



## **EDUC 1301 Introduction to the**

## **Teaching Profession Fall 2025**

### **Section 301C3**

**Monday-Friday, 9:30-11:15 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:** Monday-Friday during Gator Time or by appointment.

**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 three times 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 in D2L, 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).

**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.” As a Ready, Set, Teach student you will obtain many more hours than the required minimum outlined by the course. While on campus you must present yourself in a professional manner. This includes but not limited to following the outlined dress code, speaking in a professional manner, and refraining from electronic device usage as outlined in the Dickinson ISD Electronic Communication Policy. For further explanation of the requirements for travel please see the Ready, Set, Teach handbook.

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, the student's high school accommodations will be followed. **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 D2L 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)

### **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).

## EDUC 1301 Course Outline

**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 the 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.

Ready, Set, Teach Responsibilities/Reporting	<ul style="list-style-type: none"> <li>• The student is expected to follow proper procedures for notifying both the Dickinson High School instructor and K. E. Little Elementary in the event of an absence or tardy.</li> <li>• The student is expected to explain the role of educators as mandated reporters and recognize the legal and ethical responsibility to report concerns appropriately.</li> <li>• The student is expected to identify the correct chain of command for reporting suspected abuse, neglect, or unsafe conditions observed during field experience.</li> <li>• The student is expected to practice professionalism by maintaining confidentiality and respecting sensitive information in all reporting situations.</li> </ul>	5
Figuring out Your Teaching Style	<ul style="list-style-type: none"> <li>• The student is expected to explore and analyze different teaching styles and identify characteristics of each.</li> <li>• The student is expected to reflect on personal strengths, values, and preferences to determine their own emerging teaching style.</li> <li>• The student is expected to compare how various teaching styles impact classroom management, student engagement, and learning outcomes.</li> <li>• The student is expected to apply knowledge of teaching styles to create sample classroom strategies or activities that align with their identified style.</li> <li>• The student is expected to adapt their teaching style in response to diverse student needs and learning environments.</li> </ul>	4

<p>Student Learning Styles/Maslow's Hierarchy of Needs</p>	<ul style="list-style-type: none"> <li>• The student is expected to identify and describe different student learning styles and how they influence classroom instruction.</li> <li>• The student is expected to analyze Maslow's Hierarchy of Needs and explain how each level impacts a student's ability to learn.</li> <li>• The student is expected to evaluate classroom scenarios and determine how a teacher can address both learning styles and basic needs.</li> <li>• The student is expected to apply knowledge of learning styles and Maslow's theory to create strategies that support diverse learners.</li> <li>• The student is expected to reflect on how understanding student needs and learning preferences can improve teacher-student relationships and academic outcomes.</li> <li>•</li> </ul>	<p>5</p>
<p>The Literacy Crisis/Running Records</p>	<ul style="list-style-type: none"> <li>• The student is expected to explain the current literacy crisis and discuss factors that contribute to low reading proficiency rates.</li> <li>• The student is expected to compare the benefits of phonics-based instruction with whole language approaches.</li> <li>• The student is expected to correctly utilize Foundations materials and equipment to support phonics instruction.</li> <li>• The student is expected to administer and interpret a running record to assess student reading fluency and comprehension.</li> <li>• The student is expected to reflect on how literacy instruction strategies impact student achievement and future learning success.</li> <li>•</li> </ul>	<p>11</p>

Small Groups 101	<ul style="list-style-type: none"> <li>• The student is expected to analyze student data (academic ability and behavior) to make informed grouping decisions.</li> <li>• The student is expected to design small groups that balance academic support, peer collaboration, and classroom management needs.</li> <li>• The student is expected to explain the benefits and challenges of ability-based grouping versus mixed-ability grouping.</li> <li>• The student is expected to practice creating flexible groupings that can change based on student progress and classroom dynamics.</li> <li>• The student is expected to reflect on how grouping strategies impact student engagement, learning outcomes, and teacher effectiveness.</li> </ul>	3
Documentation 101	<ul style="list-style-type: none"> <li>• The student is expected to identify the types of documentation required in a classroom setting (attendance, grades, behavior, parent communication, etc.).</li> <li>• The student is expected to practice accurate and professional documentation of classroom events, student progress, and daily responsibilities.</li> <li>• The student is expected to explain the importance of documentation for accountability, communication, and legal protection.</li> <li>• The student is expected to maintain confidentiality and professionalism when documenting sensitive information.</li> <li>• The student is expected to evaluate sample documentation and determine whether it meets professional and legal standards.</li> <li>• </li> </ul>	4



**Behavior Management**

- The student is expected to identify common classroom behaviors and analyze potential root causes.
- The student is expected to evaluate different behavior management strategies and determine when each is most appropriate.
- The student is expected to practice designing a classroom management plan that promotes positive behavior and minimizes disruptions.
- The student is expected to demonstrate techniques for redirecting, reinforcing, and de-escalating student behavior.
- The student is expected to reflect on how consistent behavior management contributes to a safe and effective learning environment.

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**What are TEKS?**

- The student is expected to define the Texas Essential Knowledge and Skills (TEKS) and explain their role in guiding curriculum and instruction.
- The student is expected to locate TEKS for specific grade levels and subject areas using official state resources.
- The student is expected to analyze how TEKS objectives connect to lesson planning and student learning outcomes.
- The student is expected to explain the importance of aligning classroom activities and assessments with TEKS.
- The student is expected to reflect on how knowledge of TEKS prepares teachers to meet state standards and student needs.

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Scope and Sequence/Vertical Alignment	<ul style="list-style-type: none"> <li>The student is expected to define scope and sequence and explain their role in structuring curriculum across a school year.</li> <li>The student is expected to analyze examples of scope and sequence documents and identify how instructional objectives are organized over time.</li> <li>The student is expected to explain vertical alignment and its importance in ensuring continuity of learning across grade levels.</li> <li>The student is expected to evaluate how gaps or overlaps in vertical alignment can affect student learning and progression.</li> <li>The student is expected to apply knowledge of scope and sequence by creating a sample outline for a short instructional unit that demonstrates alignment.</li> </ul>	5
Classroom Design	<ul style="list-style-type: none"> <li>The student is expected to design a classroom layout that supports student engagement, safety, and accessibility.</li> <li>The student is expected to evaluate how classroom design choices (furniture, materials, technology, visuals) can meet the needs of diverse learning styles.</li> <li>The student is expected to explain how physical space contributes to classroom management, student collaboration, and individual learning.</li> <li>The student is expected to adapt their classroom design plan to address potential challenges such as limited space, resources, or student needs.</li> <li>The student is expected to reflect on how intentional classroom design creates an effective learning environment.</li> </ul>	5

### 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/student-handbook.html>

*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.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**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

**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.

**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 1<sup>st</sup> 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 25.

**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).

**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.