



EDUC 2301 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
						8:00 -9:00 AM Mon. – Thurs.

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 an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.
2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.
3. Describe the impact of socio-economic status on learning and creating equitable classrooms.
4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

Prerequisite(s): Education 1301 – Introduction to Teaching

Evaluation/Grading Policy:

1. 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.
2. Weekly quizzes are accessed through the *Remember, Understand, Analyze, and Apply Folders*. There is a 1-hour time limit on quizzes. Be sure that you have a strong internet connection when taking a quiz.
3. Information, instructions, and materials for completing observation assignments are found in observation folders located on the homepage. Observations must be made in public schools. Students are responsible for arranging observations. During observations the students are to strictly observe and should not assist in instruction.
4. Information and instructions for completing the Lesson Plan are found are in the Week 15 Folder. The Lesson Plan Write-up assignment is to be completed on the template provided and must be linked to state standards, known as the TEKS.
5. It is expected that all assignments be turned in by the due date. One week after the due date, zeros will be given. If you have a major emergency such as a severe illness, death in the family, etc. contact the instructor in a timely manner regarding work.
6. With the exception of the Lesson Plan and the Disability Summary Form, late work is accepted up to one week after the due date. Late work is penalized 5 points for each day late. After one-week zeros will be recorded unless you have made prior arrangement with the instructor.
7. Due to the time late in the semester these assignments are due, the Lesson Plan and the Disability Summary Form will not be accepted after the due date.
8. Rubrics for grading Chapter Reflections, Observation Narrated Power Points, and the Lesson Plan Write-up are posted at the end of this syllabus and on the homepage

Required Instructional Materials:

Text: Special Education in Contemporary Society
By: Richard M. Gargiulo and Emily C. Bouck
Publisher: SAGE Publications, Inc.
Print ISBN: 10: 1506310702 ISBN 13: 9781506310701
eText ISBN: 9781506310701

The eText is provided with the course. Do not opt out of the eText as materials are accessed through it.

Optional Instructional Materials: None

Minimum Technology Requirements:

Daily high-speed internet access

Microsoft Word and Power Point

Required Computer Literacy Skills:

1. Word processing skills using Word
2. Skills to develop PowerPoints with narration
3. Email skills
4. Electronic research skills

Course Structure and Overview:

1. This is an online course. All instruction is completed via the Blackboard learning management system.
2. Please begin the class by reviewing all information in the Start Here folder on the homepage. All assignments are accessed on the homepage.
3. You are expected to log in and complete all activities weekly. Expect to spend 4 to 6 hours per week completing course activities.
4. The course is divided into 16 weeks on the homepage. You are expected to complete all assignments for each week by the due date.
5. 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.

6. Begin weekly activities and assignments by completing activities in the *Warm-up Folder*. After completion of these activities, move to the *Remember, Understand, Analyze and Apply Folder* and complete the activities found there. Finally, go the *Evaluate and Create Folder* and complete those activities. Instructions are found at the top of each folder.

7. Weekly assignments should be completed in the order presented in the folders. There is a penalty for late work, 5 points per day and work is not accepted more than one week after the due date unless arrangements have been made with the instructor for late submission.

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

9. Information and instructions for public school observations are in the Observation Folder on the Homepage.

10. Information and instructions for the Lesson Plan assignment are located in the Week 15 Folder. Information and instructions for the Disability Summary Form are located in the Week 16 Folder.

Course Requirements:

1. Weekly participation in course activities and assignments.

2. 16 hours of observation in a public-school setting and two narrated PowerPoints describing the observations. The observation power points must be completed on the templates provided.

3. A Lesson Plan write-up assignment is required. The Lesson Plan write-up must be completed on the template provided.

Communications:

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

Institutional/Course Policy:

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

2. Students are expected to participate in class activities and complete all assignments each week, including responding to 2 classmates on discussion boards.

3. Assignments should be completed by due dates unless arrangements for late submission have been made with the instructor.

4. 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.

Student Handbook: General information about NTCC policies and practices are detailed in the Student Handbook found online in the Student Information Center.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

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

Assignment	Due Date
Weekly Assignments	Sunday evening of the current week
Observation 1	October 22, 2023
Observation 2	November 26, 2023
Lesson Plan	December 10, 2023
Disability Summary Form	December 12, 2023

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

Discussion Board Policy

The purpose of using discussions in an online course is to provide opportunities for students to interact with each other, the content, and the instructor. It is an opportunity for you to share your thoughts and perspectives and perhaps to see things from a different perspective. In this course, the discussion board serves as your weekly grade. To get fully credit it is important for you to fully participate in the discussion board by

1. Making your initial post by Friday evening and
2. Responding to 2 classmates by Sunday evening.

Points will be deducted from your grade if you

1. Do not make the initial post by Friday evening (20-point deduction)
2. Do not respond to 2 classmates (40-point deduction)

Important- If you do not post by Sunday evening, you are not giving your classmates the opportunity to read your posts and see your perspectives on the class content. Late posts (after Sunday evening) will not be given credit and a zero will be recorded in the gradebook.

