

Education 1301.C151

Fall 2021

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Reese Center Office 307C ~ Lubbock Center Office 125K

Office Hours or By Appointment

Monday (Lubbock)	Tuesday (Reese)	Wednesday (Lubbock)	Thursday (Reese)	Friday By Appointment
~	~	~	9am-11am	9am-12pm
2:30pm-4pm	4pm-5:30pm	2:30pm-4pm	~	1pm-4pm

Prerequisite: Completion of any required developmental coursework and 15 or more college-level semester credit hours (including ENGL 1301) with a 2.5 or higher GPA or approval of the Program Coordinator.

Course Description: This course offers 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 EC - 12 schools with varied and diverse student populations and provides students with support from college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course includes a minimum of 16 hours of classroom observations in EC – 12 classrooms.

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook: Sadker, D. M., & Zittleman, K. R. (2018). *Teachers, Schools, and Society: A Brief Introduction to Education* (5th ed.). New York, NY: McGraw Hill.

(Note: You may purchase the print edition or the online edition)

Supplies: Access to computer with printer and Internet access

Student Learning Outcomes: Upon successful completion of this course, students will:

Learning Outcome

Observable/Measurable Student Assessments

<p>Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.</p>	<p>Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections</p>
<p>Students will recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. Students will also identify effective, responsive, and engaging instructional strategies that promote student learning (based on PPR Standards I & III).</p>	<p>Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation</p>
<p>Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity and describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence (based on PPR Standard II).</p>	<p>Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation</p>
<p>Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).</p>	<p>Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections</p>
<p>Students will be able to provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers (based on PPR Standards I – IV).</p>	<p>Classroom observations/observation reflections</p>

Field Experience Component

EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**

For ALL Classroom Presentations & AAT Observations: professional dress is required. Professional dress is considered a collared, button-down or golf shirt, Docker-style pants, slacks, skirts, or dresses. (Girls, if you wear a dress, it needs to be cut no shorter than just above the knee—NO MID-THIGH dresses are permitted). Professional dress does NOT include sun-dresses or shirts with spaghetti straps, hoodies, sweat pants, flip-flops, t-shirts, ball caps, jeans, tennis shoes, shorts, mini skirts, or any other type of casual clothing for sports or leisure. Students failing to respect these rules will receive a zero “0” for the observation and assignment and will not be allowed to make it up.

Professionalism: I place a **great** value on professionalism. It is **KEY** to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Your participation/attendance/professionalism grade is a subjective grade, which is judged based upon my perspective and measured by your actions. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

What is professionalism?

Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

Grading of Course work:

Attendance/Participation/Discussion/Professionalism	5%
3 Unit Exams	20%

Weekly Assignments & Lesson Plan Preparation Assignments <ul style="list-style-type: none"> · 6 - 10 In-class or graded assignments · 5 Lesson Plan Preparation Assignments 	25%
Educational Philosophy Final Draft	10%
Observation Verification Forms/Observation Reflections	20%
Final Presentation <ul style="list-style-type: none"> · Educational Philosophy Essay · Copies of Observation Reflections · Lesson Plans <ul style="list-style-type: none"> · Unit Framework · Unpacking My TEKS · Week-at-a-Glance · 1 day of detailed Lesson Plans · Self-Evaluation of Lesson 	20%
Total	100%

Grades are determined by the following scale:

90 – 100% = A

60 – 69% = D

80 – 89% = B

0 – 59% = F

70 – 79% = C

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- **Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on tests that are auto-graded in Blackboard immediately after taking the tests. You should be able to review your responses and the CORRECT RESPONSE after all students have submitted their tests.
- For all other submitted assignments, papers, and projects, my goal is to have them graded within two weeks of the due date.
- Most MAJOR WRITTEN ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
- You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

Unforeseen Circumstances: If a student is dealing with an unforeseen circumstance, the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances. *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

★ **Students failing to submit the final presentation will be given a final course grade of an "F."**

Please Note: Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation.

Instructional Delivery

Instruction will be delivered online through video lectures, video demonstrations, Flip-grid discussions, group collaboration, and guest speakers. All assignment instructions and rubrics will be available through Blackboard. You will also take all of your Unit Exams through Blackboard.

NOTE: As this class is online, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:

§ Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**

§ Daily access to the internet—MySPC, Blackboard, SPC email, online textbook (if that is your choice)

★ *NOTE: We will also use other websites for course activities.*

§ Knowledge of (and ability to work in) Microsoft Word. You need to know how to add tables and insert pictures and other graphics, etc. –*again, all SPC students have free access to Microsoft Office products.*

§ Knowledge of (and ability to work in) PowerPoint or Prezi.

General Assignment Information

- Attendance/Participation/Discussion/Professionalism

The following assignments are included in this 5% of your total grade: attendance, class discussion, class participation, & conduct during classroom observations

- Unit Exams: Three unit exams based on weekly readings, informational videos, guest lectures, etc., will make up this 20% of your total grade.
- Weekly Assignments/Lesson Plan Project Assignments

Six to ten learning activities and five of the Lesson Plan preparation assignments designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project will make up 25% of your total grade. Dr. Ramzinski will grade these in a timely manner and email you her comments and/or suggestions through Blackboard email; observation Reflection Essays & Verification Forms

You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to turn in a signed (by school) verification sheet to Mrs. Martin at the conclusion of each observation. For each observation, you need to find the corresponding “Field Experience Topic Assignment.” These topics are based on TEA’s Pedagogy and Professional Responsibilities Standards and will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ pages and will be due one week after each observation. Grading rubrics are available on Blackboard. These essays and the verification forms will make up 20% of your grade. Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.

- Final Lesson Planning Project Presentation

This project makes up 30% of your total grade and includes two components: (1) A binder with the components listed below. (2) You will teach 15 minutes from one of the 5 lessons that you have prepared for the project.

Your binder will include the following prepared components:

1. Your educational philosophy essay,
2. Copies of your 4 observation reflection essays,
3. 5 Lesson Plan Preparation Assignments—
 - a. Unit Framework,
 - b. Unpacking My TEKS,
 - c. Week-at-a-Glance,
 - d. one (1) day of detailed lesson plans,
 - e. self-evaluation of lesson presentation.

Grading rubrics are available on Blackboard. Presentations will be submitted through Blackboard in the final weeks of the semester.

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Student Responsibilities: Students are expected to

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

Attendance Policy: Instructors will create an attendance policy that is consistent with the “Class Attendance” policies stated below in the *SPC General Catalog*:

[Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.]

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the

financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.]

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them.
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Disability Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy: The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

Diversity Policy: In this class, the instructor will endeavor to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all participants to learn about others, about the larger world, and about themselves.

Covid 19 Policy:

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

Campus Resources

Tutoring: Dr. Gail Malone, Mrs. Rebecca Grunder, or Dalila Gonzales, 806-716-2241 or dgonzales@southplainscollege.edu. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

*****We have WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. Please make use of this resource.**

Health & Wellness Center

The counselors at the Health & Wellness center can advise you confidentially. They can also help you access other resources on campus and in the local community. You can schedule an appointment with a counselor by calling 716-2529.

Advising & Testing

Latha Tucker, 806-716-4606, ltucker@southplainscollege.edu. Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.