

Del Mar College
Division of Arts & Sciences
Department of English, Philosophy, & Education

COURSE SYLLABUS
EDUC 1301
Introduction to the Teaching Profession
Fall 2008

Instructor: T.Friedrichs

Office: HC-169

Office Hours: 12:30-1pm & 2:20-2:50pm MW

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Website: <http://www.delmar.edu/engl/education>

Class Days	Time	Building	Section #	Room #
MW	1pm	Venters	150	300

REQUIRED TEXTBOOK & TOOLS:

Ryan, Kevin and James M. Cooper. *Those Who Can, Teach* 11th Edition. Houghton Mifflin Company. Boston, MA. 2004.

TEExES Preparation Manuals:

- 100 Pedagogy and Professional Responsibilities EC-4
- 110 Pedagogy and Professional Responsibilities 4-8
- 130 Pedagogy and Professional Responsibilities 8-12
- 160 Pedagogy and Professional Responsibilities EC-12
- Locate these manuals at: <http://www.texas.ets.org/texas/prepMaterials/>

Certification Resource: www.theccb.state.tx.us

COURSE DESCRIPTION:

EDUC 1301. INTRODUCTION TO THE TEACHING PROFESSION (3-0-3) 13.0101.5109

Enriched, integrated pre-service course and content experience. Provides active recruitment and support of undergraduates interested in a teaching career, especially in high need fields such as secondary math and science education, bilingual education and special education. Opportunities to participate in early field experiences, including middle and high school classrooms with varied and diverse student populations. Support from college and school faculty, in small cohort groups, for the purpose of introducing and analyzing the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic and disability-based academic diversity and equity. Assessment Levels: R3, E2, M2.

PURPOSE AND GOALS OF COURSE:

- Learn the process of becoming a public school teacher certified to teach in Texas with a) State Board of Educator Certification (www.sbec.state.tx.us); and b) requirements for the Associate of Arts in Teaching degree. Resource: www.theccb.state.tx.us .
- An introduction to the Educator Standards in Texas
- An overview of the Educators Code of Ethics
- An overview of the Pedagogy and Professional Responsibilities of teachers: Domain I: Designing Instruction and Assessment to Promote Student Learning; Domain II: Creating a Positive, Productive Classroom Environment; Domain III: Implementing Effective, Responsive Instruction and Assessment;

with particular attention to Domain IV: Fulfilling Professional Role and Responsibilities including the competencies listed below:

- Understanding the importance of family involvement in children’s education and how to interact and communicate effectively with families
- Enhancing professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities
- Understanding and adhering to legal and ethical requirements for educators and demonstrating knowledge of the structure of education in Texas.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Students will:

- Assess their interest in a teaching career
- Demonstrate growth in knowledge & skills as mandated by the Texas Educator Standards for Pedagogy and Professional Responsibilities (PPR)
- Participate in at least 16 hr. in P-12 schools
- Interpret and apply directives described in state documents, including the Texas Essential Knowledge and Skills (TEKS), the Texas Assessment of Knowledge and Skills (TAKS), and the Educator Code of Ethics
- Demonstrate concepts and principles of effective teaching
- Design lesson instruction and assessments that meets the needs of students
- Distinguish and differentiate types of diversity in the classroom

COLLEGE POLICIES: The entire policy can be found at www.delmar.edu/policymanual.

A. ATTENDANCE

You are responsible for all materials presented in class lectures and discussions, films, transparencies and other media resources. Students are encouraged to network with colleagues. The instructor assumes **no responsibility** for providing you with missed notes.

While attendance is mandatory and will affect a student’s class grade, the **instructor may drop students** from the course for poor attendance. If a student feels his attendance has become a problem, it is his responsibility to go by the Registrar’s Office and complete an official drop slip to avoid an unnecessary “F” grade on his transcript.

B. SCHOLASTIC DISHONESTY

Students are expected to maintain the integrity of the College by avoiding dishonesty in their own behavior and by expecting honest behavior from their fellow students. One of the requirements for passing the courses students take at Del Mar College is that students do their own work. Meeting this requirement means avoiding plagiarism, collusion, and cheating. A full description of the policy can be found at www.delmar.edu/policymanual.

