SED 300.02E--The Teaching Profession
COURSE SYLLABUS: Fall 2013

Instructor: Nancy Shaw, Ed.D.
Office Location:
Office Hours: 30 minutes before or after class
Office Phone:
Home Phone: 972-564-3714
Office Fax: 903-886-5581

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Text:


Required Resources:

- Your content area from the TExES Preparation Manual website: http://texes.ets.org/texes/prepMaterials/
- Your TEKS for your content area: http://www.tea.state.tx.us/index2.aspx?id=6148

Course Description:
The Teaching Profession. Three semester hours. The course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed.

Thirty clock hours of professional field experiences are required to successfully complete SED 300.

Prerequisite: passing scores on the THEA (minimum score of 250), ACT (23), SAT (550), Accuplacer (88) or Compass (90). One of the previously mentioned tests must be successfully completed before the student teaching semester.
**Student Learning Outcomes:**
1. The learner will be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.

2. The learner will demonstrate understanding of the course materials through objective examinations and preparing and peer-microteaching, and group interdisciplinary lesson projects.

3. The student will participate in 30 hours of early field-experience in classrooms to gain an understanding of secondary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.

4. The learner will study the process of creating clear expectations, standards driven rubrics and assessments, and the processes of designing curriculum units and lesson plans.

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**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**
This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

1. **30 Hours of Early Field Experience**, a Mentor Teacher EFE Rating Form, and a reading score of 250 on the THEA (or previously mentioned alternative tests) are required for the successful completion of SED 300. THEA must be successfully completed before the student teaching semester.

2. Attendance of all class meetings is required and is essential to your success in this course. Absences from a class will result in a “0” for class attendance and participation for that particular class day. Pay careful attention to punctuality, you will have points deducted for being tardy or leaving early.
   
   Remember your attendance and punctuality is a reflection of your professionalism.

3. Completion of all assigned readings from the text and any supplemental materials and on-time delivery is expected. No late work will be accepted. The completion of all written assignments and projects exhibit your scholarship and professionalism. Some examples of the assignments that may be expected of you are: written reflections from field experiences and textbook content, self-assessments, thoughtful participation in class discussions, debates, group sessions, group activities, chapter quizzes, reflective written assignments, lesson plans, project presentation, mid-term and final exam.

4. Participation in thirty hours (30) of documented field experience

**Notes:**
1. Please turn off cell phones, and all other electronic devices when entering class.
2. A word to the wise: clean up your Facebook page prior to sending in your applications.
3. Please have a professional e-mail address for student teaching communications.
Attendance Policy

The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program. **If you miss any class period, you will receive a zero for that day’s attendance and participation grade (total of 10 points for class). You may be allowed to make up the in-class work for that class period for 80% credit, if the make-up work is feasible. If you miss more than three classes, you may be withdrawn from the course.** Extenuating circumstances will be taken into consideration, if the student initiates a conference with the instructor.

**University Related Excused Absences:** When absences are related to an approved University event, your supervisor will need to contact the instructor with the details of the absence before the date. You will need to meet with the instructor to receive class notes and assignments to be completed prior to the next class meeting. **Grading procedures:** For an approved/excused absence you will receive full credit for attendance. The participation grade will be reflective of your completion of the make-up work of the day’s assignments.

**Tardy Policy:** It is important that you be on-time (early) to class. You should be in the classroom, seated and ready to begin the day’s lesson. Coming late to class is distracting and disruptful to the instructor and your classmates. Three tardies will count as one absence; three absences may have you withdrawn from the class.

**Class Participation Grade**

There will be a Class Participation Grade for each class period (5 points). The Class Participation Grade will be determined by your attentiveness and contributions to the lesson. Points will be deducted for use of cell phones, laptop use, and talking while others are talking.
Grading

SED 300 GRADING

A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

\[ A = 90 - 100 \% \quad B = 80 - 89 \% \quad C = 70 - 79 \% \quad D = 60-69 \% \quad F = 59 \% \text{ or below} \]

