



**EDUC 1301 088TR Introduction to Education /Online**  
**Course Syllabus: Fall 2022**

---

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

**Instructor: Judith Hamilton**

**Office:** Humanities 125

**Phone:** 903.434. 8255, Leave message with Delbra Anthony

**Email:** jhamilton@ntcc.edu

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.

**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 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	August 28, 2022	
<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 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	All assignments due on Sunday evening at midnight	50%
<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		
<p style="text-align: center;"><b>Observation PowerPoint with Audio Presentation</b></p> Observation 1 Observation 2	October 16, 2022 November 27, 2022	20%
<p style="text-align: center;"><b>Lesson Presentation</b></p> Lesson Presentation Write-Up	December 4, 2022	20%
<p style="text-align: center;"><b>Philosophy of Education</b></p> Essay	December 7, 2022	10%

**100%**

## 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 a link in 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 the Observation PowerPoint assignments are found in the Observation Folder located near the bottom of 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. In weeks 1 – 14 three folders containing assignments 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. Work through the folders in order, beginning with the *Warm-up Folder*, moving to the *Remember, Understand Analyze and Apply Folder*, and then the *Create and Evaluate Folder*.

Weekly activities/assignments include chapter reading and study, videos, a video discussion board with the initial post due Friday evening, chapter quizzes, discussion board responses to classmates, and a two - paragraph chapter reflection. Weekly assignments are to be completed by Sunday evening.

In addition to weekly assignments, other major assignments include 16 hours of classroom observation in a public-school setting with two narrated PowerPoints discussing the observations, a lesson plan, and a philosophy of education essay.

Information regarding the additional assignments is located near the bottom of the homepage in the Week 15/ Lesson Plan Folder, the Week 16/ Philosophy of Education Folder, and the Observation Folder.

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

**Course Requirements:**

1. Weekly participation in course activities and assignments.

2. 16 hours of observation in a public-school setting and two PowerPoint presentations on the observations demonstrating understanding of educational pedagogy and professional responsibilities of teachers.

3. Completion of a Lesson Plan assignment demonstrating knowledge of research-based instructional practices, curricular alignment, and classroom management techniques that meet the needs of all students.

4. Completion of a Philosophy of Education Essay reflecting personal motivations, educational philosophies, and factors related to educational career decision making.

### **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 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 – October 16, 2022      PPT 2 - November 27, 2022

Lesson Plan is due December 4, 2022

Philosophy of Education Essay due is due December 7, 2022

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

<b>Fall Semester</b>	
Faculty/Staff In-Service	8/15/2022 - 8/18/2022
First Class Day (16-week, 1st 8-week, 1st 5-week sessions)	8/22/2022
Late Registration Ends	8/26/2022
Labor Day	9/5/2022
Last Day to Withdraw with a Grade of "W" (1st 5-weeks)	9/15/2022
First Class Day (2nd 5-week session)	9/26/2022
Last Day to Withdraw with a Grade of "W" (1st 8-weeks)	10/4/2022
Deadline for Fall Graduation Application	10/27/2022
First Class Day (2nd 8-week session)	10/17/2022
Last Day to Withdraw with a Grade of "W" (2nd 5-weeks)	10/20/2022
First Class Day (3rd 5-week session)	10/31/2022
Final Day to Withdraw with a Grade of "W" (16-weeks)	11/15/2022
Last Day to Withdraw with a Grade of "W" (3rd 5-weeks)	11/22/2022
Last Day to Withdraw with a Grade of "W" (2nd 8-weeks)	11/22/2022
Thanksgiving Break	11/23/2022 - 11/25/2022
Last Class Day (16-week session)	12/1/2022
Final Examinations	12/2/2022 - 12/8/2022
Fall Graduation	12/9/2022
Offices Close at 12:00 p.m. for Holiday Break	12/16/2022
<b>December Intersession</b>	
Registration	12/7/2022
First Class Day	12/8/2022
Late Registration Ends	12/12/2022
Final Day to Withdraw with a Grade of "W"	12/30/2022
Last Class Day/Final Examinations	1/6/2023

**Lesson Presentation Rubric**

<b>Indicator</b>	<b>Unsatisfactory 10 Points</b>	<b>Fair 14 Points</b>	<b>Good 16 Points</b>	<b>Exemplary 20 Points</b>	<b>Score</b>
<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	

**Reflection Rubric**

<b>Indicators</b>	<b>Unsatisfactory 20 Points</b>	<b>Fair 25 Points</b>	<b>Good 40 Points</b>	<b>Exemplary 50 Points</b>	<b>Score</b>
<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 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.	

### 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.	

### Observation PowerPoint Presentation Rubric

Indicator	Unsatisfactory 20 Points	Fair 30 Points	Good 40 Points	Exemplary 50 Points	Score
<b>Audio Presentation</b>	Poor sequence or illogical presentation of information. Some relevant information not presented. Presentation not well-timed.	Some information presented out of sequence. Had some spacing and timing problems.	Information presented nearly complete and relevant and presented in logical sequence. Pace and timing appropriate	Information presented was completed and in logical order. Easy to follow. Very well-timed and well-paced.	
<b>PowerPoint Presentation</b>	Presentation is missing slides	Presentation includes required slides with major grammatical or spelling errors	Presentation includes required slides with minor grammatical or spelling errors	Presentation includes required slides and free of grammatical or spelling errors	