INTRODUCTION TO THE TEACHING PROFESSION  
(EDUC 1301 2B1)

INSTRUCTOR CONTACT INFORMATION
Instructor: Caley Owens
Email: cdowens1@lit.edu
Office Location: Virtual Office
Office Hours: 8AM-5PM

CREDIT
3 Semester Credit Hours (3 hours lecture, 0 hours lab)

MODE OF INSTRUCTION
Online

PREREQUISITE/CO-REQUISITE:
None

COURSE DESCRIPTION
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 P-12 schools with varied and diverse student populations and 111 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. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to
1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity, and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles to be able to implement instructional practices that meet the needs of all students

**REQUIRED TEXTBOOK AND MATERIALS**

Teachers, Schools, and Society: A Brief Introduction to Education  
6th Edition  
By David M. Sadker and Karen Zittleman and Melissa Koch  
ISBN10: 1260804283  
ISBN13: 9781260804287  
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You will need to purchase the e-book and CONNECT access  
- Personalize your learning, save time completing homework, and possibly earn a better grade  
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- Connect may be assigned as part of your grade. Check with your instructor to see if Connect is used in your course. ISBN10: 1264169906 | ISBN13: 9781264169900

**ATTENDANCE POLICY**  
This course is online. Expectations are to access the course at least 3 times per week and check you emails and announcements daily.

**DROP POLICY**  
If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the Academic Calendar. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

**STUDENT EXPECTED TIME REQUIREMENT**  
For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Content and Activities</th>
<th>Assignments</th>
<th>Date Due</th>
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</table>
| Module 1 Orientation | Official Release to do Background Check  
Orientatation Presentation  
Routes to Certification  
Textbook Information  
Connect Orientation | Background Check form  
Assignment – Routes to Certification  
Assignment – Connect Orientation  
Course Introductions | 1/22  
1/22  
1/22  
1/22 |
| Module 2 | **CHAPTER 1 THE TEACHING PROFESSION AND YOU**  
**CHAPTER 2 DIFFERENT WAYS OF LEARNING**  
Chapter 1 Focus Questions and PowerPoint Video – 8 Stages of Development by Erik Erikson  
Survey: Why do you want to be a teacher?  
Chapter 2 Focus Questions and PowerPoint Video - Learning Styles and Multiple Intelligences: Theory Integration  
Quiz - What's your Learning Style?  
Chapter 2 Videos - Multiple Intelligences Classroom Bias through Role Play Including Students with Special Needs | Assignment - Developmental Issue in Your Classroom (Bb Assignment)  
Chapter 1 SmartBook Assignment (Connect)  
Survey: Why do you want to be a teacher?  
Chapter 2 Video Assignment (Connect) | 1/29  
1/29  
1/29 |
| Module 3 | **CHAPTER 3 TEACHING YOUR DIVERSE STUDENTS**  
Exploring Teacher Tests: TExES and PACT  
What do I want to teach and at what age level? (Journal)  
Chapter 3 Focus Questions and PowerPoint Videos -  
Socioeconomic Diversity by Jenna Casteel  
Race and Ethnicity: Crash Course Sociology #34 | Assignment - What do you want to teach...? (Journal)  
Assignment - First Impressions (Journal)  
Assignment - Diversity - A Day in the life | 2/5  
2/5  
2/5 |
| Module 4 | **CHAPTER 4 STUDENT LIFE IN SCHOOL AND AT HOME**  
Teacher Code of Ethics website  
TEA training videos on code of ethics  
Chapter 4 Focus Questions and PowerPoint | Acknowledgement of The Educators' Code of Ethics  
Assignment - Issues at Home and School (Journal)  
Assignment – Chapter 4 Smartbook | 2/12  
2/12  
2/12 |
| Module 5 | **CHAPTER 5 THE MULTICULTURAL HISTORY OF AMERICAN EDUCATION**  
Chapter 5 Focus Questions and PowerPoint Video Assignment  
The Common School and the Teaching Profession  
A Missionary Mind and a Fighting Spirit  
Native American Education  
Social Change: Desegregating Schools | Assignment - Chapter 5 SmartBook Assignment Video/Multicultural History  
Assignment – Observation Update | 2/19  
2/19  
2/19 |
| Module 6 | **CHAPTER 6 PHILOSOPHY OF EDUCATION**  
Chapter 6 Focus Questions and PowerPoint  
Chapter 6 Finding Your Philosophy  
Getting prepared to write a philosophy statement  
Link - Maslow's Hierarchy of Needs  
Video - Maslow's Hierarchy of Needs  
Video - Maslow's Hierarchy of Needs in the Classroom  
Teddy story | Assignment – Finding your philosophy | 2/26 |
| Module 7 | **CHAPTER 7 FINANCING AND GOVERNING AMERICA'S SCHOOLS**  
**CHAPTER 8 SCHOOL LAW AND ETHICS**  
Chapter 7 - Financing and Governing America's Schools  
Focus Questions and PowerPoints  
Chapter 8 School Law and Ethics  
Developing a Professional Code of Ethics | Assignment - Journal "School Governance Quiz" (page 215)  
Discussion – You be the Judge  
Optional Assignment - How much does your school spend on education? | 3/5 |
| Module 8 | **CHAPTER 9 PURPOSES OF AMERICA'S SCHOOLS AND THE CURRENT REFORM MOVEMENT**  
CH 9 Focus Questions and PowerPoint | Discussion Activity -CH 9 School Reform: You Be the Teacher | 3/12 |
| Module 9 | **OBSERVATION WEEK** | Assignment – Observation Update | 3/26 |
| Module 10 | **CHAPTER 10 CURRICULUM, STANDARDS, AND TESTING**  
Video – 11 Tech Tools Google Teachers Need to be Using  
Video - How to use Education Technology  
Video - Social Media and Technology in the Classroom  
Exploring the TEKS  
Connect - Ch 10 High Stakes Testing | Assignment – Discussion Tech Tools  
Assignment – Exploring the TEKS  
Assignment - High Stakes Testing (Connect) | 4/2 |
| Module 11 | **CHAPTER 11 BECOMING AN EFFECTIVE TEACHER**  
Focus Questions & PowerPoint  
Bloom's Taxonomy: Structuring The Learning Journey (Time-4:46)  
Verbs for Bloom's Taxonomy  
Active Learning: If you Don't Remember What You've Learned Yesterday...(6:54)  
Active Learning Strategies (2:22) | Assignment - Bloom's Taxonomy Question Starters  
Assignment – Video/Active Learning Strategies  
Assignment – Lesson Plan | 4/9 |
| Module 12 | Video - What is Classroom Management (5:27)  
| Video – Classroom Management: Building a Culture | Assignment – Classroom Management | 4/16 |
| Module 13 | Reviewing and Assessing Course Objectives | Assignment – Let’s Think About It Part 1  
|          |                                | Assignment – Let’s Think About It Part 2 | 4/23 |
| Module 14 | Documents for Observation  
| Turn in your observation summaries  
| Philosophy of Education Statement | Focus Area #1 - ISD Instructional Documents  
| Focus Area #2 - Classroom Management  
| Focus Area #3 - Classroom Setting  
| Focus Area #4 - Communicating with Parents  
| Focus Area #5 - Lesson Cycle | 4/30 or before |
| Module 15 | Final Exam | Submit Philosophy of Education | 5/7 |