<table>
<thead>
<tr>
<th>Components</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td><strong>Class Attendance:</strong> 5 points per class--10 pts per week Present, on time and remain the entire class</td>
<td>150</td>
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<tr>
<td><strong>Class Participation:</strong> 5 points per class-10 pts per week (includes attentiveness, contributions, activities and assignments for each class meeting)</td>
<td>150</td>
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<tr>
<td><strong>Philosophy of Teaching Project</strong></td>
<td>(100 Total)</td>
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<tr>
<td>Part 1: Introduction—Week 6</td>
<td>25</td>
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<td>Part 2: Reflection—Week 7</td>
<td>25</td>
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<td>Part 3: Rough Draft—Week 10</td>
<td>25</td>
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<td>Part 4: Final Philosophy—Week 11</td>
<td>25</td>
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<tr>
<td><strong>SED 300 Class Notebook</strong></td>
<td>(50 Total)</td>
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<tr>
<td>Graded Week 3</td>
<td>25</td>
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<td>Graded Week 16--Final Exam</td>
<td>25</td>
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<td><strong>Micro Peer-Teaching</strong></td>
<td>100</td>
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<td>5 to 7 Minute Presentation including Lesson Outline</td>
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<td><strong>Interdisciplinary Teaching Project</strong>—Week 12 &amp;13</td>
<td>100</td>
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<tr>
<td>Group Activity—3 to 4</td>
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<tr>
<td>Best Teaching Strategies Incorporated and Lesson Plan</td>
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<tr>
<td><strong>Textbook Chapter Postings &amp; Discussions:</strong> Due to eCollege in the Discussion Prompt for the week—submitted prior to class</td>
<td>100</td>
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<tr>
<td><strong>Early Field Experience Reflections</strong></td>
<td>(100 Total)</td>
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<tr>
<td>1 Due Week 8</td>
<td>10</td>
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<td>2-5 Due Week 11</td>
<td>40</td>
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<td>6-10 Due Week 15</td>
<td>50</td>
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<td><strong>Midterm Examination</strong> Week 8</td>
<td>100</td>
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<td><strong>Final Examination</strong> Week 16</td>
<td>100</td>
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<tr>
<td><strong>Miscellaneous Assignments</strong></td>
<td>150</td>
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<tr>
<td>Discussion Prompts</td>
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<td>Lesson Plan</td>
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<td>Assessment Tools</td>
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<tr>
<td>Philosophy Presentation</td>
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<tr>
<td>Technology Contribution</td>
<td></td>
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<tr>
<td>(Plus, others at instructor’s discretion)</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1200</strong></td>
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SED 300 Class Notebook or Desktop Folder

- SED 300 Class Notebook with dividers labeled as follows with printouts
- OR a Desktop Folder on your electronic device containing all of the following clearly labeled
  1. Syllabus/Calendar/Class Info (agendas, procedures, etc.)
  2. Field-Based Teacher Education Handbook
  3. TExES Preparation Manual for the PPR (Pedagogy and Professional Responsibilities)
  4. TExES Preparation Manual for your Content Area
  5. TEKS for your content area
  6. ELPS—English Language Proficiency Standards
  7. SED 300 Handouts
  8. SED 300 Projects/Assignments

  The notebook will be graded during Week Three and Week Sixteen during the Final Exam.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0)
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a Browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the —Browser Test link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or the helpdesk@tamu-commerce.edu.
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Format for papers handed in for this class:

- Use APA style for citations within text and for the reference page;
- Margins – Left 1., Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;
- Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.

Example of citation in text:
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references:

From a journal:

From a website:

From a book:
University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the policies of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
Undergraduate Graduation Checklist
Graduation is almost here, make sure you are ready for it!

http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?
Useful Resources for Your Professional Library:


Print and Web Resources


**TExES Competencies Aligned with SED 300**

**English Language Proficiency Standards**
[http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4)

**Pedagogy and Professional Responsibilities EC-12**

- **Competency 001**: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

- **Competency 002**: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

- **Competency 003**: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

- **Competency 004**: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

- **Competency 005**: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

- **Competency 006**: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- **Competency 007**: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

- **Competency 008**: The teacher provides appropriate instruction that actively engages students in the learning process.

- **Competency 009**: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- **Competency 010**: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

- **Competency 011**: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

- **Competency 012**: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

- **Competency 013**: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.