



## **EDUC 1301**

### **Introduction to the Teaching Profession**

**Fall 2024**

**Monday-Friday, 9:30-11:05 AM**

**Instructor:** Annlyn Gunn, [agunn@com.edu](mailto:agunn@com.edu), 281-229-6589

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**Office (Student) Hours & Location:** Mon & Wed: 1:00 – 5:00: LRC A-215B

**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 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. To earn credit for the course, students must complete a minimum of 16 contact hours of field experience in P-12 classrooms.

#### **Course requirements (including description of any special projects or assignments):**

- **Log into D2L at least twice a week** to check for Announcements and e-mail, to complete the weekly quiz, to post a discussion response to the weekly prompt, to review the Module Content, and to retrieve tools needed to complete course assignments and observations. You must monitor and respond to any and all assignments/discussions specified in the Important Due Date available in D2L, and at the end of this document, within prescribed timelines, and you must monitor and respond to instructor-initiated e-mail within 3 calendar days. The instructor will likewise monitor and respond to COM e-mail within 2 calendar days. (This does not apply to weekends or during periods when COM is officially closed.)
- **Participate in all D2L activities** in a professional manner.
- **Complete with satisfactory evaluation and submit all assignments within the time limit prescribed by the instructor. Due to the online format for this course, assignments can be submitted as electronic copies.** Detailed descriptions of assignments and associated grading rubrics can be found in your D2L Course Menu in the “Assignments” link. Assignments and their due dates are indicated in the Semester Outline toward the end of this document but are subject to revision if circumstances dictate or if there is consensus among instructor and students. **See Makeup, Late Work, and Extra Credit Policies that follow.**

- **Maintain a quiz average of 50% or better.** Weekly quizzes will be administered through D2L, and students are responsible for taking quizzes within the date/time parameters indicated on the Semester Outline (at the end of this document). **D2L quizzes will not be re-opened once the availability parameter has elapsed.**
- **COMPLETE A MINIMUM OF 16 DOCUMENTED HOURS OF “LAB/FIELD EXPERIENCE” AS SPECIFIED BELOW.**

### **Lab/Field Experience Requirements:**

Lab/Field experience will be completed online using videos this semester. To earn credit for this course, students will be **required** to complete a **minimum of 16** documented hours of “lab/field experience”.

School personnel are required to meet standards designed to assure the safety of the learner population; because this course will have students observing in a variety of classroom settings, they will be required to submit an application for a criminal background check. If a student has a felony **conviction** for certain offenses against children and families, **they may not be eligible to work or volunteer in the public schools or child care facilities at which these “labs/field experiences” will take place.**

If you have questions about this requirement, consult with your instructor. Future “Lab/field experiences” for this course will require that you make arrangements with appropriate school administrators to schedule the 16 hours as specified in each of the assignments. All course assignments, assignment descriptions, grading rubrics, and assignment-related resources can be found in the D2L “Assignments” link. The timeline for accomplishment of these observations is delineated in the Semester Outline (found at the end of this document).

### **Observation Guidelines:**

Because the primary objective of this course is to introduce you as a student to the teaching profession, it is imperative that you gain some initial first-hand exposure to the profession. All instructions and forms related to these observations can be found in D2L under the "Assignments" link.

### **Classroom Conduct Policy:**

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <https://www.com.edu/student-services/student-handbook>. Students are expected to be familiar with and abide by the Student Code of Conduct. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

**Determination of Course Grade/Detailed Grading Formula (methods of evaluation to be employed to include a variety of means to evaluate student performance):**

<b>Quizzes</b>	<b>10%</b>
<b>Assignments, Discussions, Attendance</b>	<b>90%</b>
<b>Total</b>	<b>100%</b>

### **Assignments and Special Projects:**

Each major assignment and project have a detailed description that is located in the “Assignment” and “Content” tab on the Top Menu. Students should use the associated grading rubric for each assignment for specific content/format requirements.

### **Assessment Methods:**

Participation and Professionalism will be assessed using the Class Participation Record Keeping Form and the associated grading rubric which can be found in the “Course Forms” and “Assignment” folders on the Brightspace Course Menu.

Detailed Assignment/Project descriptions and associated grading rubrics for all other major assignments and projects are located in the “Assignment” folder on the Brightspace Course Menu as well.

