Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Fall 2013

Catalog Course Description:
An overview of the role and responsibilities of the classroom teacher with an emphasis on current trends, issues, and best practices in education. Includes an introduction to the use of technology for instruction and teacher support, as well as a field experience in an area school. STEA membership and possible criminal background check required for participation in the field experience component of the course.

Entry Level Standards:
Students must be able to read and write at the college level.

Corequisites:
ENGL 1010

Textbook(s) and Other Course Materials:
Textbook: Introduction to Teaching, by Donald Kauchak and Paul Eggen

Tennessee State Department of Education Curriculum Standards
http://www.state.tn.us/education/ci/standards/index.php

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
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<tr>
<td>1</td>
<td>Research Topic Overview &amp; Topic Selection</td>
</tr>
<tr>
<td>2</td>
<td>The Teacher</td>
</tr>
<tr>
<td>3</td>
<td>The Students</td>
</tr>
<tr>
<td>4</td>
<td>The School (Effective School Organization)</td>
</tr>
<tr>
<td>5</td>
<td>Current Issues in Education (Researching, Reporting, Presenting)</td>
</tr>
<tr>
<td>6</td>
<td>Field Experience—Overview and Instructions</td>
</tr>
<tr>
<td>7</td>
<td>Curriculum Standards</td>
</tr>
</tbody>
</table>
Lesson Planning

Instructional Strategies

Assessment Strategies

Technology in the Classroom (Instructional)

Technology in the Classroom (Administrative)

Portfolios—Resume, Philosophy, Resource List

Professional Development

Final Exam

II. Course Goals*:
The course will

A. Develop an appreciation for the teaching career and an understanding of the personal qualities, skills, compassion, and commitment needed to be an effective teacher. (III.1, 2, 3)

B. Become knowledgeable of the local teacher education licensure programs, the requirements for becoming a licensed teacher through each of these programs, and the professional organizations and their importance to students in the teaching field as well as teachers in the classroom. (III.1, 4)

C. Develop an awareness of the terminology, current issues and “best practices” in education and how these affect the teacher in the classroom. (III.4, II.6)

D. Develop the skills needed to build lesson plans that include appropriate curriculum standards and effective instructional and assessment strategies. (I.5; VII.3, 4, 5)

E. Expand and enhance the knowledge of varied learning and teaching styles and how these impact the classroom learning environment. (II.3)

F. Expand the understanding of how technology operations and concepts can be used to enhance the effectiveness of the classroom teacher. (VII.1, 2, 3, 4, 5, 6)

G. Develop an understanding of the social, ethical, and legal and issues surrounding the use of technology in PreK-12 schools. (II.3; III.1, 2)

H. Develop an understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds and students with disabilities and an awareness of the importance of equal educational opportunity and multicultural education. (II.3)

I. Increase the ability to reflect, analyze, and assimilate information acquired from a variety of sources.

J. Expand the skills needed to seek and acquire a job as a classroom teacher. (VII.1, 3, 4, 6)

*Roman numerals after course objectives reference goals of the Education program (Career Program Goals
III. Expected Student Learning Outcomes*:

Students will be able to:

1. Identify the characteristics of an effective teacher and use this information to make an appropriate career choice. (A)

2. Make educational decisions related to teacher licensure and take appropriate steps to complete requirements according to selected teacher education program. (B)

3. Join and participate in the teachers’ professional organization. (STEA) (B)

4. Define and use educational terms and information in class discussions, assignments, and field experience. (A, C, D, E)

5. Research and present information in class related to educational terminology, issues, and “best practices.” (C)

6. Identify the varied learning styles and other factors that affect student learning and the learning environment and use these in the development of assignments and in classroom discussion. (E)

7. Begin a portfolio that will continue to be developed throughout the licensure program and then be used in the process of finding a job. (J)

8. Develop and discuss classroom policies and procedures that will meet the needs of a diverse classroom population and are in compliance with copyright law, fair-use guidelines, security, and child protection. (C, H)

9. Reflect, analyze, and assimilate the knowledge gained through observing experienced teachers in the classroom by keeping a reflective journal and participating in classroom discussions. (I)

10. Demonstrate efficiency in using technology to complete classroom assignments. (F, G)

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures:

Course grade is determined as follows:

- Checkpoints & Quizzes = 50
- Educational Research Report = 100
- Report Presentation = 50
- Lesson Plan = 100
- Powerpoint (w/lesson plan) = 50
- Field Experience (Hours) = 150
- Field Experience (Journal) = 50
- Portfolio (Resume) = 50
- Portfolio (Philosophy) = 50
Portfolio (Resource List) = 50
Professional Development = 100
Final Exam = 100
Attendance (See *below) = 100

Total Possible Points 1000

*Attendance: 100 possible points

0-1 absences 100 pts.
2 80
3 60
4 40
5 or more 0

B. Laboratory Expectations:
N/A

C. Field Work:
N/A

D. Other Evaluation Methods:
N/A

E. Grading Scale: Grade Conversion based on above points

900-1000 pts. = A
800-890 pts. = B
700-790 pts. = C
600-690 pts. = D
500-590 pts. = F

V. Policies:

A. Attendance Policy:
Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:
Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. More information is available at http://www.pstcc.edu/sswd/.

D. Other Policies:

Students must complete a minimum of 15 hours in the field to receive a passing grade in the course.