

VERNON COLLEGE  
SYLLABUS

DIVISION: Communications

DATE: 2012-2013

COURSE NUMBER AND TITLE: EDUC 1301 Introduction to the Teaching Profession

CREDIT HRS: 3

HRS/WK LEC: 2

HRS/WK LAB: 2

LEC/LAB COMB: 4

I. VERNON COLLEGE GENERAL EDUCATION PHILOSOPHY STATEMENT

General education at Vernon College reflects the institution's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. We are dedicated to providing educational opportunities that develop the academic, career, and personal capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society. Vernon College has identified the following college-level competencies generated from the general education core:

GENERAL EDUCATION CORE COMPETENCIES:

- A. Critical Thinking: Students will evaluate the validity of ideas through a creative process of questioning, analyzing, and synthesizing.
- B. Communication/Interpersonal: Students will develop effective reading, writing, speaking, and listening skills to communicate verbally and nonverbally.
- C. Scientific and Mathematical Literacy: Students will apply an understanding of mathematical, natural, and behavioral scientific principles and methods to solve abstract and practical problems.
- D. Information Literacy: Students will develop the information literacy skills to confidently and competently locate, use, and evaluate information.
- E. Cultural Literacy: Students will develop an appreciation of human culture and its diversity and the role of the creative arts in society.

II. CATALOG DESCRIPTION:

An enriched integrated pre-service course and content experience that: provides active recruitment and instructional support of students interested in a teaching career, especially in high need fields; 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 course includes a 32 contact hour lab component, 16 hours of which must be in P-12 classrooms. Lab Fee: \$16.00; Special Fee: \$2.00

III. REQUIRED BACKGROUND:

None

IV. TEXTS, OTHER REFERENCE MATERIALS:

Esquith, R. (2007). *Teach like your hairs on fire*. Penguin

Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. Random House

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Sadker, D. M., Sadker, M. P., & Zittleman, K. R. (2008). *Teachers, schools and society*. (9<sup>th</sup> ed.). Boston: McGraw Hill.

V. METHODS OF INSTRUCTION:

1. Lecture
2. Demonstration
3. Peer coaching
4. Discussion

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the Special Services Director.

VI. COURSE CONTENT:

1. Provide information relating to teaching careers in a variety of certification areas with emphasis on high needs areas.
2. Examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Examine and analyze the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms.
4. Provide students with opportunities to participate in early field experiences including elementary, middle and high school classrooms with varied and diverse student populations.
5. An overview of the Pedagogy and Professional Responsibilities of teachers.

VII. COURSE OUTCOMES:

By the end of this course each student should be able to:

1. Describe the roles and responsibilities of a classroom teacher.
2. Describe appropriate classroom environments that foster learning for all students.
3. Explain issues associated with multiculturalism.
4. Understand the legal and ethical requirements for educators and demonstrate knowledge of the structure of education in Texas.
5. Evaluate issues of classroom management and discipline.
6. Describe approaches to assessment, measurement, evaluation, and grading.
7. Identify the historical roots of American education.
8. Identify challenges of school reform.

VIII. ASSESSMENT:

The student will demonstrate proficiency in the objectives listed above through participation in class activities/projects and performance on quizzes and/or examinations.

Vernon College does not discriminate on the basis of color, race, gender, age, religion, nation origin, or disability.