### **Extra Credit:**

Extra credit for the course may be earned by:

- Completing the online course evaluation at the end of the course for bonus points toward your Professionalism grade which is 90% of your course grade.
- Completing all online quizzes by the due dates indicated on the Semester Outline, which will earn an additional 5 percentage points toward your quiz average (10% of your course grade).
- Completing all observations by the last due date indicated on the Semester Outline which will earn an additional 5 percentage points toward your Professionalism grade average (90% of your course grade.)

### **Grading Scale:**

College of the Mainland’s grading system is as follows:

A (90 - 100%)	=	Superior achievement of course objectives
B (80 - 89%)	=	Outstanding achievement of course objectives
C (70 - 79%)	=	Achievement of minimum objectives
D (60 - 69%)	=	Marginal achievement of course objectives
F (Below 60%)	=	Failure to achieve course objectives
I	=	A temporary grade given to indicate that,  in the instructor's judgment, the student  can complete the course objectives within  a specified extension of time.

### **Make-Up Policy:**

If a student misses an assignment or test due to an **emergency absence, or illness**, it is the student's responsibility to promptly arrange for make-up work. Parameters for make-up work will be made at the discretion of the instructor and may not be an option, depending on the circumstances. **Keep in mind, if you have not spoken to me and made arrangements for submission, the assignment, project, or quiz *WILL NOT be accepted.*** Do not expect the instructor to remind you.

### **Revised or Resubmitted Work:**

Assignments and projects submitted on time may be revised and resubmitted if resubmitted within one week of the date the graded assignment/project was returned to the student.

**For Field Experiences (if necessary):** If for any reason you are unable to show up on an agreed upon date/time, contact the school in advance. Remember that the making and keeping of these arrangements is an indication of how you would perform as an employee of the school, so do not miss a scheduled observation except under emergency circumstances. Make alternative arrangements to complete the Field Experience as soon as possible.

**Attendance Policy:**

College of the Mainland does not allow a certain number of “cuts”; therefore, you must log in to this course at least once a week. An absence from online session is the responsibility of the student and the student will receive a Participation Grade of 0 for that particular session. (This will negatively impact the participation and professionalism portion of the student’s final course grade.) Excessive absenteeism from online sessions and/or failure to keep up with Blackboard content/assignments will result in the student’s failure to accomplish the course learning outcomes and will result in a grade of “F” for the course.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Brightspace or other LMS)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Identify current issues influencing the field of education and teacher professional development;	4. Teamwork	1. Final Exam 2. Hot Topics Project Presentation
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity;	3. Empirical and Quantitative Ability	1. Field Experience Observations 1-16
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers;	2. Communication Skills (written)	1. Field Experience Observations 1-16
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making;	1. Critical Thinking Skills	1. Field Experience Observations 1-16 2. Hot Topics Project Presentation
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students;	5. Social Responsibility	1. Field Experience Observations 1- 16

**Academic Dishonesty:**

Any incident of academic policy will be dealt with in accordance with college policy and Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on the exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Department Chair, Shinya Wakao at 409-933-8107 or [swakao@com.edu](mailto:swakao@com.edu).

