

EDUC 1301: Introduction to the Teaching Profession  
Spring 2025

The Teaching and Learning Center  
South Plains College

***South Plains College Improves Each Student's Life***

**Instructor:** **Dr. Elaine Ramzinski**  
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Office: **Lubbock Downtown Center 2020**  
Office Hours: **Monday/Tuesday– 1pm-4pm**  
**Friday – 10am-12pm (By Appointment Only)**

Contact Dr. Ramzinski through SPC email. Do NOT use Blackboard Messages to contact Dr. Ramzinski.

**Observation Coordinator:** **Suzie Jameson**  
[observations@southplainscollege.edu](mailto:observations@southplainscollege.edu)  
Contact Mrs. Jameson through SPC email



**General Course Information**

Course Description

***Pre-requisite: Completion of any required developmental coursework, TSI-compliant in reading and writing, and a 2.5 or higher GPA or approval of the Program Coordinator. We also highly recommend completion of either ENGL 1301 and/or HIST 1301 BEFORE attempting this course.***

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:

- Access to a computer (with reliable internet access) & Blackboard

Student Learning Outcomes

Upon successful completion of this course, ...

**Learning Outcome**

**Observable/Measurable Actions by Students**

Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
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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).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
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).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
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).	Classroom observations/observation reflections

**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 given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time—to be completed outside of class. **Students will also need to complete and pass a criminal background check.**

**Please Note:** *If students do not complete the required background check & observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.*



**Course Guidelines and Expectations**

**Grading and Final Evaluations**

Attendance/Participation/Professionalism/Discussions	5%
Weekly Reading Quizzes	15%
Weekly Assignments	20%
Lesson Plan Preparation Assignments	10%
Educational Philosophy Essay	10%
4 Observation Verification Forms/Observation Reflections	20%
Final Presentation <ul style="list-style-type: none"> <li>• Revised Week-at-a-Glance</li> <li>• 1 day of detailed Lesson Plans</li> <li>• Lesson Presentation</li> </ul>	20%
<b>Total</b>	<b>100%</b>

**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:**

- All assignments will be submitted through Blackboard.

- **Late work will not be accepted and will receive a grade of "0."**
- You may see a grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to see your final grade and review your responses and the CORRECT RESPONSE after the due date.
- **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 schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."
- NOTE: Late work is unacceptable in this course.
- Most 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.
  - Please make sure that you submit a Microsoft WORD or Google document.
  - **DO NOT submit a document created in Apple Pages.**
  - 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 in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

**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.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

✓ **Students failing to complete the final presentation will be given a final course grade of an "F."**

### Instructional Delivery

- All course instruction and content will also be posted on Blackboard in the form of links to reading materials, recorded content overviews, videos, recorded demonstrations, and an occasional guest lecture. I will post all module instructions, assignment instructions, some assignment samples or models, submissions portals, and rubrics in Blackboard. **You will also take all quizzes in Blackboard and submit all graded assignments in Blackboard.**
  - You will receive a participation grade for the Flipgrid Discussion. These grades make up your attendance/participation grade, which counts 15% of your total average.

**ALSO NOTE:** As most of the content and materials for our class are online in Blackboard, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:

- Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**
  - **Please DO NOT submit any assignments with the APPLE PAGES word processing program.**
- Daily access to the internet—MySPC, Blackboard, SPC email, online readings & other materials
  - NOTE: We will also use other websites for activities and games.
- Knowledge of (and ability to work in) Microsoft Word or Google Docs. You need to know how to add tables and insert pictures and other graphics, etc. *—again, all SPC students have free access to Microsoft Office products.*

- Knowledge of (and ability to work in) PowerPoint or Prezi.

**Please Note: Do NOT save or submit assignments in Apple Pages!!!** Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation

### 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. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will need to complete and pass a criminal background check before attending any observations.**
- **Professionalism:** I place a **great** value on professionalism. It is KEY to being an effective teacher, and this semester is your opportunity to demonstrate this skill. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

#### **What is professionalism?**

Some examples of professionalism include, but are not limited to effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

### General Assignment Information

- **Attendance/Participation/Discussion/Professionalism (5%)**  
Each week you will participate in a Flidgrid Discussion. You will receive a participation grade based on your active participation in each week's learning activities and discussion.
- **Weekly Module Quizzes or Weekly Assignments (15%)**  
Weekly quizzes based on weekly readings, informational videos, guest lectures, etc., will make up 15% of your total grade.
- **Weekly Assignments (20%)**

Weekly learning activities and EdPuzzle TTESS assignments will make up 20% of the total grade.

- **Lesson Plan Project Assignments (10%)**  
Three Lesson Plan preparation assignments, designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project, will make up 10% of your total grade. You will submit these to Turnitin.com, and Dr. Ramzinski will grade these in a timely manner, typically within one week. You can find your grade and my comments when you click on the assignment in "My Grades."
- **Observation Reflection Essays & Verification Forms (20%)**  
You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the "Observation Procedures and Rules" sheet. You will be required to turn in a verification sheet to Ms. Jameson at the conclusion of each observation. For each observation, you need to find the corresponding "Field Experience Topic Assignment" and the accompanying T-TESS rubrics. 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. These essays and the verification forms will make up 20% of your grade. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*
- **Please Note: If students do not complete the required background check and observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.**
- **Educational Philosophy Essay (10%)**  
This 2-3 page essay will comprise 10% of your total grade. 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.

- **Final Lesson Planning Project Presentation (20%)**

This project makes up 20% of your total grade and includes two 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.

Your typed lesson plans will include the following prepared components: Revised Week-at-a-Glance and one day of detailed lesson plans. You will submit the typed component to Turnitin.com. Grading rubrics are available on Blackboard. Presentations will be submitted as a video file to Dr. Ramzinski's Dropbox in the final week of the semester.

**Student Responsibilities:** Students are expected to:

1. Log into our Blackboard course 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. Have respectful behavior toward instructor and classmates in order 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.
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**

**Tutoring:** Dr. Gail Malone; Ms. Dalila Gonzales, 806-716-2538 or @southplainscollege.edu ; or the Office of College Literacy and Education,, 806-716-2241. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students. SPC tutoring sessions are also available online, or you can schedule a tutoring session via Tutor.com (available in Blackboard).

**\*\*\*We have WRITING CENTERS on the Levelland and Lubbock Downtown campuses. Please make use of this resource.**

**Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of**

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Department of College Literacy and Education at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

**any changes, at any point during the semester.**