

EDUCATION 1301
Introduction to Teaching

Western Texas College

I. Basic Course Information:

- A. 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; 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.

Any required prerequisites: TSI Met in Reading and Writing

II. Student Learning Outcomes

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

III. Exam and Assessment Requirements

- A. Makeup exams will be given only during the week before finals. It is to your advantage to take exams on time. Makeup exams do not provide bonus points or the benefit of a curve. Worksheets turned in after the due date will be deducted 20%. Will not be accepted after 2 weeks past due date.
- B. The MID-term and FINAL EXAMS will be proctored, per college online instruction policy. Prior to the week of Mid-term and Final exams you must find an approved Testing Center to take your Mid-term and Final exams. Then notify me of the date, time, and location where you will be taking your exams. The WTC Counseling office is an approved testing site, and where I will be proctoring these exams. Most Colleges and Universities

are approved testing centers which you can use if you choose not to come to WTC. Any cost associated with using a testing center, except for proctored testing at Western Texas College, is the responsibility of the student.

C. For all exam questions, worksheet questions, and scenarios- the following will indicate the measure of success in reaching the Student Learning Outcomes:

- 85-100% accuracy-Advanced mastery of learning objectives
- 70-84 % accuracy-Developing mastery of learning objectives
- 60-69 % accuracy –Emerging mastery of learning objectives
- less than 60% accuracy indicates the student has not met the learning Objectives

IV. Major Course Requirements

Assignments	Proctored	Not Proctored
Chapter Discussions		10%
Chapter Worksheets		15%
Chapter Quizzes		15%
Field Experience Documentation		25%
Mid-term	15%	
Final Comprehensive Exam	20%	
Total	35%	65%

I. Information on Books and Other Course Materials

A. Required Book: Introduction to Teaching Becoming a Professional, Fourth edition. ISBN 13:978-0-13-7012329 by Donald Kauchak, Paul Eggen. PEARSON Merrill/Prentice Hall Publishers.

II. Other Policies, Procedures and important dates. Please refer to the WTC [Catalog](#) for the following:

- A. Campus Calendar
- B. Final Exam Schedule
- C. How to drop a class
- D. Withdrawal information
- E. Student Conduct/Academic Integrity
- F. Class Attendance
- G. Students with Disabilities

III. Policies on class participation and classroom decorum/civility:

A. The discussion topics provide a forum for students to participate and interact with other students. Offensive language or angry disputes will result in students being barred from the discussions and, consequently, a lower grade.

IV. Policies on academic integrity, including collaborative work:

- A. Collaborative work for study sessions and assignments is encouraged. However, final worksheet answers should be the student's own work and not simply copied from someone else, including the textbook author. Worksheets that appear to be the same will both receive "no credit". Any collaboration during tests is considered cheating, and the tests will receive a zero score.
- V. Class participation:
 - A. Students should log into Moodle at least once a week. Your attendance will be tracked via this website, and failure to do so will result in 3 hours of absences per week
- VI. Weekly Course Schedule

Week Number	Section/Online Work
Week 1	Getting Started Read Chapter 1 Do I want to be a Teacher?
Week 2	Read Chapter 2 Developing as a Professional
Week 3	Read chapter 3 Changes in American Society: Their Influences on Today's Students
Week 4	Quiz over Chapters 1-3 Closes Sunday. It is timed (90 minutes) and you only have one attempt.
Week 5	Read Chapter 4 Student Diversity: Culture, Language, and Gender First observation Assignment due this week!
Week 6	Read Chapter 5 Student Diversity: Development, Ability and Exceptionalities
Week 7	Read Chapter 6 Education in the United States: Its Historical Roots
Week 8	Quiz over Chapters 4-6
Week 9	Read Chapter 7 Educational Philosophy: The Intellectual Foundations of American
Week 10	Read Chapter 8 The Organization of American Schools Second Observation Assignment due this week!
Week 11	Read Chapter 9 Governance and Finance: Regulating and Funding Schools
Week 12	Quiz over Chapters 7-9
Week 13	Read Chapter 10 School Law: Ethical and Legal Influences on Teaching
Week 14	Read Chapter 11 The School Curriculum in an Era of Standards and Accountability

Week 15	Third Observation due and Prepare for Final
Week 16	Final Exam

Last Modified: August 11, 2016