



EDUC 1301 088TR Introduction to Education /Online
Course Syllabus: Fall 2023

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
						Mon. – Thurs. 8:00-9:00 AM

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

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, 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.

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

Prerequisite(s): None

Evaluation/Grading Policy:

Course Map

Assignment Category	Date Due	Percentage of Final Grade
<p style="text-align: center;">Weekly Assignments</p> <p>Week 1/Chapter 1 Start-Up Folder Review the Syllabus and take the Syllabus Acknowledgement Quiz Review the Course Map Post in the Student Introductions Warm-up Folder Survey Chapter 1 Watch the Warm-Up Video Remember, Understand, Analyze, Apply Folder Read Chapter 1 Watch the posted Chapter Videos Evaluate and Create Folder Complete the Chapter Reflection Weeks 2 – 13/Chapters 2 -13 Warm-up Folder Survey the Chapter Watch the posted Video(s) Remember, Understand, Analyze, Apply Folder Read the Chapter and study the Flash Cards posted View the posted Chapter Videos Post on the Discussion Board by Friday evening Take the Chapter Quiz Respond to 2 classmates on the Discussion Board by Sunday evening Evaluate and Create Folder Complete the Chapter Reflection</p>	All assignments due on Sunday evening at midnight	50%
<p>Week 14/Chapter 14 Remember, Understand, Analyze Apply Folder Read the Chapter View the posted Chapter Videos Compose and turn in your Philosophy of Education</p>		10%
<p>Week 15/ Lesson Plan Follow instructions in the folder to complete the Lesson Plan. All materials needed to complete the assignment are found in the Week 15 Folder.</p>		20%
<p>Classroom Observations</p> <p>Observation 1</p> <p>Observation 2</p>		20% (10% @)

Final Grade Determination

Average Per Gradebook	Final Grade
90 - 100	A
80 -89	B
70 -79	C
60 -69	D
Below 60	F

Weekly assignments are posted in 3 folders accessed from the homepage. The folders are the Warm-up Folder, the Remember, Understand, Analyze and Apply Folder, and the Create and Evaluate Folder. Click on the weekly link to access these folders containing the assignments.

Weekly quizzes are accessed through the Remember, Understand, Analyze, and Apply folders.

It is expected that all assignments be turned in by the due date.

Late work will be accepted up to one week after the due date. Late work is penalized 5 points for each day late.

One week after the due date, zeros will be given.

The Lesson Presentation and the Philosophy of Education assignments will not be accepted after the due date.

Rubrics for grading Chapter Reflections, Observation PowerPoints, and the Lesson Presentation are posted at the end of this syllabus and in the Grading Information Folder on the Homepage

Information and instructions for completing PowerPoints 1 and 2 are found in the Observation Folder located on the homepage.

Information and instructions for completing the Lesson Presentation are found in the Week 15 Folder.

Information and instructions for completing the Philosophy of Education are found in the Week 16 Folder.

Required Instructional Materials:

Text: Introduction to Teaching – Making a Difference in Student Learning – Edition 3

By: Gene E. Hall; Linda F. Quinn; Donna M. Gollnick

Publisher: SAGE Publications, Inc.

Print ISBN: 9781544364933, 1544364938

eText ISBN: 9781544364926, 154436492X

Optional Instructional Materials: None

Minimum Technology Requirements:

Daily high-speed internet access
Microsoft Word

Required Computer Literacy Skills:

Word processing skills
Email skills
Electronic research skills

Course Structure and Overview:

This is an online course. All instruction is completed via the Blackboard learning management system. Please begin the class by reviewing all information in the Start Here folder on the homepage. All assignments are accessed on the homepage.

You are expected to log in and complete all activities weekly. Expect to spend 4 to 6 hours per week completing course activities.

The course is divided into 16 weeks on the homepage. You are expected to complete all assignments for each week by the due date.

Weekly assignments are accessed by clicking on the link for the week. Each week, three folders will be available; the Warm-up Folder, the Remember, Understand Analyze and Apply Folder, and the Create and Evaluate Folder. These three folders contain instructions and templates for the weekly assignments.

Weekly activities and assignments begin with a viewing a video in the Warm-Up Folder. Subsequent activities found in the include chapter reading and study, videos, a video discussion board, and a two - paragraph chapter reflection which are to be completed by Sunday evening.

Weekly assignments should be completed in the order presented in the folders. See the attached calendar for due dates. There is a penalty for late work, and work is not accepted more than one week after the due date.

