



EDUC 1301 088TR Introduction to Education /Online
Course Syllabus: Fall 2024

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

Instructor: Judith Hamilton

Office: Humanities 125

Phone: (903) 573-5119. Please leave a message.

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. 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><u>Week 1/Chapter 1</u> Start-Up Folder Review the Syllabus and take the Syllabus Acknowledgement Quiz Review the Course Map Warm-up Folder Watch the Warm-Up Video Remember, Understand, Analyze, Apply Folder (E-Book activities) Read Chapter1 and complete Knowledge Checks Complete the Video Activities Take the Quiz Evaluate and Create Folder Complete the Discussion Board Complete the Journal Assignment</p> <p><u>Weeks 2 – 7/Chapters 2 - 7</u> Warm-up Folder Watch the Warm-Up Video Remember, Understand, Analyze, Apply Folder (E-Book activities) Read the chapter and complete Knowledge Checks Complete the Video Activities Take the Quiz Evaluate and Create Folder Complete the Discussion Board Complete the Journal Assignment</p> <p><u>Week 8</u> Warm-up Folder Watch the Warm-up Video Remember, Understand, Analyze, Apply Folder View the posted PowerPoint Take the mid-term quiz Evaluate and Create Folder Complete the Observation PPT</p> <p><u>Weeks 9 – 13/Chapters 9 -13</u> Warm-up Folder Watch the Warm-Up Video Remember, Understand, Analyze, Apply Folder (E-Book activities) Read Chapter1 and complete Knowledge Checks Complete the Video Activities Take the Quiz Evaluate and Create Folder Complete the Discussion Board Complete the Journal Assignment</p> <p><u>Week 14/Chapter 14</u> Warm-up Folder Watch the Warm-Up Video Remember, Understand, Analyze, Apply Folder (E-Book activities) Read the chapter and complete Knowledge Checks Complete the Video Activities Complete Philosophy of Education</p>	<p>All weekly assignments are due on Sunday evening at midnight</p>	<p>50%</p>
<p><u>Week 15/ Lesson Plan</u> Follow instructions in the folder to complete the Lesson Plan. All materials needed to complete the assignment are found in the folder.</p>	<p>December 8</p>	<p>20%</p>

Classroom Observations		
Observation 1 PPT	October 20	20% (10% @)
Observation 2 PPT	November 24	

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.

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 Lesson Presentation are found in the Week 15 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 for the weekly assignments.

Weekly activities and assignments begin with a viewing a video in the Warm-Up Folder. Subsequent activities found in the folders include chapter reading and study, video activities, a prompted discussion board, and a prompted journal assignment.

Weekly assignments should be completed in the order presented in the folders. See the Course Map 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.

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 a weekly grade. To get full credit, it is important for you to fully participate in the discussion board. Full participation includes the following:

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

If you do not post by Friday evening, you are not giving your classmates the opportunity to read your posts and see your perspectives on the class content. If you do not respond to classmates by Sunday evening, you are not giving feedback to them on their thinking and perspectives. If you do not post by Friday evening, 20 points will be deducted. If you do not respond to 2 classmates, 30 points will be deducted. Posts are not allowed after Sunday evening, and zeros will be recorded in the gradebook.

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 20, 2024

PPT 2 – November 24, 2024

Lesson Presentation is due December 8, 2024

Philosophy of Education essay due December 1, 2024

Below for important NTCC deadlines and events.