C. STUDENT CONDUCT

While attending class at Del Mar College, students are expected to conform to certain standards of conduct. Examples of behavior that is not tolerated include, but are not limited to, plagiarism, forgery of records, physical or verbal abuse, hazing, discrimination, sexual harassment, and other conduct that inhibits or interferes with education at the College. The full “Standards of Student Conduct” policy can be reviewed in the Del Mar College Catalog.

D. DISABILITY SERVICES

The Special Services staff within the Counseling and Advising Centers are committed to provide equal access to College services, programs and activities for qualified students with disabilities, in compliance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973 and Texas state laws. The ADA and Section 504 prohibit discrimination against qualified students with a disability. Students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity at the College.

The Special Services staff will evaluate a student's disability through submitted documentation by the student (mental, psychological and/or psycho-educational assessment reports) and identify the reasonable accommodation(s) which will be effected to enable the student to perform academic requirements or participate in other activity at the college in compliance with the ADA and Section 504 of the Rehabilitation Act of 1973 and Texas state laws. The accommodation(s) may involve assignment of a note taker, sign language interpreter, extended testing time, tape recording a lecture, assignment of a reader, or other reasonable accommodation(s). Students, faculty and staff may contact a Special Services staff member and/or review the *Reference Guide for Faculty and Staff: Educating Students with Disabilities*, available on the Del Mar College Web site, for further information and assistance. Reference: Board Policy Manual A7.8.1.1

The Special Services staff within the Counseling and Advising Centers is located on the East Campus in Room 188, Harvin Student Center; on the West Campus in the Coleman Student Center.

EVALUATION AND GRADE ASSIGNMENT

- A. **FIELD EXPERIENCES:** Students will be required to conduct field experience activities for 16 clock hours. Students will write **reflection papers** detailing their activities and their findings or conclusions on experiences.

Students will be required to spend a **minimum of 16 hours** in a variety of school-related experiences including observations in elementary, middle, and high school classrooms in various subject areas and programs. A log of these activities signed by the teacher/official must be prepared and turned in with a journal for credit.

- B. **CLASS PRESENTATION:** Each student will deliver an oral MULTIMEDIA presentation to the class.
- C. **CLASS PARTICIPATION/ATTENDANCE:** Attendance is an essential requirement of this course. You are expected to be prepared for every class by having read assignments in enough depth to contribute actively in class discussions. You are personally responsible for all material discussed in class, even if you are absent. You will need to make your own arrangements for material covered in your absence. Networking is encouraged.

You will begin the semester with a perfect grade of 100 for attendance/participation. Each student is allowed one absence without penalty. For each additional absence, the student's participation grade will be lowered by 10 points. There are no excused absences. If you are not present in class, you are absent.

- D. **LATE WORK POLICY:** Student work is expected by the published due dates. Work that is submitted after the published deadlines is subject to a 50% grade penalty before papers have been returned to the class. The Instructor reserves the right to deny late work. Students should submit work early or by proxy if an absence on the due date is anticipated.

TRANSFERABILITY OF EDUC COURSES TO UNIVERSITIES:

EDUC 1301 and EDUC 2301 are pivotal courses around which the Associate of Arts in Teaching (AAT) degree is designed. These courses provide basic information about public school teaching along with opportunities for early field experiences for the potential future teacher. The AAT degree will transfer as a whole to Texas A&M University-Corpus Christi (and other state institutions) by virtue of State Law and THECB regulation. These courses are designed to be a part of the AAT and may have limited transferability to a four-year university on their own. A student should consult with a degree advisor from the university to which she/he intends to transfer to ensure transfer credit for these courses. <http://www.thecb.state.tx.us/AAR/AAT/>

E. COURSE EVALUATION SUMMARY

Assignment	Explanation	Grade
Class Assignments	Reflective papers, poster plans, graphic organizers, presentations, etc.	20%
6 Classroom Observations and diary	2 Elementary, 2 middle school, and 2 high school observations and reflective journal (spiral notebook)	20%
Junior Achievement & Journal	Teaching Experience and Reflective Journal	30%
Quizzes	Average of Chapter Quizzes	10%
Class participation/ attendance	One free; -10 pts each thereafter	10%
Final Exam	End-of-Course Electronic Portfolio	10%
TOTAL		100

*5 Bonus Points will be awarded for each paper utilizing editing advice from the Stone Writing Center (SWC). Cover sheet must be “stamped” by the Stone Writing Center.

F. GRADE DISTRIBUTION CHART

A	90+%
B	80-89%
C	70-79%
D	60-69%
F	59% and below