Texas A&M University-Texarkana
Course Syllabus

EDUC 1301 Introduction to the Teaching Profession

Fall 2021

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Office Hours: Tuesday/Thursday 11:00-1:00/Virtual: Wednesday 10:00-11:00 and by appointment

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Do not email me through BlackBoard. I will not respond. All emails must be sent to: Jmurdock@tamut.edu.

REGARDING MASKS in the classroom: The following statement has been crafted and approved by the Faculty Senate:

While not required, students [and faculty] are strongly encouraged to wear face coverings over their mouth and nose during class. Current CDC guidelines for institutions of higher education recommend mask wearing indoors when not everyone is required to be vaccinated. This is particularly important when in areas of substantial to high transmission. Face coverings help protect you and others, keeping our classroom community safer and increasing the chances of us staying in class together for the semester. Stay informed, stay safe, and help protect your fellow Eagles.

Course Description: *Teaching is the world's most important profession.* This course introduces the student to teaching as a career choice. This course examines student diversity within American public schools and changes in American society that influence classrooms. Foundations in education and the complexities in the teaching profession are explored. Throughout this course the focus will be on:

- ○ Every Student Succeeds (ESSA)
- ○ Diversity and culturally competent teaching
- ○ Social Justice and democracy
- ○ Students of undocumented immigrant parents
- ○ Teacher leadership, political activism, and change facilitation
- ○ Adverse Childhood Experiences (ACE) Study and traumatic-sensitive schools
- ○ Federal education agenda

Course Delivery Method: Face to Face. *All assignments will be submitted to BlackBoard.*

Required Textbooks/Resources:

Forrest W. Parkay , Becoming a Teacher, 11th Edition, Pearson Publication ISBN: 9780135167472, 0135167477

Student Learning Outcomes:

Students will analyze the field of teaching, especially areas of high needs.

Students will examine the cultural diversity of today's classroom as guided by university and school district faculty.

Students will discuss content, which is aligned, for educator certification including pedagogy and professional responsibility domains and competencies.

Methods of Evaluation: Students will be assessed using (but not limited to) weekly assignments, exams, discussion activities, and projects. *Students that do not complete the 10 required observation hours will not pass this course.*

Commitment to Diversity: At A&M-Texarkana, we value diversity, equity, and inclusion in the classroom and beyond. Our education

and education leadership faculty are actively working to eliminate barriers and injustices in the classroom at the university level and prepare education professionals that will do the same in future educational settings. Courses are designed to provide the critical feedback educational professionals need to contribute to campuses and districts in a manner that eliminate barriers and power structures that diminish positive identify development and individual academic achievement.

Skills Prerequisite: You will need regular access to a computer with internet connection and speakers or headphones. It is the student's responsibility to ensure they have adequate access to the internet and can access and understand the learning management system (blackboard). Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e.: doc, docx). Each student must have Zoom downloaded to their computer and be familiar with its use.

Technology Outcomes: The following 'Technology Outcomes' are infused into the learning opportunities throughout the course.

Students do not need to be an expert in technology but are expected to develop the following skills meeting

ISTE Standards for Educators http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-TPDF.pdf :

1.   Facilitate and inspire student learning and creativity

2.   Design and develop digital age learning experiences and assessments

3.   Model digital age work and learning

4.   Promote and model digital citizenship and responsibility

5.   Engage in professional growth and leadership

Course Requirements:

Important Information about Assignments: Be certain you read the announcements daily. I will often post an announcement about a chapter rather than write the same information to each student. Announcements are often extra information about the topic that I think will extend your knowledge of the chapter.

Weekly assignments: All assignments are to be found on Blackboard. All explanations of each assignment can be found on your blackboard under learning modules. Make sure that you work with both blackboard and your syllabus (i.e., proposed calendar) to find assignments, how to complete the assignments, and when each assignment is due.

Observations: 10 hours of classroom or video observations are required for course completion. Student will maintain a log and take notes on observations. Observation notes will be used as support for academic writing.

PowerPoint Project (performance): Topic choices and explanations for completion of this project are located on blackboard under learning modules. As instructed, you are to choose a topic of interest, and email or text your topic choice to the professor for approval. Once approved, you will then start researching topic articles so as to develop your topic. You will formulate your PowerPoint using the rubric found at the end of your syllabus.

