

## **GRAYSON COLLEGE**

### ***Master Syllabus***

#### **Course Information**

*EDUC1301*

*Introduction to the Teaching Profession*

*8 weeks*

**Please Note:** Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

#### **Professor Contact Information**

*Instructor: Posted in Syllabus in Canvas*

*Office Hours: Online in Conferences and chat tool because of Covid-19.*

#### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*This class requires 16 hours of field observation in public schools. **Failure to turn in the time log in the proper format will result in a failing grade because you will lose participation/professionalism points as well. Due to Covid, this semester, there will be 16 hours of videos for you to watch in this course.***

#### **Course Description**

*An enriched, integrated preservice 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.*

*Course includes 16 hours of field observation which must be in P-12 classrooms in public schools. Students must have met TSI Reading & Writing requirements prior to enrolling.*

#### **Student Learning Outcomes**

Upon successful completion of this course, students will:

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 in order to be able to implement instructional practices that meet the needs of all students.

### **Required Textbooks (ISBN # included) and Materials**

None required for this course. Readings, videos and lectures will be found in the modules.

### **Suggested Course Materials**

none

### **Required Assignments & Academic Calendar**

***In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.***

### **EDUC 1301, Fall 2020, 8 week Online Schedule**

This is a **tentative** schedule, and I reserve the right to change dates (only to a later time) and to e-mail those changes without changing it in other locations except the calendar. So be sure to check the e-mail and calendar.

Week 1	Orientation to course Introductions Why be a teacher? What do todays teacher's look like compared to 20 years ago? 50- years ago? 100 years ago?
Week 2	Philosophy on teaching Teaching qualities History of education
Week 3	Multiple Intelligences Learning Styles Field Experience #1

Week 4	Current Issues/Trends: Technology Testing Pay Curriculum Class size
Week 5	Current Issues/Trends: Special education School shootings Charter schools Home schooling  Field Experience #2
Week 6	Culture of schooling and classrooms from the perspectives of language, gender and socioeconomic
Week 7	Culture of schooling and classrooms from the perspectives of ethnic, and disability-based academic diversity and equity. Differentiated Instruction Field Experience #3
Week 8	Portfolio End of course Student eval from observation

## Quizzes

There are online quizzes for each module. You will be allowed two attempts at each quiz. They cover the readings, lectures and videos in each module. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz and coincides with the end of the first week of the module. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO makeups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

## Methods of Evaluation

## Grading

Maximum Points

Introduction		30 pts
Orientation quiz		20 pts
Module Quizzes	7 X 20 pts	140 pts
Module Discussions	7 X 25 pts	125 pts
Philosophy of Education Paper		50 pts
Differentiated Instruction plan		25 pts
MI & Learning Styles Journal		25 pts
Class participation/professionalism		40 pts
Field Experience site selection/Learning Contract Quiz		25 pts
Field Experience Projects	3 X 50pts	150 pts
End-Of-Course Student Evaluation		50 pts
Final assessment		75 pts
Portfolio		100 pts

### **Grading Scale:**

90%-100%= A

88%-80%= B

79%-70% = C

69%-60% = D

59% and below = F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the Student Tools page in the My Grades button. Quiz grades will be

released immediately following the quiz. Specific feedback on assignments can be found by clicking on the grade. Rubrics will be used to assess your lesson plan assignments and portfolio.

#### Late Work Policy

All work for the week is due by the listed due dates in Canvas at 11:59 pm. Student must request extensions on work prior to the deadline. ***No late work will be accepted.*** Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 30%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. **Please note: Quizzes, tests, presentations, exams, and other assessments may not be made up, and cannot be rescheduled.**

No discussions can be made up after the current week has ended.

Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance.

#### Field Experiences and Observations:

This course has a field observation requirement of 16 hours. You must be in a general education classroom for a minimum of 16 hours. A minimum of 3 hours at each level of public education (elementary, middle, and high school) is needed. One hour is for the teacher interview (field experience 1). The other 6 hours is up to the discretion of the student as to which level of schooling to observe. It will be up to you to locate a school and gain permission from the school's principal/administrator in order to observe there. All hours must be documented (including the teacher interview) for full credit on the time log. For more information regarding Field based experience, click on the Field Experience page on Canvas.

If for some reason, you are asked to discontinue your observation at a school because of inappropriate behavior, dress, etc., you will be awarded a grade of F in this course. You cannot pass the course if you do not complete all 16 hours of the field observation time and turn in a "readable" time log. The time log showing the time for the field experience must be uploaded with the assignment.

#### Modules:

There are 8 weekly modules total, and they are in Canvas under learning modules. The modules will include the readings and will remind you of the things due during the module. Be sure to read the checklists on the modules. The modules will the PowerPoints and any additional information needed to complete all module assignments. Read the checklist carefully and complete each task.

