

**Angelina College
Liberal Arts Division
EDUC 1301**

I. COURSE INFORMATION:

- A. Course Description: This pre-service course serves as an introduction to and analysis of the culture of schooling and classrooms. Candidates will examine a variety of Candidates are provided with opportunities to participate in early field experiences at all levels of schools to apply the principles explored in the college classroom.
- B. Intended Audience:
Students interested in a teaching career.

INSTRUCTOR

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II. INTENDED STUDENT OUTCOMES:

A. Core Competencies – (Basic Intellectual Competencies)

- 1. Reading:** Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.
- 2. Writing:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
- 3. Speaking:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.
- 4. Listening:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- 5. Critical Thinking:** Angelina College defines critical thinking as the dynamic process of questioning preconceptions and biases through the gathering and evaluation of data to reach new conclusions that consider realistic implications and consequences.
- 6. Computer Literacy:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available. (*The Texas Higher Education Coordinating Board. ("Report of Subcommittee on Core Curriculum", March 1, 1989).*)

B. Exemplary Objectives – (Found in the Texas Higher Education Coordinating Board Document. Titled: CORE CURRICULUM: ASSUMPTIONS AND DEFINING CHARACTERISTICS Dated: April 1998)

C. Course Objectives for all sections–

From the State Board of Education Pedagogy and Professional Responsibility Standards (EC-Grade 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1. (1.11K) Candidates will consider current research on best pedagogical practices.
2. (1.16K) Candidates will demonstrate the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

3. (2.13K) Candidates will describe theories and techniques relating to managing and monitoring student behavior.

4. (2.23K) Candidates will identify students' emotional needs and ways to address those needs.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

5. (3.8K) Candidates will examine the importance of promoting students' intellectual involvement with content and their active development of understanding.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

6. (4.13S) Candidates will enhance content and pedagogical knowledge through a variety of activities.

7. (4.14S) Candidates will use evidence of self-assessment to evaluate strengths, challenges, and potential problems; analyze and improve teaching performance; and achieve instructional goals.

D. Course Objectives as determined by the instructor –

III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

A. Assessments for the Core Intellectual Competencies –

1. **Reading** – Reading skills will be measured through the student's demonstrated ability to read and understand assigned course material, and class discussions of course content.

2. **Writing** – Writing skills will be measured through the student's successful completion of assigned written assignments such as in- and out- of - class exercises and research-based projects.

3. **Speaking** – Speaking will be assessed through the student's successful completion of class discussions, and/or oral presentation of at least one assignment, exercise or project in a clear, coherent manner.

4. **Listening** – Listening skills will be assessed through the student's demonstrated ability to analyze and interpret course material presented by spoken communication.

5. **Critical Thinking** – Critical thinking will be measured by the student's ability to work through situation presented in case scenario/case study problems, and by assessing material in assigned exercises used to determine the needs of all participants involved. In addition, class discussion, presentations, and projects will be assessed for the application of critical thought processes.

6. **Computer Literacy** – Computer Literacy will be assessed by the student's successful preparation and submission of at least one research -based assignment during the course prepared on a computer using a word processing program.

B. Assessments for the Exemplary Objectives –

C. Assessments for Objectives for all sections –

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1. (1.11K) Candidates will consider current research on best pedagogical practices as evidenced by correctly answering embedded questions on exams and/or through the creation of a reflective journal.

2. (1.16K) Candidates will demonstrate the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning through appropriate implementation of field experience activities and the compilation of relevant artifacts in the portfolio.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

3. (2.13K) Candidates will describe theories and techniques relating to managing and monitoring student behavior in embedded questions on exams and by successful completion of field experience assignments.

4. (2.23K) Candidates will identify students' emotional needs and ways to address those needs by developing a class management plan.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

5. (3.8K) Candidates will examine the importance of promoting students' intellectual involvement with content and their active development of understanding by creating a research project.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

6. (4.13S) Candidates will enhance content and pedagogical knowledge through a variety of activities as they reflect upon their attendance of at least one professional education conference during the semester and participation in at least one professional education organization and correctly answer embedded questions on exams.