Important NTCC deadlines and events.

2023 Fall Semester	
Faculty/Staff In-Service	8/21/2023 - 8/24/2023
First Class Day (16-week, 1st 8-week, 1st 5-week sessions)	8/28/2023
Fall Census (1st 5-week session)	8/31/2023
Late Registration Ends	9/1/2023
Labor Day Holiday	9/4/2023
Fall Census (1st 8-week session)	9/5/2023
Fall Census (16-week session)	9/13/2023
Last Day to Withdraw with a Grade of "W" (1st 5-week session)	9/21/2023
First Class Day (2nd 5-week session)	10/2/2023
Fall Census (2nd 5-week session)	10/5/2023
Last Day to Withdraw with a Grade of "W" (1st 8-week session)	9/21/2023
First Class Day (2nd 8-week session)	10/23/2023
Deadline for Fall Graduation Application	10/26/2023

Last Day to Withdraw with a Grade of "W" (2nd 5-week session)	10/26/2023
Fall Census (2nd 8-week session)	10/30/2023
Last Day to Withdraw with a Grade of "W" (16-week session)	11/21/2023
Thanksgiving Break	11/22/2023 - 11/24/2023
Last Day to Withdraw with a Grade of "W" (2nd 8-week session)	12/5/2023
Last Class Day (16-week session)	12/7/2023
Final Examinations	12/8/2023 - 12/14/2023
Fall Graduation	12/15/2023
Offices Close at 12:00 p.m. for Holiday Break	12/22/2023

The following are rubrics used for grading assignments.

Reflection Essay Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
Level of Content 60% of Total Score	60 points Content indicates excellent understanding of chapter concepts, with superior quality and quantity supporting details, development, and application to teaching methodology.	51 points Content indicates average understanding of chapter concepts with quality and quantity supporting details, development, and application to teaching methodology.	45 points Content indicates basic understanding of chapter concepts but limited supporting details, development, and application to teaching methodology.	36 points Content indicates some understanding of chapter concepts but lacks significant detail, development, and application to teaching methodology.
Grammar and Mechanics 40% of Total Score	40 Points Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	34 Points Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-on	30 Points Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	24 Points Spelling, punctuation, and frequent grammatical errors such as sentence fragments, comma splices, run-ons make reading difficult and /or meaning unclear.

Lesson Presentation Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
State Standards (TEKS) 20 % of Total Grade	20 Points TEKS correlated to the lesson objective and mastery demonstrated	18 Points TEKS correlated to lesson objective	14 Points TEKS not correlated to lesson objective.	12 Points Lesson does not include TEKS.
Direct Instruction Model 10% of Total Grade	10 Points Components of the Direct Instructional Model are well elaborated with attention to clarity and detail.	9 Points Components of the Direct Instructional Model are adequately elaborated.	7 Points Some components of the Direct Instructional Model not fully elaborated	6 Points Lesson does not include all components of the Direct Instructional Model.
Lesson Content 50% of Total Grade	50 Points Objective is measurable, activities age appropriate and engaging, both teacher-centered and student-centered activities	45 Points Objective is measurable, activities age appropriate, varied strategies used	35 Points Objective is measurable, activities age appropriate, limited use of varied strategies	30 Points Objective is not measurable, activities not appropriate for age, strategies are not varied
Format and Grammar 20 % of Total Grade	20 points Template followed with no errors in heading, font, page set-up, grammar, spelling, or punctuation	18 Points Template followed but minor errors in heading, font, page setup, grammar, spelling, or punctuation	14 Points Format template followed but omissions or significant errors in head heading, font, page set-up, or grammar, spelling or punctuation.	6 Points Template not followed

Observation Grading Rubric

	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
Level of Content 40% of Total Score	40 Points PPT presentation includes required slides with audio and free of grammatical or spelling errors.	25 Points PPT presentation includes required slides with audio and minor grammatical or spelling errors.	15 Points PPT missing some of the required slides or audio or with major grammatical or spelling errors.	0 Points No PPT submitted
Time Sheet 60% of Total Score	60 Points Time sheet with dates and hours signed and submitted.	NA	NA	0 Points No time sheet submitted.