Technical difficulties are not an excuse for late work. High-speed internet access, Microsoft Word, are minimum technology requirements.

Information for other assignments is located in the Field-Based Experience Folder and the Lesson Presentation Folder.

Course Requirements:

Weekly participation in course activities and assignments.

16 hours of observation in a public-school setting and two PowerPoint presentations on the observations.

Development of a lesson plan demonstrating an understanding of educational pedagogy and professional responsibilities of teachers.

Development of a Philosophy of Education Essay demonstrating personal motivation and educational philosophy.

Communications:

Communicate through NTCC email. Responses to emails will be made Monday-Thursday mornings.

Institutional/Course Policy:

Attendance in an online class is determined by weekly participation in the Blackboard learning management system and the completion of assignments.

Students are expected to participate in class activities and complete all assignments each week, including discussion boards. Assignments should be completed by due dates.

Should an emergency situation arise, (death in the family, serious injury, hospitalization, accidents, etc.) the instructor must be contacted within a week. Arrangements for missed work, etc. will be determined on a case by case basis.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline:

The instructor reserves the right to adjust this timeline at any point in the term.

Weekly assignments & quizzes are due on Sunday evening at midnight.

Observation PowerPoints are due as follows:

PPT 1 – PPT 2 –

Lesson Presentation is due

Philosophy of Education essay due

Below for important NTCC deadlines and events.

The following are rubrics used for grading assignments.

Observation PowerPoint Presentation Rubric

Indicator	Unsatisfactory 50 Points	Fair 80 Points	Good 90 Points	Exemplary 100 Points	Score
Observation and PowerPoint Presentation	Time Sheet without PPT Presentation	PPT Presentation includes required slides with major grammatical or spelling errors. Time sheet signed.	Presentation includes required slides with audio and minor grammatical or spelling errors. Time sheet signed.	Presentation includes required slides with audio and free of grammatical or spelling errors. Time sheet signed.	

Lesson Presentation Rubric

Indicator	Unsatisfactory 10 Points	Fair 14 Points	Good 16 Points	Exemplary 20 Points	Score
State Standards (TEKS)	Lesson does not include TEKS	TEKS included but not highly correlated to lesson content	TEKS included and adequately correlated to lesson content	TEKS included and well correlated to lesson content	
Communication	Lesson objectives, content, and instructions unclear	Lesson objectives, content and instructions adequately communicated	Lesson objectives, content and instructions clearly communicated attention to detail and clarity	Lesson objectives, content and instructions clearly communicated with attention to detail and clarity	
Lesson	Inappropriate for age/grade level	Appropriate for age/grade level but not engaging and motivating	Appropriate for age/grade level and moderately engaging and motivating	Appropriate for age/grade level and highly engaging and motivating	
Format	Template not followed	Format template followed but omissions or	Template followed but minor errors in	Template followed with no errors in	

		significant errors in heading, font, page set-up, grammar, spelling, or punctuation	heading, font, page setup, grammar, spelling, or punctuation	heading, font, page set-up, grammar, spelling, or punctuation	
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Reflection Rubric

Indicators	Unsatisfactory 20 Points	Fair 25 Points	Good 40 Points	Exemplary 50 Points	Score
Comprehension	Reflection lacks evidence of comprehension and applied use of chapter concepts	Reflection shows minimal evidence of comprehension and applied use of chapter concepts	Reflection shows sufficient evidence of comprehension and applied use chapter concepts	Reflection shows strong evidence of comprehension and applied use of chapter concepts	
Requirements	Summary or application paragraph omitted	Summary and application paragraphs complete but major spelling, punctuation, or grammatical errors.	Summary and application paragraphs complete with minor spelling, punctuation, or grammatical errors.	Summary and application paragraphs complete and free of spelling, punctuation, and grammatical errors.	

Philosophy of Education Rubric

Indicators	Unsatisfactory 25 Points	Fair 35 Points	Good 40 Points	Exemplary 50 Points	Score
Comprehension	Reflection lacks evidence of comprehension of the components of an educational philosophy	Reflection shows minimal evidence of comprehension of the components of an educational philosophy	Reflection shows sufficient evidence of comprehension of the components of an educational philosophy	Reflection shows strong evidence of comprehension of the components of an educational philosophy	
Requirements	Some components omitted	All components included but major spelling, punctuation, or grammatical errors.	All components included with minor spelling, punctuation, or grammatical errors.	All components included and free of spelling, punctuation, and grammatical errors.	

