quiz, Website Review, Journal Article Summary, Unit 2 Test</td>
<td>Common Core of Standards</td>
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<td>8</td>
<td>Chapter 7</td>
<td>The History of American Education</td>
<td>Chapter 7 Quiz, Field Observations 1-6</td>
<td>New School</td>
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<td>9</td>
<td>Chapter 8</td>
<td>Philosophy of Education</td>
<td>Chapter 8 Quiz, Philosophy of Education</td>
<td>What's Your Philosophy</td>
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<td>Chapter 9</td>
<td>Financing and</td>
<td>Chapter 9 Quiz</td>
<td>Equity vs Adequacy</td>
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<td>Chapter</td>
<td>Title</td>
<td>Assignments</td>
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<td>11</td>
<td>Chapter 10</td>
<td>School Law and Ethics School Law and Ethics</td>
<td>Chapter 10 Quiz, Journal Article Summary, Website Review, Unit Three Test</td>
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<td>Chapter 11</td>
<td>Teacher Effectiveness Teacher Effectiveness</td>
<td>Chapter 11 Quiz, Classroom Design, Field Observations 7-10 Models of Instruction</td>
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<td>13</td>
<td>Chapter 12</td>
<td>Your First Classroom Your First Classroom</td>
<td>Chapter 12 Quiz, Lesson Plan Have Public Schools Failed or Served Society</td>
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<td>Chapter 13</td>
<td>Q and A Guide to the Teaching Profession Q and A Guide to the Teaching Profession</td>
<td>Website Review, Journal Article Summary, Field Observations 11-16, Meeting Summary Unit Four Test Favorite/Least Favorite and My Favorite Website</td>
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<td>On-line Course Survey</td>
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<td>16</td>
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<td>Final Exam</td>
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