Discussion: All modules will have discussions. You will be required to:

1. Reply to my initial posting in the discussion postings and then
2. Reply to 2 other people's postings.
3. There is an initial post date for your first thoughts to be published and the rest of the time, review peers' posts and make comments about till the end of the module.
4. Each initial post has cited a resource and cited in the post and a reference in APA.

## Grading Criteria for Discussions

**Original Post 10 points, due on Thursday, 11:59pm**

**Each comment: 5 points, 2 due by Sunday, 11:59pm**

### Full Credit

- post one comment and three responses - demonstrate excellent knowledge and understanding of question - comment or response must be a minimum of five complete sentences - comment and response must be respectful – citation with reference- complete postings by the deadline

### Half Credit

- post one comment and one responses - demonstrate average knowledge and understanding of question - comment or response must be a minimum of two complete sentences - comment or response must be respectful – did not cite or reference source- complete postings by the deadline

### No Credit

- did not post comment or response - did not complete postings by deadline (late postings will receive no credit) - did not demonstrate knowledge of question - did not comment or respond respectfully – no source cited or referenced

*Some assignments:*

**Introduction:** Create an introduction of yourself. There are several choices.

1. Type your introduction and upload a picture. Upload a headshot picture of yourself. ***This in is addition to the profile picture requested below.***

UPLOAD A PHOTO OF YOURSELF FOR YOUR CANVAS PROFILE PICTURE. Click on your name in the top right corner and upload your photo. (10 points)

**Philosophy of Education:** Who do want to you become as a teacher, how you decide on what is important to teach, and how you treat and react to students, their parents, and your colleagues are all influenced by your beliefs. To ensure that you have a well-

grounded and informed set of beliefs, you will develop a 2-page philosophy statement. Answer these three questions: What is the purpose of education? (What goals do you want your students to achieve?); What is the student's role? (What are students' responsibilities?); What is the teacher's role?

**Differentiated Instruction Plan:** With the provided lesson plan create 5 modifications to tailor instruction to children with different learning needs. Made modifications/strategy for

1. One multiple intelligence
2. One learning style
3. one exceptionality
4. One ESL (English as a Second Language)
5. Your choice of another one 1-4

Examples of diversity include: children with learning disabilities, children with ADHD, tactile learner, a student with a naturalistic multiple intelligence, or a student with Limited English abilities see Chapter 5 in textbook.

**MI and Learning Styles Journal:** Describe yourselves and your background according to the following categories: gender, ethnicity, socioeconomic status, academic ability (type of student), geographical region (South, North, and so on), type of community (urban, suburban, and rural), religion, and learning style (auditory, visual, kinesthetic, etc.). Take at least one learning styles and one multiple intelligences quiz. Tell your top 2 intelligences and your preferred learning style. Also include the code given in the MI quiz if you do multiple intelligences quiz 2. The links to the websites are in the discussion board. Ask students how these attributes affected them as learners during their K–12 education

**Portfolio:** As a teacher, showing your work and depth of knowledge is key to successful job placement. An electronic portfolio will be created to demonstrate state required competencies. This Portfolio and components of the portfolio will be created all semester long in the modules. See handout in course shell for more details.

### **End-of-Course Student Evaluation**

The student will take the student evaluation to the teacher he/she spend the most time observing and helping in the classroom and have the teacher complete the checklist. If the teacher would like to review the evaluation, that would be preferable and have you upload the assignment. If the teacher would prefer to send the evaluation directly to them, I will email the teacher and he/she can email it back to me.

### **Course & Instructor Policies**

Make-up policy

Makeup is ONLY available for those with a doctor's note or if I approve the absence before the class AND you e-mailed me about it **before**. An excused absence will not

deduct points from your attendance grade. These are defined as illness, family death, Grayson County College school-sponsored activity, or approved religious holiday- however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

### *Class Attendance*

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations. This course is a hybrid course. You are considered absent for a week if you submit none of the work online for the course. Just logging into the course shell will not count as attendance in this course.

### *\*Paper Formats \* & Assignments*

All assignments and papers must be in APA style double spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). The cover page and assignment **MUST** be in the same document. If the cover page is a separate document, it will not be given any credit. All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. ***If a file comes that is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment. Double check the attachment is NOT .lnk or .gdoc.***

**All written work unless otherwise specified should be turned in to the assignment page in Canvas.**

**All assignments MUST be submitted as an attachment in the assignment links. NO assignment may be submitted in Canvas email or Grayson email. Any assignment submitted through emails will be awarded a 0.**



### *Classroom behavior*

In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Professionalism is key to being an effective teacher, and this semester is an opportunity to demonstrate this skill. It will be expected during class times and especially during field experiences. Please remember that we are guests in the schools/child care centers where we observe. This should be taken into consideration in your dress, speech, and actions. When one become a teacher, professionalism is judged by students, colleagues, administrators, parents, and the community.

