

EDUC 1301: Introduction to the Teaching Profession

Fall 2026

Course Title: Introduction to the Teaching Profession

Instructor: Brittany Taylor

Email Address: bptaylor@lcisd.net

Office Phone: (806) 993-2321 ext. 21136

Office Hours: 8th Period (Conference) 3:14-4:00

GENERAL COURSE INFORMATION

Pre-requisite: TSI-compliant in reading and writing or waived in both writing and reading.

Course Description: This course offers an enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career. The course provides students with opportunities to participate in early field observations at all levels of EC - 12 schools with varied and diverse student populations and provides students with support from college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course includes a minimum of 16 hours of classroom observations in EC – 12 classrooms.

Credit: 3 Lecture, 0 Lab

Textbook: You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials: School-issued iPad

Student Learning Outcomes

Upon successful completion of this course:

1. Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.
2. Students will recognize the various multiple intelligences/learning styles to be able to implement instructional practices that meet the needs of all students. Students will also identify effective, responsive, and engaging instructional strategies that promote student learning (based on PPR Standards I & III).
3. Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity and describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence (based on PPR Standard II).
4. Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).
5. Students will be able to provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers (based on PPR Standards I – IV).

**NOTE: Each weekly module will focus on one or more of the above Student Learning Outcomes.*

Course Requirements:

EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be required to complete 16 hours of classroom observation.

Grading Percentages

Attendance/Participation/Professionalism/Discussions	15%
Weekly Quizzes or Weekly Content Checks • 15 Quizzes	25%
Lesson Plan Preparation Assignments • 3 Lesson Plan Preparation Assignments	10%
Educational Philosophy Essay	10%
4 Observation Verification Forms/Observation Reflections	20%
Final Presentation • Revised Lesson Project Overview • Revised Unwrapping My TEKS • Revised Week-at-a-Glance • 1 day of detailed Lesson Plans • Lesson Presentation • Self-Evaluation of Lesson Presentation	20%
Total	100%

Grades are determined by the following scale:

90 – 100% = A	60 – 69% = D
80 – 89% = B	0 – 59% = F
70 – 79% = C	

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- Summative Assessments and all essays will be submitted through **Blackboard**.
- **Late work will not be accepted and will receive a grade of "0."**
- **Assignment Submission**

- Assignments should be submitted according to the due dates and submission methods identified in their task descriptions.
- For submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course calendar or the weekly assignment list in Google Classroom.
- **Extra Credit:** I will offer a few opportunities to earn extra credit throughout the semester. I will make an announcement in Google Classroom that explains available extra credit opportunities. Extra credit will not be added to your final grade until the last week of classes.
- Some MAJOR ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
 - **Work must be submitted as a Google Doc.**
 - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
 - You may **access my feedback** for assignments submitted through the "Turnitin Assignments" link. Click on "View/Complete" link under the assignment name to view your grade and my comments.
- Student use of AI.
 - EDUC 1301 requires several writing assignments that involve personal observations or opinions, and I want to read YOUR unique words and thoughts and not those generated by a computer program. Please do NOT use generative AI platforms (like ChatGPT, Gemini, Co-Pilot, etc.) to generate content for the writing assignments in this class.
 - I will let you know explicitly when and how it is appropriate for you to use AI for an assignment.

Unforeseen Circumstances: If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.*

Instructional Delivery—Face-to-Face

Most instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and occasional guest speakers. However, content will also be posted in Google Classroom in the form of links to reading materials, recorded content overviews, videos, recorded demonstrations, and an occasional guest lecture. Each weekly module will open Saturday morning before the week begins, and all assignments for the week will be due on SUNDAY at 11:59 p.m. of the module week. I will post all module instructions, assignment instructions, some assignment samples or models, submissions portals, and rubrics in Google Classroom. During our class time, we will have discussions, group collaboration, review the material, and complete learning activities. *The best way to be prepared for class is to have read the assigned reading material for the module BEFORE you attend class.*

ALL STUDENTS: As most of the content and materials for our class are online in Google Classroom, you need to make sure that you have the appropriate technology. You must have your school issued iPad every class as well as your charger.

Field Experience Component

- EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a State requirement for the Associate of Arts in Teaching (AAT) degree. Students must complete (and provide verification) that all observation hours are complete to pass the course. Whether students have a passing grade in the class or not, they will receive an F for the class if the observations are not completed (this is a State requirement).
- Teacher Evaluations: You will receive **three teacher evaluations per semester**, one each 9 weeks and one at the end of the semester. These evaluations will be double weighted daily grades. You will be evaluated over aspects of professionalism, such as communication, dress code, attendance as well as employability/teacher dispositions.

General Assignment Information

- **Weekly Module Quizzes and Weekly Assignments:** Fifteen weekly quizzes and/or assignments based on weekly readings, informational videos, guest lectures, etc. These quizzes and/or assignments will be available in the weekly assignment clusters in Google Classroom.
- **Observation Reflection Essays:** You will be required to complete 16 hours of observation in the field over the course of the semester. You will be provided with a handbook for student responsibilities and procedures for your classroom placements for the year. Each week, you will be required to complete field notes that will focus on aspects of T-TESS and other subjects of focus depending on the week's learning objectives. These will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ - 2 pages and will be due one week after each observation. Students are responsible for being aware of when their observation essays are due. Grading rubrics are available on Blackboard and Google Classroom.
- **Educational Philosophy Essay:** This 2-3 page essay will be a summative assessment. This essay will, hopefully, form the foundation upon which you develop your professional educational philosophy. It will include a discussion of the theoretical foundations that influence your educational philosophy, based on the readings and class discussions. It will also include a discussion of the following components: the purpose of structured education, what content/skills should be taught, the role of the teacher/student, and preferred teaching/assessment strategies. This essay will be submitted to Turnitin.com
- **Lesson Plan Project Assignments:** You will complete three Lesson Plan preparation assignments, designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project. I will grade these in a timely manner in order for you to use feedback to revise or polish your Final Lesson Planning Project.
- **Final Lesson Planning Project & Presentation:** This project is a summative assessment and includes three components: (1) Submission of typed lesson plans with the components listed below. (2) You will teach 15 – 20 minutes from one of the 5 lessons that you have prepared for the project and then evaluate your lesson presentation. (3) A self-evaluation. Your typed lesson plans will include the following prepared components: Revised Unit Lesson Plan Overview, Revised Unwrapping My TEKS, Revised Week-at-a-Glance, and one day of detailed lesson plans.

You will submit the typed component in Blackboard. Presentations will be made during class in the final weeks of the semester. A sign-up sheet will be made available in class.

Student Responsibilities: Students are expected to:

1. Attend class regularly and log into Google Classroom on a regular basis
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Demonstrate respectful behavior toward instructor and classmates to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others
6. Be responsible for keeping track of your grades and progress in the class
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration and improper use of AI
9. **Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.**

Institutional and Academic Policies

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

Campus Resources

SPC Tutors: Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, and view tutoring locations.

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

Brainfuse

You also have 180 FREE minutes of tutoring with Brainfuse each week, and your hours reset every Monday morning. Log into Blackboard, and click on the tools option from the left-hand menu bar. Click on the Brainfuse link and you will automatically be logged in for free tutoring. You may access Brainfuse tutors during the following times:

Monday – Thursday: 8 pm-8 am

6pm Friday – 8am Monday morning

For questions regarding tutoring, please email tutoring@southplainscollege.edu or call 806-716-224

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester. Students will be notified if any changes are made.

