



Dallas College · School of Education · Education

# Intro to the Teaching Profession

## EDUC-1301

Spring 2025 Section 82001 3 Credits 01/21/2025 to 05/15/2025 Modified 01/20/2025

### Course Information

#### Class Meetings:

Bldg	Room	Type	Days	Start Time	End Time
RLD	D158	BLND	M	09:30AM	10:50AM
RLD	D158	LAB	W	09:30AM	10:50AM

**Withdraw Date:**04/17/25

**Certification Date:**02/03/25

### 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. Course must include a minimum of 16-contact hours of field experience in P-12 classrooms.

#### Requisites

Required: College level ready in Reading.

### State-Defined Learning Outcomes

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 in order to be able to implement instructional practices that meet the needs of all students.

## Instructor-Defined Learning Outcomes

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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 student.

### Texas core objectives:

Dallas College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global community.

## Required Course Materials

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[Course Materials Link \(https://www.bkstr.com/webApp/discoverView?bookstore\\_id-1=612&term\\_id-1=3&dept-1=EDUC&course-1=1301&section-1=82001\)](https://www.bkstr.com/webApp/discoverView?bookstore_id-1=612&term_id-1=3&dept-1=EDUC&course-1=1301&section-1=82001)

## ✓ Graded Work

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The "**Criteria**" table below is a summary of all the graded work in this course.

The "**Breakdown**" table explains the final letter grade.

Assignments	Points	Totals
Attendance	16weeks @10 points	160
Participation/Discussions	5 @ 20 points	100
Chapter Homework	4 @ 80 points	320
Teacher Interview Report	1@ 100 points	100
Field Experience	3 @ 50 points	150
Why Teach Project	1 @ 170 points	170

## Criteria

Points	Percentages	Letter Grade
900-1,000	90-100%	A
800-899	80-89%	B
700-799	70-79%	C
600-699	60-69%	D
0-599	0-59%	F

Type	Weight	Topic	Notes

# Breakdown

Grade	Range	Notes

## Course Schedule

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The table below is a summary of course topics and due dates.

Your instructor will notify you of any changes to the schedule during the term.

### Description of assignments:

**Discussion Boards (5 @ 20 points each):** Each week requires students to participate in course discussion boards. Discussion participation is a major factor in the final grade for this course. Ensure your answers will have 200-300 words.

The prompts for these discussions are intended to assess understanding of key concepts from the readings, videos and experiences from this course and make connections with the material. You should comment on your colleagues' postings and share helpful resources related to the discussion. Your grade will be assessed on the quality and substance of your postings (how relevant the posting is to either the prompt or a colleague's posting, how well the posting reflects a growing understanding of the course content based on the readings and other materials, and/or how the suggested resource relates to our work in the course). However, as a member of the team developing ideas in discussion, you are encouraged to take responsibility for creating a dynamic discussion post.

### Grading Criteria:

Your online discussion grade will encompass both your original posting and your responses to others' work. Work will be graded when the student has completed the entire assignment. The main postings for forum work are to be posted no later than Thursday each week by noon. This allows others time to reply to your posting before Sunday at midnight.

Students are required to respond to at least two other students, posting with substantive comments that add depth and engagement to the topic. Discussion comments must be supported with reasoning by evidence and/or support from text, research or personal experience. Professional language and attention to correct grammar and mechanics are expected.

**Teacher Interview Report (1 x 100 points):** Students will interview an experienced teacher (6+ years) during the term. The student will ask questions regarding what it's like in a classroom in respect to the content being taught in this course, along with the successes and challenges the teachers face each day and school year. You will want to find these teachers during the first week to interview even though the assignments will not be due until week 5.

**Chapter Homework on Mindtap (4 parts@ 80 points each):** There will be 15 chapters divided into 4 parts that you will take online following your reading of each of the assigned chapters. You will have three (3) chances to take each assessment if needed. There is no time limit for the assessment and the quizzes are open-book. On your first assessment, you are permitted to check your answer once per question. However, any retake does not permit the checking of your answers. All retakes are not timed and are open-book. I encourage you to do your very best on your first attempt. The highest score earned for any one quiz will be the one that counts towards your grade. You are not required to retake any quiz. It is your decision. The purpose of the retakes is for additional learning opportunities.

**Field Experience (3 x 50 points):** Students will participate in 16 hours of field experience and document the classroom observations. Students will complete 3 Field Experience Reflection Forms documenting the learning from the observations. You will need to make arrangements and find an educational institution because of the short period of time you have to secure a school to make your observations. You will need to begin on the first day of class, if not sooner, to secure a school to visit for observations. If you have any troubles finding a school, please let me know no later than the second week of class.

**Why Teach Project (170 points):** Students will provide a presentation sharing why they want to become a teacher, what they think should be important in education, what characteristics a good teacher should have, the people in their life who may have influenced their decision to become a teacher, the strengths they will bring to their future position, the concerns they have at this time, and share two areas specific from the course study that have changed or solidified their educational philosophy (how). Please read the assignment directions for more specific details.