### **Student Conduct & Discipline**

#### *Expectations for participation*

Students are expected to log in a minimum of three times a week and participate in discussion. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been showed to increase learning.

#### *Grammar*

Grammar is VERY important as future teachers. We are modeling grammar for students as well as instilling confidence in parents that we will be instructing their children. It is also a sign of professionalism. Points will be deducted from assignments, field experiences and discussion for incorrect grammar. The number one mistake to be careful of is the spelling of the “head administrator at a school.” It is spelled P-R-I-N-C-I-P-A-L. A pal is your friend. 5 pts will be deducted each time for misspelling this word.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college’s policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to [turnitin.com](https://www.turnitin.com) ([Links to an external site.](#)), which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else’s ideas or words as the student’s original work. Plagiarism can be intentional/deliberate or unintentional/accidental.

Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient.

Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,
- Quoting or copy/pasting phrases of three words or more from someone else without citation,
- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,
- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,
- Giving incorrect or nonexistent source information or inventing source information,
- Performing a copyrighted piece of music in a public setting without permission,
- Composing music based heavily on someone else's musical composition.

Please refer to your course syllabus. Infractions may result in disciplinary options on behalf of the faculty member and/or dean.

For everyone's convenience, I have a link to an online tutorial of "What Is Plagiarism?" This should not be considered to be an all-inclusive guide, but it does highlight some of the most common mistakes students make. Though I am providing this website, it is still the student's responsibility to make sure they understand what constitutes plagiarism. Any student who is found to have plagiarized on ANY assignment will be subject to the consequences listed in this section. Excuses of "I didn't know" or "I didn't understand" will not be accepted. Once again, if you do not understand what plagiarism is, please ask.

Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an "F" in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an "F" in the course.

## Methods of Instruction

There are 16 hours of required Field Experience time that need to be completed in a general education classroom with experience at all three levels: elementary, middle, and high school with a minimum of 3 hours at each.

An **explanation** of

(1) How the instructor will **communicate** with the students and how the students will

communicate with each other?

*Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas mail to communicate with each other. Communication about the course needs to be done through the Bb Messages feature in the course shell.*

(2) How will online participation be **assessed and graded**?

*In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 per week. According to the syllabus, part of the course grade will come from online course participation.*

(3) How will the instructor **monitor the online activities** of the students?

*Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in GC Canvas. The Course Tracking tool provides detailed statistics for each student for various activities in the course.*

(4) How will the **standards of appropriate online behavior** be maintained?

*During the first week of class, an online orientation quiz will be taken. The instructor will*

*monitor discussion boards and posts and will model appropriate behavior and provide*

*feedback to students.*

(5) The level of **technical competence** required of the students

*Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, and file management (uploading, downloading, or sending files). For questions regarding Canvas see the HELP tab on the upper right hand corner.*

(6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?

*Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher ([www.microsoft.com](http://www.microsoft.com) (Links to an external site.)), the latest version of Sun JAVA ([www.java.com](http://www.java.com) (Links to an external site.)), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit [www.grayson.edu](http://www.grayson.edu) (Links to an external site.) and select the Help Desk link.*

(7) The **alternative procedures for submitting** work in the event of technical breakdowns

*Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas mail. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time.*

(8) **On-campus meeting requirements**

*No on-campus meetings required.*

(9) How **academic honesty** will be enforced.

*An online tutorial of "What is Plagiarism?" will be reviewed.*

## **The Writing Center**

The Writing Center has two locations for your students' convenience. We have one space in Library room 110, on the first floor right by the west doors. Hours are:

Monday-Thursday: 8 AM - 6 PM

Friday: 9 AM - 2 PM.

We also have a second space in the new Student Success Center, upstairs, called the Writing Lab. This space will be open:

Monday -Thursday: 9 AM - 1:30 PM

Remember the Writing Center accepts email submissions, including from online and dual credit students, at <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2>. Students should allow a minimum of 36 hours for a response, though often they receive one faster. We offer help to students in any discipline, from English to Biology, and at any stage of the writing process, from brainstorming to outlining, drafting, revising, or editing. We also help with appeal letters, scholarship essays, cover letters and resumes. Come see us today!

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Molly M. Harris, Title IX Coordinator (903)463-8714
- Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/> (Links to an external site.)title (Links to an external site.)- (Links to an external site.)ix (Links to an external site.)-policies.html (Links to an external site.)
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

\*\*Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

\*\*These descriptions and timelines are subject to change at the discretion of the Professor.

\*\* Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html> (Links to an external site.)

***These descriptions and timelines are subject to change at the discretion of the Professor.***