Practice-Based Rehearsals: This assignment focuses on the act of teaching by emphasizing deliberate practice, reflection and decision making. Using posted role play scenarios throughout the semester the class will take 20-30 minutes to participate as appointed and/or self-chosen characters (teacher, principal, student, parent, etc.) in the scenarios. There will be two scenarios throughout the course giving details of a teaching event. Your assigned team will run through all of the possible outcomes before presenting the chosen outcome to the class as a whole.

Research Articles (academic writing): These are for you to find articles that support your PowerPoint topic development. You should be choosing articles that pertain to the topic you have chosen to report on through your PowerPoint. These article reviews should be no less than 2 pages or more than 4 pages. A third page should be a reflection of the article you selected. Your fourth page will be your reference page … the American Psychiatric Association (APA) style listing of your references cited in your paper will be used. Remember, your citings and your reference list should match. If you cite 6 references in your paper then there should only be 6 references listed on your reference list page. More or less from either listing will cost you half points for the whole paper. Your reflection should tell me why you selected the article you selected, how it might help you as you begin teaching, and how the reading impacted you. Did you agree with the author? It is absolutely OK to disagree with the author. BUT, your disagreement should be research based…not just your opinion. Did you not agree with the author? Was there anything that made you think "hummm, that's cool (or not cool)."   Points will be deducted for telling me what the article was about. I want your thoughts. ☺.

Those assignments that are submitted late will receive an automatic deduction of 20% of the total points available for each day late. After 2 days, the assignment will result in a grade of zero (0). It is still expected that even with a grade of zero, the student will complete and submit the assignment.

I will provide you with a rubric for the power point assignment. I will grade strictly by the rubric. Be very certain you use the rubric as you write your paper.

Evaluation:

Projects:

Power point
       100 points

Research articles (academic writing) 50 points each   2 X 50   100 points

Discussions (student interaction)   20 points each   4 X 20   80 points

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

REMEMBER … Everyone starts this course with an A. Your job is to keep it … ☺.

Methods of Evaluation: Criteria for mastery will consist of ALL completed assignments, completion of two major projects: two current articles and a power point done at a level of competency that reflects university quality. All assignment explanations can be found on your course under assignments. Please refer to Blackboard.

Student Participation: Students are expected to participate in all activities at a level reflective of university quality. Active class participation by students is critical to the overall success of the class and its individual students. All students are expected to take responsibility for their membership in the class and be active and willing participants that includes the following:

Student Attendance: Students are expected to attend all face-to-face or virtual classes, to be on time, and attend for the full class. THERE ARE NO EXCUSED ABSENCES nor does the professor "give permission to miss class". Missing more than two face-to-face or virtual classes will result in the student grade dropped one full letter. Missing more than four classes will result in student grade dropped two full letters.

If a student chooses to miss a class, the student is responsible for:

•   Course announcements

•   Covering the material addressed in class independently

- Obtaining notes based on class application activities from a peer

Course Etiquette:

1. **Attendance: Students are expected to attend all classes, to be on time, and attend for the full class. There are no excused classes, nor does the professor "give permission to miss class". If a student elects to miss a class, then that student is responsible for course announcements, covering the material from class independently, and obtaining notes from a peer. The instructor will not provide make-up work for absences.**

2. Assignments should be submitted by the due date. Activities and content are sequential and build on each week's work. Late work will not be accepted after the second late date.

3. Students are expected to participate in class following professional standards of behavior. These include:

   - Appropriate attendance. Roll will be taken <u>each</u> class period. More than 3 absences will result in your grade lowered.

     Appropriate dress. This class will be the beginning of your journey to becoming a teacher. Appropriate dress is necessary because you will be required to dress appropriately as you take more education classes. Appropriate dress would be jeans with no holes, no pajama bottoms, no house slippers, or tees with nothing that might be construed as vulgar or insensitive to others on them. At this point in your education career, you don't need to dress as professionally as you would if you were going on campus, but certainly you want to keep in mind that you are developing a pattern of "professional dress". When/If you go on campus for observations, you will be expected to follow the dress code of the particular campus you are visiting.

