



Education 1301 – Introduction to Teaching Fall 2024

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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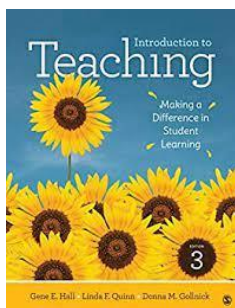
Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday
		By Appointment	By Appointment	By Appointment	

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description:

Introduction to the Teaching Profession: 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 population 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 of Education Certification and Pedagogy and Professional Responsibilities Standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Required Textbook(s):



Hall, Gene E., et al. *Introduction to Teaching: Making a Difference in Student Learning*. 3rd ed., SAGE Publications, Inc., 2020.

Publisher: Sage Publications.

ISBN Number: 978-1-4833-6501-5

Learning Outcomes

Upon successful completion of this course, students will:

- Identify current issues influencing the field of education and teacher professional development.
- Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
- Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
- Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
- Recognize the various multiple intelligences/learning styles to be able to implement instructional practices that meet the needs of all students

Lectures & Discussions:

Delivered online.

Assignments/Exams/Evaluation/Grading Policy:

Assignment Category	Points
Syllabus Quiz	25
Weekly Assignments:	
Warm up discussion board	20
Video Discussion Board	20
Chapter assignments	25
Chapter Quiz	40
Observation Summary:	
Observation 1 (8 hr.)	50
Observation 2 (8 hr.)	50
Exams:	
Midterm	100
Final	100
Lesson Presentation	100

Weekly Assignments:

The weekly modules opens on Tuesday and weekly assignments are due by Monday end of

day. Points will be deducted for every day of a late submission. Assignments will not be accepted after one week late.

The weekly assignments for the course are organized into 3 folders – Warm-up; Remember, Analyze, Understand, and Apply; and Evaluate and Create.

The folders should be completed in order, beginning with the Warm-Up, moving to Remember, Analyze, Understand, and Apply, and ending with Evaluate and Create.

Observation Write-Ups for Field Based Experience:

A 16-hour off-campus field-based experience is required for this course. Two summary papers and time logs are required. All documentation of the field- based experience must be completed for course credit. Documentation papers and guidelines may be found in the Field-Based Experience folder posted on the homepage.

Observations must be made in public schools.

Students are required to establish ALL contacts with the school district of choice and make ALL subsequent arrangements regarding their field experience

Observations should be scheduled through the school administrator. If you are employed in a school, you may observe in the school you work in, but not in the classroom in which you are assigned.

You are to observe the classroom, teacher, and students. You are not to interact with students or assist the teacher in instruction.

16 hours of observation in a public-school classroom are required. Observe 8 hours in one classroom with one teacher, and 8 hours in a different classroom with a different teacher.

Observations are done in general education setting.

The 8-hour observations may be completed in one day, or in several shorter sessions. If you choose to do all 8 hours in one day, you may count time in the lunchroom, recess, etc.

After the second 8 hours, you will do a second summary paper using the same format. Remember that it must be with a different teacher in a different classroom.

Attendance Policy:

Students are expected to participate in class each week as evidenced by completion of posted assignments. If a student fails to participate in class on a regular, weekly basis a conference with the instructor will be necessary in order to determine if the student will continue in the class. Decisions will be made on an individual basis.

Student Responsibilities/Expectations:

Online students should begin chapter work promptly on the assigned day.

Course email should be checked several times per week, preferably daily, for course updates or changes.

Expect to spend 5 to 6 hours per week on weekly assignments.

Work is to be completed by the due date posted on the calendar. Work is accepted for partial credit up to one week after the due date. Assignments become unavailable and work is not accepted more than one after the due date.

It is the student's responsibility to actively participate in class activities and discussions in order to get maximum benefit from the course.

Professional dress and conduct are mandatory for field-based experiences and on campus presentations.

Maintaining confidentiality is important when observing in classrooms during the field-based experience. Details of the experience should be discussed only in the context of the course.

It is the student's responsibility to comply with all NTCC academic honesty policies and to maintain honesty and integrity in all academic pursuits.

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 Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

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 arrange an appointment with a College counselor, Kat Belew, to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

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.