7. (4.14S) Candidates will use evidence of self-assessment to evaluate strengths, challenges, and potential problems; analyze and improve teaching performance; and achieve instructional goals through the creation of a reflective journal and professional portfolio.

D. Assessments for the Course Objectives as determined by the instructor –

IV. INSTRUCTIONAL PROCEDURES:

A. Methodologies common to all sections

Approximately 50% of the course will consist of lectures and Socratic dialogue, including in- class critical thinking exercises

Approximately 10% of the course will consist of the field experience component

Approximately 20% of the course will consist of out of class assignments

Approximately 10% of the course will consist of a portfolio project prepared by the candidate

Approximately 10% of the course will consist of tests and quizzes

B. Methodologies determined by the instructor:

Please see modules and course calendar.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials and Equipment –

Text:

Sadker, D. M., Sadker, M. P., & Zittleman, K. R. (2008). *Teachers, Schools, and Society* (10th ed.). Boston: McGraw Hill. ISBN: ISBN 77411161

Special Materials:

AC student ID (for field experience activity)

EDUC 1301 and 2301 field experience participation requirements (criminal background check and affidavit, TB test, agreement letter, etc.) must be met by the assigned date or the candidate is ineligible to participate in the field experience and will be dropped from the course.

Field experiences must be completed at designated placement sites.

B. Assignments

See Class Schedule

C. Course Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)

Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Karen Bowser, Room 208 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Bowser will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Student Center Building, Room 101 or 936-633-5293.

Attendance –

Since we are in an online course attendance will be taken via your participation in the discussion boards each week. Weekly discussion due dates and requirements are located in the course calendar. Your original discussion must be at least 300 words, follow grammar rules and reflect critical thinking. Each of your original discussion posts must end with a question for your classmates. This ensures that our conversation will move forward.

Late Assignments – All assignments must be turned in before or on the due date given in the syllabus or by the instructor. Ten (10) points will be deducted for each calendar day late.

Instructor Conferences – All candidates are encouraged to take time to meet individually with the instructor during the course. Every effort will be made to respond to individual needs. If at any time you feel that you are having problems related to the course, visit with the instructor as soon as possible. Likewise, the instructor may request a meeting with you outside of class time if necessary. Many problems can be resolved easily if promptly addressed.

Field Experience Work – This course requires the candidate to spend four (4) hours per week in a public or accredited private school setting working with specific populations. Candidates will need to assign and arrange their field experience with the Instructor and the appropriate public school authority. The Instructor must be notified by the end of the **third week in writing the place** the candidate will be doing the field experience component of the course, the principal and mentor teacher, the hours and days per week. Every effort will be made to help candidates meet their individual needs. Candidates will be required to follow all field experience guidelines during the field experience. Please refer to the Field Experience Guidelines for further questions about this topic.

VI. COURSE CONTENT:

A. Required Content/ Topics –

This course is aligned with the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Candidates will receive an overview of schooling and classrooms with an emphasis on factors that facilitate learning. Chapters 1-13 of the primary text will be covered and candidates will have interactive field experiences to apply what is being taught in the classroom.

This course has a 16 hour field experience component which must be completed as four (4) hours per week for an assigned 9 week period in a long semester. Candidates are expected to complete the designated activities and turn them in accordingly as assigned. I have specific due dates for each field experience, these dates are available in our course calendar.

VII. EVALUATION AND GRADING:

A. Grading Criteria

Candidates will be evaluated in both the classroom and field experience setting. The following evaluation activities will be used to produce a course grade:

1. Introductory Unit	50 points
2. Unit One Assignment	150 points
3. Unit Two Assignment	150 points
4. Unit Three Assignment	150 points
5. Unit Four Assignment	150 points
6. Unit Five Assignment	150 points
5. Portfolio	200 points
POSSIBLE TOTAL POINTS	1000 points (divided by 10)

*** Failure to complete all four Field Experiences is an automatic failure of the course!!!**

B. Determination of Grade

A	1000-900
B	899-800
C	799-700
D	699-600
F	599 and below