



# EDUC 1301 088TR Introduction to Education /Online

## Course Syllabus: Fall 2020

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*“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
	Online 8:00 – 9:00 AM	Online 8:00 – 9:00 AM	Online 8:00 – 9:00 AM	Online 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.

### Student Learning Outcomes

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 implement instructional practices that meet the needs of all students.

**Prerequisite(s):** None

**Evaluation/Grading Policy:** 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. There is a 30 minute time limit on quizzes.

Information and instructions for completing Observation Write-Ups 1 and 2 are found in the Field-Based Experience Folder 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.

Information and instructions for completing the Lesson Presentation are found in the Lesson Presentation Folder located on the homepage. The Lesson Presentation Write-up is to be completed on the template provided and must be linked to state standards, known as the TEKS.

Information and instructions for completing the Philosophy of Education are found in the Philosophy of Education folder located on the homepage.

It is expected that all assignments be turned in by the due date. One week after the due date, zeros will be given.

With the exception of the Lesson Presentation and the Philosophy of Education, late work is accepted up to one week after the due date. Late work is penalized 5 points for each day late.

Due to the time late in the semester these assignments are due, the Lesson Presentation and the Philosophy of Education will not be accepted after the due date.

Rubrics for grading Chapter Reflections, Observation Write-ups, Philosophy of Education, and the Lesson Presentation are posted at the end of this syllabus and on the homepage

## Course Map

Assignment Category And Due Dates	Date Due	Percentage of Final Grade
<b>Weekly Assignments</b>		
<b>Week 1/Chapter 1</b> Review Start Up Folder Warm-up Folder Watch the warm-up Video Remember, Understand, Analyze, Apply Folder Read Chapter 1 Evaluate and Create Folder Complete the Chapter Reflection	All assignments due on Sunday evening at midnight	50%
<b>Weeks 2 – 13/Chapters 2 -13</b> Warm-up Folder Survey the chapter Watch the video Remember, Understand, Analyze, Apply Folder Read the chapter and view the power point View the video(s) Post on the Video Discussion Board by Friday evening Take the Chapter Quiz Respond to 2 classmates on the Video Discussion Board Evaluate and Create Folder Complete the Chapter Reflection		
<b>Week 14/Chapter 14</b> Remember, Understand, Analyze Apply Folder Read the chapter and view the power point View the video Post on the Video Discussion Board by Friday evening Respond to 2 classmates on the Video Discussion Board		
<b>Week 15/ Lesson Presentation</b> Complete the Lesson Presentation Video and Write-up	12/06/20	20%
<b>Week 16/Philosophy of Education</b> Complete your personal philosophy of education	12.08/20	10%
<b>Observation Write-Ups</b>		
Write -Up 1	10/09/20	20%
Write -Up 2	11/24/20	

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

**Required Instructional Materials:**

**IMPORTANT: The eText is required to complete course activities. DO NOT OPT OUT OF THE eTEXT!**

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.

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.

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.

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 write-ups of the observations. The observation write-ups must be completed on the templates provided.

Development and oral presentation of a lesson plan. The lesson presentation write-up must be completed on the template provided.

### **Communications:**

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

Telephone messages may be left with the Humanities secretary, Delbra Anthony Monday through Friday at 903.434.8255. Please leave a telephone number so that your call may be returned.

### **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 responding to 2 classmates on discussion boards.

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

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**

**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 write-ups are due as follows:

Write -Up 1 – 10/09/20      Write -Up 2 – 11/24/20

Final/Lesson Presentation is due 12/06/20.

Philosophy of Education essay due 12/06/20

Refer to the chart below for important NTCC deadlines and events.

<b>Fall Semester</b>	
Payment due for Fall classes	08/14/2020
First day of Fall classes	08/24/2020
Late registration ends	08/28/2020
Fall graduation application opens	09/01/2020
Labor Day holiday	09/07/2020
Last day to withdraw from 1st 5-week course	09/17/2020
Priority deadline for Spring financial aid	10/01/2020
Last day to withdraw from 1st 8-week course	10/06/2020
Deadline for Fall Loan applications	10/15/2020
Fall graduation application deadline	10/15/2020
Last day to withdraw from 2nd 5-week course	10/22/2020
Last day to withdraw from full semester course	11/17/2020
Last day to withdraw from a 3rd 5-week course	11/24/2020
Last day to withdraw from a 2nd 8-week course	11/24/2020
Thanksgiving break	11/25/2020 - 11/27/2020
Final exams	12/04/2020 - 12/10/2020
Fall graduation	12/11/2020

## Grading Rubrics

The following rubrics are used to determine grades for assignments.

### Reflection Rubric

Indicators	Unsatisfactory 25 Points	Fair 35 Points	Good 40 Points	Exemplary 50 Points	Score
<b>Comprehension</b>	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 of chapter concepts	Reflection shows strong evidence of comprehension and applied use of chapter concepts	
<b>Requirements</b>	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.	

### Observation Write-up Rubric

Indicator	Unsatisfactory 30 Points	Fair 35 Points	Good 40 Points	Exemplary 50 Points	Score
<b>Content as Specified on Template</b>	One or more of the required areas (Setting, Classroom Management, Teacher Observation, Student Observation, Personal Thoughts) were not included	All of of the required areas (Setting, Classroom Management, Teacher Observation, Student Observation, Personal Thoughts) were included but not elaborated	All of the required areas (Setting, Classroom Management, Teacher Observation, Student Observation, Personal Thoughts) were included and adequately elaborated	All of the required areas (Setting, Classroom Management, Teacher Observation, Student Observation, Personal Thoughts) were included and elaborated in detail	
<b>Format and Mechanics</b>	Template was not followed with major spelling, punctuation, or grammatical errors.	Template was followed with major spelling, punctuation, or grammatical errors	Template was followed with minor spelling, punctuation, or grammatical errors.	Template was followed with no spelling, punctuation, or grammatical errors.	



### Lesson Presentation Rubric

Indicator	Unsatisfactory 10 Points	Fair 14 Points	Good 16 Points	Exemplary 20 Points	Score
<b>Oral Presentation</b>	Unsatisfactory time and effort in preparation shown by dependence on notes, low volume, monotone presentation	Fair time and effort in preparation shown by some reading of notes, minimal eye contact, uneven voice volume and inflection	Good time and effort in preparation shown by minimal reading of notes, direct eye contact, satisfactory voice volume and inflection	Exemplary time and effort in preparation shown by direct eye contact, little reference to notes, voice volume and inflection that maintains audience engagement	
<b>State Standards (TEKS)</b>	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	
<b>Communication</b>	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	
<b>Lesson</b>	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	
<b>Format</b>	Template not followed	Format Template followed but omissions or significant errors in heading, font, page set-up, grammar, spelling, or punctuation	Template followed but minor errors in heading, font, page setup, grammar, spelling, or punctuation	Template followed with no errors in heading, font, page set-up, grammar, spelling, or punctuation	

### Philosophy of Education Rubric

Indicators	Unsatisfactory 25 Points	Fair 35 Points	Good 40 Points	Exemplary 50 Points	Score
<b>Comprehension</b>	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	
<b>Requirements</b>	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.	