**Attendance 16 weeks@10 points**

Week	Topic	Readings and assignments
1. 01/21-01/26	Welcome to class!  Syllabus introduction	
2. 01/27-02/02	Why Teach	Chapter 1
3. 02/03-02/09	What is a School and What is it For?	Read Chapter 2  Discussion Board #1
4.02/10-02/16	Who are Today's Students in a Diverse Society?	Read Chapter 3

5. 02/17-02/23	How do Social Issues Affect Students?	Red Chapter 4  1 <sup>st</sup> Field Experience Reflection with Record of Field Experience Log/Oath
6. 02/24-03/02	What Is Taught?	Read Chapter 5  Discussion Board #2
7. 03/03-03/09	What Makes a Teacher Effective?	Read Chapter 6
8. 03/17-03/23	What are the Ethical and legal Issues Facing Teachers?	Read chapter 7
9.03/24-03/30	What are the Philosophical Foundations of American Education?	• Read Chapter 8  • 2 <sup>nd</sup> Field Experience Reflection with Record of Field Experience Log
10.03/31-04/06	What is the History of America's Struggle for Education Opportunity?	Read chapter 9  Discussion Board #3
11.04/07-04/13	How are Schools Governed, Influenced and Financed?	Read chapter 10
12. 04/14-04/20	How Should Education be Reformed?	Read chapter 11  Teacher interview assignment
13.04/21-04/27	What are Your Job Options in Education?	Read chapter 12  Discussion board #4

14.04/28-05/04	Why Teach Projects and Presentations	Red chapter 13  Final (3 <sup>rd</sup> ) Field Experience Reflection with Record of Field Experience Log
15.05/05-05/11	What Can the New Teacher Expect?  What does it mean to be a professional?	Read chapter 14  Read Chapter 15  Why Teach assignment presentation  Discussion Board #5
16.05/12- 05/15	Final Day for Any Work to be Turned In 05/15 (No later than 11:30 am )	Final Day for Any Work to be Turned In (No later than 11:30 am.)

When	Topic	Notes

## \* Course Policies

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### Unexpected Class Changes

### Attendance and Participation

### Late Work

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. This is a 16 weeks course; therefore, the course is fast-paced and requires organization to stay on track with the rigorous and demanding schedule.

Therefore, plan accordingly in order to be successful. If you set aside the necessary time, complete the readings and assignments on-time, and set-up and prepare for your classroom observations and teacher interviews during the first week of school, you will be successful in this course by learning the important practices, theories, and insights to becoming a teacher. Likewise, you will have the opportunity to earn and "A" in this course.

- NO LATE WORK will be accepted.
- I have a hard **no-late work** will be accepted policy. Meeting deadlines is of the utmost importance to not fall behind. However, flexibility has been built into the calendar that benefits the entire class. In addition, students who communicate unique circumstances will be considered on a case-by-case basis through labor-grade choices. Additionally, students are **prohibited from submitting late work without obtaining permission** due to those unique circumstances. Do not confuse permission with notifying. Permission is granted by me; notifying is telling me you will be submitting late work which is not best practices for college level behavior.

Note: If there are extenuating circumstances that should be considered, please contact me as soon as possible (written documentation may be required). Ongoing Internet and computer problems are not acceptable excuses since this is an online course.

## Support Contacts

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[Contact Your Success Coach \(https://www.dallascollege.edu/successcoach\)](https://www.dallascollege.edu/successcoach)

Every Dallas College student has a personalized Success Coach who supports them from day one to graduation. Contact your coach for help navigating college and reaching milestones leading to graduation and a career.

[Get Free Tutoring \(https://www.dallascollege.edu/tutoring\)](https://www.dallascollege.edu/tutoring)

Tutoring is free to all current Dallas College students. You can walk in or schedule an appointment at all [Learning Commons \(https://www.dallascollege.edu/learningcommons\)](https://www.dallascollege.edu/learningcommons) campus locations. Live, online tutoring is also available via eCampus.

[Explore More Free Student Resources \(https://www.dallascollege.edu/help\)](https://www.dallascollege.edu/help)

You have access to many free resources as a Dallas College student, including [Counseling and Psychological Services \(https://www.dallascollege.edu/counseling\)](https://www.dallascollege.edu/counseling), [Child Care Resources \(https://www.dallascollege.edu/childcare\)](https://www.dallascollege.edu/childcare), [Housing Resources \(https://www.dallascollege.edu/housing\)](https://www.dallascollege.edu/housing), [Emergency Aid Funds \(https://www.dallascollege.edu/emergencyaid\)](https://www.dallascollege.edu/emergencyaid), [Food Pantries \(https://www.dallascollege.edu/foodpantry\)](https://www.dallascollege.edu/foodpantry), and more!

[Submit the Student Care Form \(https://www.dallascollege.edu/careform\)](https://www.dallascollege.edu/careform)

Not sure which free college resources can help? Submit the Student Care Form! Our [Student Care Network \(https://www.dallascollege.edu/studentcare\)](https://www.dallascollege.edu/studentcare) will connect you to support for physical and mental health, financial concerns, food, clothing, and more.

[Contact Technical Support \(https://www.dallascollege.edu/techsupport\)](https://www.dallascollege.edu/techsupport)

Need help with eCampus or another college technology? Our technical support staff can assist you.

## Institutional Policies

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# Dallas College Policies

Please review the [Institutional Policies \(https://www.dallascollege.edu/syllabipolicies\)](https://www.dallascollege.edu/syllabipolicies) page to learn about accommodations for students with disabilities, class drop and repeat options, Title IX (harassment, discrimination, and sexual misconduct), and more.