



# EDUC 1301 - Introduction to the Teaching Profession

## EDUC 1301.601 Course Syllabus

### Description

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 State Board for Educator Certification Pedagogy and Professional Responsibilities standards.

### Semester Offered

Fall and Spring

**Credits** 3

**Lecture Hours** 3

**Lab Hours** 0

**Extended Hours** 1

**Contact Hours** 64

**State Approval Code** 13.0101.51 09

**Instructor Name** Christine Dobbs

**Semester/Year** Fall 2025

### Meeting Time and Location

THIS COURSE WILL BE AVAILABLE EACH WEEK IN PERSON  
IN CARTHAGE (MONK 1102) AND/OR A RECORDED ZOOM

M W 10:35AM - 11:55AM AND ONLINE —students are expected to spend at least 3-4 hours per week\*\*  
reading, reviewing, and participating in assigned activities for successful completion of this course.  
MINIMUM OF TWO SUPERVISED EXAMS REQUIRED.

### Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

### Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

### Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**No use of Generative AI permitted.**

This option assumes that all work submitted by students will be generated by the students themselves, whether they are working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

The purpose of this course is to provide students with a) information about the teaching profession and b) opportunities to observe professional teachers in their teaching environments.

### **Learning Outcomes**

**Upon successful completion of this course, students will be able to:**

1. Identify current issues influencing the field of education and teacher professional development. (PPR St IV)
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity. (PPR St II)
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers. (PPR StIII)

4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making. (PPR St IV)
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students. (PPR St II)
6. Complete a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

### **Course Content**

After studying the material presented in this course, students in all sections of the course will meet the following objectives, aligned with the *TExES Pedagogy and Professional Responsibilities Standards*:

#### **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. Identify, describe, and locate the mandated curriculum for public schools in Texas.
2. Describe various methods of instruction and assessment, including methods that accommodate students with special needs and students from various cultural and educational backgrounds.
3. Identify legal precedents and instructional approaches related to students with special needs.
4. Identify conditions that put students at risk of failure or dropping out of school.
5. Identify the historical roots of American education.
6. Describe important education reform movements and the catalysts for reform.
7. Identify characteristics of effective teaching environments and behaviors.
8. Describe patterns of school organization, staffing, and funding.
9. Compare educational experiences in various settings—urban, rural, suburban.

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

1. Identify legal precedents and instructional approaches related to students with special needs.
2. Describe various methods of instruction and assessment, including methods that accommodate students with special needs and students from various cultural and educational backgrounds.
3. Identify legal precedents and instructional approaches related to students with special needs.
4. Define and discuss multiculturalism, cultural awareness, and global education.
5. Identify effective methods of classroom management and discipline.
6. Define and give examples of assistive technology.
7. Describe how technology enhances student achievement and teacher efficacy and efficiency.

#### **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.**

1. Describe various methods of instruction and assessment, including methods that accommodate students with special needs and students from various cultural and educational backgrounds.
2. Describe effective methods of school-home and school-community relations and communication.
3. Describe various family configurations and the role of family in effective instruction.

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

1. Describe characteristics of teaching as a profession.
2. Identify important legislation and policy affecting education in the United States and in Texas.
3. Describe requirements for teacher certification in Texas.
4. Identify signs of child abuse and neglect, and describe the process for reporting child abuse.

### **Methods of Instruction/Course Format/Delivery**

Students in all sections of the class will have access to this course via the Canvas Learning Management System. Online students will be required to attend 16 hours of off-campus classroom observations. Students may be required to test at the Carthage Testing Center in person. Instruction and class participation will include:

- Instructor online facilitation
- Online submission of assignments
- Email via Canvas Inbox
- Videos
- Discussion Board
- Practice Exams
- Exams
- Quizzes
- Journals
- On-site Field Experience

### **Major Assignments/Assessments**

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

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The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

**Field Experience Journal and Documentation:** Students will complete sixteen hours of on-site observation in grades Pre-K-12 in Texas public schools. A time log, teacher evaluations, and a reflective journal will document completion of the observations. Failure to complete the entire sixteen-hour assignment will result in a grade of F in the class, regardless of performance on other assignments.

**Assignments:** Assignments include written responses to a question or topic pertaining to each individual chapter. There is a format to follow, a minimum word count, and plagiarism/AI check.

**Quizzes:** There are chapter and other content quizzes related to the topics under study.

**Exams:** Students will complete at least 3 unit exams and a comprehensive final exam, all proctored.

#### **Course Grade**

The grade for this course will be based on the following assignments:

- Field Experience Journal and Documentation = 20%
- Written Assignments for each chapter = 30%
- Quizzes for each chapter = 10%
- Proctored Unit Exams, including a comprehensive Final Exam = 40%

#### **Texts Materials, and Supplies**

- **TEXTBOOK(S):** None
- **SOFTWARE:** Web browser - Google Chrome - updated as necessary; access to MS Word; **NOTE THIS CLASS CANNOT BE COMPLETED VIA CELL PHONE**

#### **Required Readings**

Open Educational Resources the provided throughout course.

#### **Other**

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.

- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/disabilitysupport> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)