

EDUC 1301: Introduction to the Teaching Profession
Spring 2020

*The Teaching and Learning Center
South Plains College*

South Plains College Improves Each Student's Life

Course Title: Introduction to the Teaching Profession
EDUC 1301.C001 = M/W 1 – 2:15 p.m. (Lib. 326)
EDUC 1301.C200 = M 6:00 – 9:00 p.m. (Reese, Bldg 8, Room 830A)

Instructor: **Lori Satterwhite, M.Ed.**
lsatterwhite@southplainscollege.edu
Office: 806-716-2237
Office: Library, Levelland, Office 312 (In Office Suite 306)
Office Hours: M - F 9:00 – 11:30 a.m. (Friday, by appointment only)
TTH 2:30 – 4:00 p.m.

Observation Coordinator: **Christine Martine, M.Ed.**
cmartin@southplainscollege.edu
Office: Office 332, 3rd floor, SPC Library
Office Hours: Monday & Tuesday 9:30 – 10:30 a.m.
Contact Me Through REMIND app



General Course Information

Course Description

Pre-requisite: Completion of any required developmental coursework and 15 or more college-level semester credit hours (including ENGL 1301) with a 2.5 or higher GPA or approval of the Program Coordinator.

This course offers 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 EC - 12 schools with varied and diverse student populations and provides students with support from college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course includes a minimum of 16 hours of classroom observations in EC – 12 classrooms.

Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcome	Observable/Measurable Actions by Students
Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections

Students will recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. Students will also identify effective, responsive, and engaging instructional strategies that promote student learning (based on PPR Standards I & III).	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity and describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence (based on PPR Standard II).	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
Students will be able to provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers (based on PPR Standards I – IV).	Classroom observations/observation reflections

Field Experience Component

EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**

For ALL Classroom Presentations & AAT Observations: professional dress is required. Professional dress is considered a collared, button-down or golf shirt, Docker-style pants, slacks, skirts, or dresses. (Girls, if you wear a dress, it needs to be cut no shorter than just above the knee—NO MID-THIGH dresses are permitted). Professional dress does NOT include sun-dresses or shirts with spaghetti straps, hoodies, sweat pants, flip-flops, t-shirts, ball caps, jeans, tennis shoes, shorts, mini skirts, or any other type of casual clothing for sports or leisure. Students failing to respect these rules will receive a zero “0” for the observation and assignment and will not be allowed to make it up.

Professionalism: I place a **great** value on professionalism. It is KEY to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Your participation/attendance/professionalism grade is a subjective grade, which is judged based upon my perspective and measured by your actions. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

What is professionalism?

Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

Course Guidelines and Expectations

Textbook: Sadker, D. M., & Zittleman, K. R. (2018). *Teachers, Schools, and Society: A Brief Introduction to Education* (5th ed.). New York, NY: McGraw Hill.
 (Note: You may purchase the print edition or the online edition)



Other Materials:

- 1" 3-ring binder (for project)
- 1 set of 6 dividers (for project)
- notebook paper, pens, pencils
- access to a computer

Grading and Final Evaluations

Attendance/Participation/Professionalism/Discussions	10%
3 Unit Exams	30%
Weekly Assignments & Lesson Plan Preparation Assignments <ul style="list-style-type: none"> • 6 - 10 In-class or graded assignments • 5 Lesson Plan Preparation Assignments 	10%
Observation Verification Forms/Observation Reflections	20%
Final Presentation <ul style="list-style-type: none"> • Educational Philosophy Essay • Copies of Observation Reflections • Lesson Plans <ul style="list-style-type: none"> • Unit Framework • Unpacking My TEKS • Week-at-a-Glance • 1 day of detailed Lesson Plans • Self-Evaluation of Lesson 	30%
Total	100%

Grades are determined by the following scale:

90 – 100% = A	60 – 69% = D
80 – 89% = B	0 – 59% = F
70 – 79% = C	

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- **Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on tests that are auto-graded in Blackboard immediately after taking the tests. You should be able to review your responses and the CORRECT RESPONSE after all students have submitted their tests.
- For all other submitted assignments, papers, and projects, my goal is to have them graded within two weeks of the due date.
- Most MAJOR WRITTEN ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.

- You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

Unforeseen Circumstances: If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

- ✓ **Students failing to appear for the final presentation will be given a final course grade of an "F."**

Please Note: Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation.