**COURSE EVALUATION**

Final grades will be calculated according to the following criteria:

| Daily Work (Discussion, Journal, Assignments) | 40% |
| Major Grades (Field Observations and Projects) | 60% |

**GRADE SCALE**

- 90-100  A
- 80-89  B
- 70-79  C
- 60-69  D
- 0-59  F

LIT does not use +/- grading scales

**ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution’s

TECHNICAL REQUIREMENTS
The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles’ Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT
It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the LIT Catalog and Student Handbook. The LIT Catalog and Student Handbook may be accessed at www.lit.edu. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

STARFISH
LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish homepage. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION
Instructor Expectations from Students:

- Instructor will provide communication with the class through announcements and email.
- Instructor will provide an email response to a student within 24 hours of receipt during the hours of Monday-Friday, 8:00 AM -5:00 PM.
- Instructor will provide grades for submitted assignment within 1 weeks of the submission date. Zeros will be entered into gradebook for late assignments each week.
- Instructor will be available by email during the hours of Monday-Friday, 8:00 AM -5:00 PM.
- Instructor will post comments with each grade. Please read them! Click on the circle next to your grade to read comments. Instructor may have you resubmit the assignment for partial or full credit.

Student Expectations from Instructor:

- Students will submit coursework using proper punctuation and grammar. Sentences begin with a capital letter and end with punctuation. Points will be deducted for several infractions. (Use an app if you need help in this area – Grammarly is one app)
- Students will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Students will complete the course work by the assigned due date.
- Assignments turned in late will have a deduction of points ranging from 10 to 30.
- Students will communicate with the instructor in both written form by email and/or verbal by phone.
- If at any time you see that I have recorded anything incorrectly, it is your responsibility to call it to my attention. Check your BlackBoard grades weekly.
- Student will have the responsibility to contact the helpdesk for technical issues at 409-951-5701 or LIT-BBsupport@lit.edu