



RANGER COLLEGE
RANGER, TEXAS

COURSE SYLLABUS

Introduction to Education

EDUC 1301

3 credit hours

Face to Face

INSTRUCTOR:

Donald W. Hughes

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EMAIL: dhughes@rangercollege.edu
OFFICE: By Appointment
PHONE: 254-631-1824
HOURS: By Appointment

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

An enriched, integrated pre-service course and content experience that: 1) provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields; 2) provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations; 3) 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; 4) course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and 5) course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

III. Required Background or Prerequisite

The only prerequisite is a desire to pursue education as a career.

IV. Required Textbook and Course Materials

TEACH 3, 3rd Edition
Janice Koch Hofstra University
ISBN-10: 1305094646 | ISBN-13: 9781305094642

V. Course Purpose

Education opens minds and opens doors. The purpose of this course is to help you explore what role you want to take in education.

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

VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

Lecture, class discussions, observations, guest speakers, group projects, reading assignments, and audio-visual presentations will be used.

IX. Methods of Assessment

- Portfolio (40%)(CR, COM, SR, PR) – documentation and summary of the required hours of educational observations
- Projects/Group Activities (20%)(CR, COM, TW, SR, PR) – various assigned projects and group activities relating to the course material
- Presentation (10 %)(CR, COM, SR, PR) – presentation of portfolio
- Mid-Term Exam (10%)(CR, COM, SR, PR) – mid-term exam over the first half of the material presented in the course.

- Final (10%)(CR, COM, SR, PR) – exam over second half of the material presented in the course.
- Class Participation (10%)*CR, COM, SR, CP) Class participation includes:
 1. Attendance
 2. Preparation
 3. Participation
- Extra Credit – extra credit will be given for completed review sheets turned in prior to the taking of each exam.

Grading scale: A = 90-100% B = 80-89 C = 70-79 D = 60-69 F = Below 60

X. Course/Classroom Policies

1. **Arrive on time, come prepared, have all assignments/materials with you.** As a future educator, you should appreciate how important it is come ready to learn and participate.
2. **Turn in assignments on time.** By accepting this syllabus, you agree to accept a score of zero on any late work.
3. **Make-up for Mid-term.** If you miss the mid-term, you have two weeks from the original date of the exam to make it up. There is no make for missing the final.
4. **DO NOT CHEAT.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College’s Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at www.rangercollege.edu/catalog.pdf), titled “Student Misconduct,” subsection “Academic Dishonesty.”
5. **Six absences = Dropped from class with a failing grade.** I expect you to attend class regularly. If you will be unable to attend, notify me. As per Ranger College’s stated absence policy in the general college catalog (see pages 25-26 at <http://rangercollege.edu/catalog.pdf>), the only absences that will be excused are “official” ones, defined as those that occur due to authorized Ranger College activities (such as sporting events). Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of your registration
6. **NO ELECTRONIC DEVICES.** No phones, laptops, tablets, headphones, music/audio video playing or recording devices. These interfere with educational process in the classroom.
7. **Email:** I am happy to communicate with you by email and will do my best to respond within 24 hours. Please include your name and your course.

XI. Course Outline/Schedule

Week	Assignments/Topics
1	Introduction, lass Polices Part 1
2	Part 1 Part 1
3	Part 1 Part 1
4	Part 1 Part 2
5	Part 2 Part 2
6	Part 2 Part 2
7	Part 2 Part 2
8	Review Midterm
9	Part 3 Part 3
10	Part 3 Part 3
11	Part 3 Part 4
12	Part 4 Part 4
13	Part 4 Part 4
14	Part 4 Part 4
15	Portfolios due, Presentations Presentations
16	Presentations Review
17	Final

XII. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.