Instructional Delivery

- Instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and guest speakers. We will also have a Blackboard platform. All assignment instructions and rubrics will be available through Blackboard. You will also take all of your Unit Exams through Blackboard.
 - **NOTE:** As this class has an online component, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:
 - Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**
 - Daily access to the internet—MySPC, Blackboard, SPC email, online textbook (if that is your choice)
 - *NOTE: We will also use other websites for activities and games.*
 - Knowledge of (and ability to work in) Microsoft Word. You need to know how to add tables and insert pictures and other graphics, etc. *—again, all SPC students have free access to Microsoft Office products.*
 - Knowledge of (and ability to work in) PowerPoint or Prezi.

General Assignment Information

- **Attendance/Participation/Discussion/Professionalism**
The following assignments are included in this 10% of your total grade: attendance, class discussion, class participation, & conduct during classroom observations
- **Unit Exams**
Three unit exams based on weekly readings, informational videos, guest lectures, etc., will make up this 30% of your total grade.
- **Weekly Assignments/Lesson Plan Project Assignments**
Six to ten learning activities and five of the Lesson Plan preparation assignments designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project will make up 10% of your total grade. Mrs. Satterwhite will grade these in a timely and email you her comments and/or suggestions through Blackboard email. **Observation Reflection Essays & Verification Forms**
You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the "Observation Procedures and Rules" sheet.

You will be required to turn in a signed (by school) verification sheet to Mrs. Martin at the conclusion of each observation. For each observation, you need to find the corresponding “Field Experience Topic Assignment.” These topics are based on TEA’s Pedagogy and Professional Responsibilities Standards and will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ pages and will be due one week after each observation. Grading rubrics are available on Blackboard. These essays and the verification forms will make up 20% of your grade. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*

- **Final Lesson Planning Project Presentation**

This project makes up 30% of your total grade and includes two components: (1) A binder with the components listed below. (2) You will teach 15 minutes from one of the 5 lessons that you have prepared for the project.

Your binder will include the following prepared components: your educational philosophy essay, copies of your 4 observation reflection essays, 5 Lesson Plan Preparation Assignments—Unit Framework, Unpacking My TEKS, Week-at-a-Glance, one (1) day of detailed lesson plans, self-evaluation of lesson presentation. Grading rubrics are available on Blackboard. Presentations will be made during class in the final weeks of the semester. A sign-up sheet will be made available in class.

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Institutional and Academic Policies

Attendance

Face-to-Face: Students must attend each session and be on time. If you have questions about an absence, please see the instructor. You will receive a grade based on your attendance each day; additionally, if you are absent, you will not be able to make up graded assignments we complete in class. You may be dropped from the course with an “X” or an “F” if I believe the objectives of the course cannot be met due to your lack of participation and attendance (I start getting concerned after the 3rd absence). If you have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, you will receive an F in the course. Participation means active engagement. A

person cannot be actively engaged if texting or using a cell phone. Use of a cell phone in class is counted as an absence. Please email me if you know you will be absent.



Academic Integrity/Plagiarism

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

Plagiarism violations include, but are not limited to, the following:

1. Turning in essays or work that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

*If a student plagiarizes on an assignment, a failing grade will be given for the assignment. Any student caught or reported cheating on an exam will also be given a failing grade and possibly dropped from the course. You are in a **teacher preparation program** and behavior of this sort is not conducive to the standards and behavior that is expected as a participant in the AAT program.*

Student Code of Conduct Policy

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disability Services

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting

accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at Reese Center, Building 8, 806-716-4675, Levelland Campus (Student Health & Wellness Office) 806-716-2577, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy

The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

Accommodations

I wish you success in EDUC 1301 at South Plains College. My role is to help you through this course and prepare you for entrance into a future teacher education program to complete your certification. If you have questions or concerns, please call, email, or come by my office to visit with me. If you believe that you might be eligible for special accommodations due to a learning disability, you should visit the Office of Special Services within the Counseling Department (Reese—806-716-4675; SPC—806-716-2577)

Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

Campus Resources

Tutoring: Dr. Gail Malone, Mr. Cody Thackerson, or Dalila Gonzales, 806-716-2241 or dgonzales@southplainscollege.edu. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

*****We have WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. Please make use of this resource.**

Health & Wellness Center

The counselors at the Health & Wellness center can advise you confidentially. They can also help you access other resources on campus and in the local community. You can schedule an appointment with a counselor by calling 716-2529.

Advising & Testing

Latha Tucker, 806-716-4606, ltucker@southplainscollege.edu. Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