**Course outline:**

SESSION	BB CONTENT/f-2-f SESSION TOPICS	ASSIGNMENTS/ASSESSMENTS DUE (B=Brightspace, H=Homework, & F=Face-to-face)
Week 1 (Orientation)	<ul style="list-style-type: none"> <li>● Introductions/Ice Breaker</li> <li>● Criminal Background Check &amp; Discussion of Field Experience Assignments</li> <li>● Course Overview/goals for the course – “KWL”</li> <li>● Introduction to Texas’ Teacher Standards and other supplementary information</li> <li>● Selection of “Hot Topics”</li> </ul>	<ul style="list-style-type: none"> <li>● In Brightspace, see “Read Me First” and complete all of the “Getting Started” tasks (B)</li> <li>● Orientation Assignment due</li> <li>● Read Sec 1-1 (H)</li> </ul>
Week 2 Module 1 (Ch. 1)	<ul style="list-style-type: none"> <li>● Teaching as a profession</li> <li>● Education in an era of reform, technology, &amp; challenge</li> <li>● Meeting professional competency standards (Texas’ Teacher Standards) for beginning teachers</li> <li>● Expectations for “Hot Topics” Presentation Project</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Quiz #1</b> (1-1) due to be taken (B)</li> <li>● Read Sec 1-2 (H)</li> </ul>
Week 3 Module 1 (Ch. 3)	<ul style="list-style-type: none"> <li>● Changing families, students, &amp; society – impact on education</li> <li>● “At-risk” learners with emphasis on SES</li> <li>● Promoting resilience &amp; ensuring all learners achieve</li> </ul>	<ul style="list-style-type: none"> <li>● Complete Field Experience Observation #1 (H)</li> <li>● <b>Quiz #2</b> (1-2) due to be taken (B)</li> <li>● Read Sec 1-3 (H)</li> <li>● Prepare for “Hot Topics” presentations (H)</li> <li>● Submit "Hot Topics" title selection (F)</li> </ul>
Week 4 Module 2 (Ch. 3)	<ul style="list-style-type: none"> <li>● Diversity in today’s classrooms (language, gender, learning styles, etc.)</li> <li>● Developmental differences</li> <li>● Exceptionalities, special education &amp; standardized outcomes</li> <li>● Differentiating to meet diverse needs/technology too</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Submit F. E. Observation #1 (B)</b></li> <li>● <b>Quiz #3</b> (1-3) due to be taken (B)</li> <li>● Read Sec. 2-1 (H)</li> <li>● Prepare “Hot Topics” presentations (H)</li> </ul>
Week 5 Module 2	<ul style="list-style-type: none"> <li>● Historical roots of American education</li> <li>● Searching for equality, equity and cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hot Topic Presentations</b></li> <li>● <b>Quiz #4</b> (2-1) due to be taken (B)</li> </ul>



(Ch. 4)	<ul style="list-style-type: none"> <li>American education in the modern era – schools as instruments for national purpose and social change</li> <li>“Hot Topic” presentations – Group 1</li> </ul>	<ul style="list-style-type: none"> <li>Read Sec. 2-2 (H)</li> </ul>
Week 6 Module 2 (Ch. 5)	<ul style="list-style-type: none"> <li>Historical philosophical foundations</li> <li>Traditional schools of educational philosophy</li> <li>Contemporary philosophical roots</li> <li>Developing a personalized educational philosophy(including technology)</li> <li>“Hot Topic” presentations – Group 2</li> </ul>	<ul style="list-style-type: none"> <li><b>Hot Topic Presentations</b></li> <li><b>Quiz #5</b> (2-2) due to be taken (B)</li> <li>Read Sec. 2-3 (H)</li> </ul>
Week 7 Module 3 (Ch. 6)	<ul style="list-style-type: none"> <li>Organization, structure, &amp; goals of today’s schools</li> <li>School “levels” – making decisions based on knowledge of child growth &amp; development?</li> <li>Decision making – considering research and stake-holders’ perceptions</li> <li>Looking for a good school with collective efficacy?</li> <li>“Hot Topic” presentations – Group 3</li> </ul>	<ul style="list-style-type: none"> <li><b>Hot Topic Presentations</b></li> <li><b>Submit F. E. Observation #2 (B)</b></li> <li><b>Quiz #6</b> (2-3) due to be taken (B)</li> <li>Read Sec. 3-1 (H)</li> </ul>
Week 8 Module 3 (Ch. 7)	<ul style="list-style-type: none"> <li>Curriculum &amp; curriculum components</li> <li>Mandated standards/testing</li> <li>Curriculum patterns and alignment</li> <li>Curriculum controversies (integrated, character, arts, etc.)</li> <li>Standards, teacher philosophy and curriculum decision-making (explicit &amp; implicit) Standards &amp; accountability</li> </ul>	<ul style="list-style-type: none"> <li><b>Hot Topic Presentation</b></li> <li><b>Quiz #7</b> (3-1) due to be taken (B)</li> <li>Read Sec 3-2 (H)</li> </ul>
Week 9 Module 4 (Ch. 8)	<ul style="list-style-type: none"> <li>Impact of philosophy on classroom environments &amp; classroom management</li> <li>Considerations for preventing problems</li> <li>Considerations for responding to learner misbehavior</li> <li>Development of a productive “learning community”</li> <li>Getting started on Classroom Management Plan</li> </ul>	<ul style="list-style-type: none"> <li><b>Hot Topic Presentations</b></li> <li><b>Quiz #8</b> (3-2) due to be taken (B)</li> <li>Read Sec 3-3 (H)</li> <li>Begin work on Classroom Management Project (H)</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>The planning/assessment cycle &amp; teacher effectiveness</li> <li>Essential teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Classroom Management Projects for submission (H)</li> <li><b>Submit F. E. Observation #3 (B)</b></li> </ul>

