



RANGER COLLEGE
STEPHENVILLE, TEXAS

COURSE SYLLABUS

Introduction to the Teaching Profession

EDUC 1301

3 credit hours

INSTRUCTOR:

Ann Lewis, Ed.D.

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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

This is 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 the State Board of Educator Certification Pedagogy and Professional Responsibilities standards. The course must include a minimum of 16 contact hours of field experience P-12 classrooms.

III. Required Background or Prerequisite

TSI Reading and Writing requirements must be met.

IV. Required Textbook and Course Materials

Learning to Teach
ISBN-13:078-0-7575-3228-3
Authors: Enz, Bergerson, Wolfe

V. Course Purpose

The purpose of this course is encourage education majors to start thinking, writing, and dialoguing creatively and critically about educational history, theories, practices and policies.

VI. Learning Outcomes

At the conclusion of the course, the student should be able to:

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.
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.

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

Class will consist of discussions of teacher-prepared notes, supplemented by student research. Students will also deliver 4 Power Point presentations on specific topics high-lighted in class notes. After observations have began in the public school system, considerable time will be dedicated to thorough discussions and comparisons of these classroom observations.

IX. Methods of Assessment

Students will be assessed with the following methods of assessment:

Tasks: Weekly Tasks will be distributed at the end of each week. They will require students to incorporate the class notes with appropriate applications. These will require additional research. (CT, EOS, SR)

Observation Logs: Students will be required to submit logs of time spent observing in the public classrooms that demonstrate exposures to practices in our schools. They will also be required to orally discuss these findings in the following course class. (CT, EOS, COM)

Power Point Presentations: Students will supplement class notes by presenting power point presentations of specific topics mentioned but not discussed in detail in class notes. Students will be allowed leverage in these presentations by selecting their own topic from a projected list. (CT, COM, EOS, SR)

Outside Reading Book: Each student will be required to read a motivational book authored by a teacher. A list of selections will be given at the beginning of the course. (CT, SR)

Final Exam: The final exam will consist of Short-Answer questions from class notes and classroom observations.

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

X. Course/Classroom Policies

Grades will be calculated on the point system. It will be possible to earn approximately 500+points during the semester. Your grade will be determined by the percentage of these points you accumulate. The grading scale is the accepted Ranger College scale and is posted above.

No grades will be dropped and no extra credit will be given. We will periodically calculate points so you will be aware of class standing at all times.

If a student has the equivalent of three weeks of unofficial absences in a course in which he/she is currently enrolled, the instructor may drop the student with a grade of "F". The only official absence is an authorized College activity. Other absences may be excused at the instructor's discretion but must be initiated by the student. Emailing the instructor of impending absence is greatly appreciated.

Cell phone use is not permitted except for emergencies or research when instructed to do so.

XI. Course Outline/Schedule

- Week 1 Introductions, Syllabus Discussion
- Week 2 The Teaching Profession
- Week 3 Debate of Teaching a a Profession
- Week 4 History of World Education
- Week 5 History of American Education (Student Presentation #1)
- Week 6 Philosophical Perceptions of Teaching
- Week 7 Learning Theories Introduction
- Week 8 Special Populations (Student Presentation #2)
- Week 9 Legal Issues of Teaching
- Week 10 History of School Reform
- Week 11 Schools Today (Student Presentation #3)
- Week 12 Technology (Student Presentation #4)
- Week 13 Standardized Testing (Guest Speaker)
- Week 14 Ethics in Teaching
- Week 15 Do I Really Want to Teach? (Evaluation of Personal Situation)
- Week 16: Final Exam

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.