- Positive, open attitude towards learning. *You are expected to participate in class.*

- Appropriate collaboration skills with peers

- be respectful of other students and the professor. *This means NO CELL phones out. Put them away*. They are distracting to others, the professor, and indicate that you are not participating in class.

- Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.

- After your third absence your grade will be dropped one letter. Contacting me to tell me you won't be there does not constitute an "excused" absence.

Course/Instructor Specific Information

  - o TPP Portfolio: As prospective education professionals, all students in the Teacher Preparation Program (TPP) are required to submit a portfolio in their last semester documenting their growth throughout the program. In preparation for this requirement, students should keep electronic copies of all coursework completed throughout the program (e.g. papers, discussion posts, etc.). It is recommended that students organize their work, "artifacts", in electronic folders assigned for each of their education courses (ED, SPED, RDG, ITED). The instructor of this course will identify specific evaluated artifacts that students enrolled in this course will be expected to submit for their TPP Portfolio. Specific portfolio expectations are outlined in TPP Handbook: http://tamut.edu/Academics/CELA/Academic-Programs/Teacher%20Preparation%20Program%20Undergraduate/handbooks.html

Student Professional/Ethical Outcomes: Students will:

9. adhere to the professional/ethical outcomes that meet TEA Code of Ethics and TPP Professional Expectations as located in the [Teacher Preparation Program Student Handbook.](#)
10. meet professional and pedagogical standards as outlined in [Title 19 of the Texas Administrative Code Grades EC-6](#), [Grades 4-8](#), and the [TEA Preparation and Continuing Education Educator Standards](#).

Technology Integration

Instructor will:

o Support instruction using a classroom presentation system.
o Present material using presentations.
o Utilize websites for current and supplemental information.
o Conduct learning activities through Blackboard.

Students will:

o Use electronic resources to locate education research literature.
o Employ Web resources to format and submit papers.
o Construct assignments in a variety of environments including word processing, spreadsheet, and slide show.
o Complete course activities through Blackboard.

Course Outline

Week 1	Introductions, review the syllabus, discuss expectations Chapter 1 The Teaching Profession will need to be read for class discussions by Thursday.
Week 2	Chapter 5 Historical Foundations of U.S. Education will need to read for class discussion. Begin discussion of Social Justice and equity.
Week 3	Chapter 4 Foundations of Teaching will need to be read for class discussion. Continue discussion of Social Justice and equity

Week 4	Chapter 2 Today's Teachers will need to be read for class discussion. First outside reading will be due. Discuss diversity and English Language Learners.
Week 5	Chapter 3 Today's Schools will need to be read for class discussion. Discuss Critical Race Theory
Week 6	Chapter 6 Governance and Finance of U.S. Schools will need to be read for class discussion .
Week 7	Chapter 7 Ethical and Legal Issues in U.S. Education will need to be read for class discussion.
Week 8	Chapter 8 Today's Students will need to be read for class discussion. Collaboration with colleagues, students, principals and parents.
Week 9	Chapter 9 Addressing Learners' Individuals Needs will need to be read for class discussion. Second outside reading will be due. Collaboration activity
Week 10	Chapter 10 Creating a Community of Learners will need to be read for class discussion. High Level Teaching Practices
Week 11	Chapter 11 Curriculum, Standards, Assessment, and Learning will need to be read for class discussion. Continue discussing High Level Teaching Practices
Week 12	Chapter 12 Integrating Technology into Teaching will need to be read for class discussion.
Week 13	Chapter 13 Becoming a Professional Teacher will need to be read for class discussion.
Week 14	Power Point Presentations
Week 15	Power Point Presentations

ACTIVITIES TO BE INCLUDED IN COURSE:

- o Exploration of the variety/types of schools in the Texarkana Area and across Texas
- o Data disaggregation
- o Reading assignments

- Exams
- Discussion Activities
- Outside Readings
- Power Point Presentations
- Lesson Demonstrations (practicing and coaching with each other)

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.

* http://bit.ly/TAMUT_SyllabusPolicies

** http://bit.ly/TAMUT_OnlineEducation

*** http://bit.ly/TAMUT_DisabilityServices