Module 4 (Ch. 9)	<ul style="list-style-type: none"> <li>● Teaching style and effectiveness – clarity/questioning strategies</li> <li>● Teaching models of instruction</li> <li>● Lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Quiz #9</b> (3-3) due to be taken (B)</li> <li>● Read Sec. 4-1 (H)</li> </ul>
Week 11 Module 4 (Ch. 10)	<ul style="list-style-type: none"> <li>● School governance – federal &amp; state level</li> <li>● School governance – local level</li> <li>● School finance</li> <li>● Emerging issues in school governance &amp; finance controversies</li> <li>● “Hot Topic” presentations – Group 4</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Quiz #10</b> (4-1) due to be taken (B)</li> <li>● Read Sec. 4-2 (H)</li> </ul>
Week 12 Module 5 (Ch. 11)	<ul style="list-style-type: none"> <li>● School law, ethics, and teacher professionalism</li> <li>● Teachers’ rights &amp; responsibilities</li> <li>● Religion &amp; the law</li> <li>● Students’ rights &amp; responsibilities</li> <li>● “Hot Topic” presentations – Group 5</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Quiz #11</b> (4-2) due to be taken (B)</li> <li>● Read Sec. 4-3 (H)</li> <li>● <b>Submit F. E. Observation #4 (B)</b></li> </ul>
Week 13 Module 5 (Ch. 12)	<ul style="list-style-type: none"> <li>● Assessment &amp; evaluation in an era of reform</li> <li>● Grading and reporting</li> <li>● Standards, accountability and assessment methods</li> <li>● Teacher assessment</li> <li>● Technology in today’s classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Submit Classroom Management Plans (B)</b></li> <li>● <b>Quiz #12</b> (4-3) due to be taken (B)</li> </ul>
Week 14 Module 5 (Ch. 13)	<ul style="list-style-type: none"> <li>● Teacher preparation as a process</li> <li>● Making yourself marketable/finding a job</li> <li>● Your first year as a teacher</li> <li>● Reaching and teaching all learners</li> <li>● Continuous professional development</li> <li>● “Hot Topic” presentations – last chance makeup presentations</li> <li>●</li> </ul>	
Week 15	<ul style="list-style-type: none"> <li>● Complete and Submit all Assignments</li> </ul>	
Week 16	<ul style="list-style-type: none"> <li>● Final Week of Class</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Submit F. E. Observation #5 (B)</b></li> <li>● Final Week all items due on (B) Wednesday.</li> </ul>

---

## **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2024-2025\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf), An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

### **Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### **Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Technology Outage Policy:** Students are responsible for completing all course work by the due dates stated in the syllabus. Occasionally the College may experience emergency campus-wide technology outages, should this occur during a Quiz or submission of an Assignment, you will need to notify the instructor. You will need the Quiz to be reset or for the instructor to extend assignment due date. The assignment due date will be extended or the quiz will be reset after the campus-wide outage is confirmed by Informational Technology. An Announcement will be sent to all students relaying the information about the new due date for the assignment or quiz.

In case of a personal technology issue or if you have questions about an assignment or need clarification of requirements, you are expected to contact the instructor using Course Email. The College has a number of [computer labs](#) so access to requisite technology needed to complete assignments should not be an issue.

**Netiquette:** When communicating via the online mechanisms of this course it is important to remember that those communications are conducted in a public forum and should reflect a level of professionalism reflective of that forum. At a minimum such communications should be respectful of others and use appropriate writing mechanics (spelling, grammar, etc.).

For more information, go to: <http://www.studygs.net/netiquette.htm>