2024 Fall Semester	
Faculty/Staff In-Service	8/19/2024 - 8/22/2024
First Class Day (16-week, 1st 8-week, 1st 5-week sessions)	8/26/2024
Fall Census (1st 5-week session)	8/29/2024
Late Registration Ends	8/30/2024
Labor Day Holiday	9/2/2024
Fall Census (1st 8-week session)	9/3/2024
Fall Census (16-week session)	9/11/2024
Last Day to Withdraw with a Grade of "W" (1st 5-week session)	9/19/2024
First Class Day (2nd 5-week session)	9/30/2024
Fall Census (2nd 5-week session)	10/3/2024
Last Day to Withdraw with a Grade of "W" (1st 8-week session)	10/8/2024
First Class Day (2nd 8-week session)	10/21/2024
Deadline for Fall Graduation Application	10/24/2024
Last Day to Withdraw with a Grade of "W" (2nd 5-week session)	10/24/2024
Fall Census (2nd 8-week session)	10/28/2024
Last Day to Withdraw with a Grade of "W" (16-week session)	11/19/2024
Thanksgiving Break	11/27/2024 - 11/29/2024

Last Day to Withdraw with a Grade of "W" (2nd 8-week session)	11/26/2024
Last Class Day (16-week session)	12/12/2024
Final Examinations	12/8/2024 - 12/12/2024
Fall Graduation	12/13/2024
Offices Close at 12:00 p.m. for Holiday Break	12/20/2024

See below for rubrics used to grade assignments.

Observation PowerPoint Presentation Rubric

Indicator	Unsatisfactory 50 Points	Fair 80 Points	Good 90 Points	Exemplary 100 Points
Observation and PowerPoint Presentation	Time Sheet without PPT Presentation	PPT Presentation includes required slides without major spelling or grammatical 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.

Philosophy of Education Rubric

Indicators	Unsatisfactory	Fair	Good	Exemplary
Comprehension	Essay lacks evidence of comprehension of the components of an educational philosophy 48 Points	Essay shows minimal evidence of comprehension of the components of an educational philosophy 60 Points	Essay shows sufficient evidence of comprehension of the components of an educational philosophy 68 Points	Essay shows strong evidence of comprehension of the components of an educational philosophy 80 Points
Requirements	Some components omitted 12 Points	All components included but major spelling, punctuation, or grammatical errors. 15 Points	All components included with minor spelling, punctuation, or grammatical errors. 17 Points	All components included and free of spelling, punctuation, and grammatical errors. 20 Points

Journal Rubric

Criteria	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Content	Prompt is not addressed 48 Points	Prompt is minimally addressed lacking detailed information and full understanding of chapter concepts. 60 Points	Prompt is addressed with focus on relevant information demonstrating adequate understanding of chapter concepts. 68 Points	Prompt is fully addressed with focus on relevant information demonstrating superior understanding of chapter concepts. 80 Points
Mechanics	Major grammar, punctuation, or spelling errors that make the entry difficult to understand. 12 Points	Major grammar, punctuation, sentence structure, or spelling errors 15 Points	Minimal grammar, punctuation, sentence structure, or spelling errors 17 Points	No grammar, punctuation, sentence structure, or spelling errors. 20 Points

Lesson Presentation Rubric

Indicator	Unsatisfactory	Fair	Good	Exemplary
State Standards (TEKS)	Lesson does not include TEKS 13 Points	TEKS included but not highly correlated to lesson content 14 Points	TEKS included and adequately correlated to lesson content 16 Points	TEKS included and well correlated to lesson content 20 Points
Communication	Lesson objectives, content, and instructions unclear 25 Points	Lesson objectives, content and instructions adequately communicated 35 Points	Lesson objectives, content and instructions clearly communicated attention to detail and clarity 40 Points	Lesson objectives, content and instructions clearly communicated with attention to detail and clarity 50 Points
Lesson	Inappropriate for age/grade level 13 Points	Appropriate for age/grade level but not engaging and motivating 14 Points	Appropriate for age/grade level and moderately engaging and motivating 16 Points	Appropriate for age/grade level and highly engaging and motivating 20 Points
Format	Template not followed 5 Points	Format template followed but omissions or significant errors in heading, font, page set-up, grammar, spelling, or punctuation 7 Points	Template followed but minor errors in heading, font, page setup, grammar, spelling, or punctuation 8 Points	Template followed with no errors in heading, font, page set-up, grammar, spelling, or punctuation 10 Points

