



CISE 3384.03, .04 The Teaching Profession Fall 2017

CISE 3384 is a required course for a Secondary Education minor and Secondary Teaching Certification.

College of Education, Department of Curriculum and Instruction

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Office hours:

Monday-Wednesday 2:00 pm – 4:00 pm
Tuesday-Thursday 11:00 am – 1:00 pm
And by appointment

Day and Time of Class: CISE 3384.03 TR 8:00-9:20 pm
CISE 3384.04 TR 9:30-10:50

Location of class: TEC 342

Course Description: This course provides an overview of the teaching profession in secondary schools. This is a required course for those seeking 7-12 certification. The course is an introduction to the concept of teaching as a professional career that makes a difference in the lives of children, youth, and their families. Students will be introduced to lesson planning, writing clear learning objectives, instructional strategies, formative and summative assessment methods, classroom management, professional ethics, and the use of technology as an instructional tool.

Textbooks: Online readings from digital books, professional journals, movies and videos as assigned; thus no textbooks are required.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: *Gaining factual knowledge (terminology, methods, trends)
*Learning fundamental principals, generalizations, or theories

Important: *Learning to apply course material
*Developing specific skills, competencies, and points of view needed by professionals

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on Blackboard.

Course Outline

Course Format: The format of the class includes lecture, small group discussions, whole-class discussion. The content of this course is delivered in class and online using Blackboard and other Web 2.0 tools. Grades consist of professor assessment of written reports, class and online participation, appropriate implementation of technology into instruction, contribution of technology skills in a community setting, designing appropriate lesson plan, and evaluation of teacher ethic.

Assignments, Weighting, and Grade Scale:

Assignment	Points
7 Quizzes @ 50 points per quiz	350
In-Class Participation	100
Lesson Plan	100
Professionalism	200
Total	750

Course Evaluation: Your learning is assessed based on class-based assessments

Letter Grades:

A =	675-750	Academic Excellence
B =	600-674	Acceptable Performance
C =	525-599	Passing – yet insufficient performance
D =	450-524	Insufficient Performance *
F =	Below 450	Failure*

*A grade of “D” or lower in this course will result in the candidate repeating the course before methods block eligibility.

Course Requirements: *Check your E-MAIL account often.* I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail.

IN OTHER WORDS: CHECK YOUR EMAIL OFTEN!!!!!!

Program Requirements: To receive your final grade for this course, you must complete all program requirements by the assigned due dates.

Attendance Policy: Regular and punctual attendance is required. The three hours of absence provided by university policy should be used carefully **for illness and emergencies.**

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the first absence after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate’s file. Upon the second absence, the candidate will attend a conference with the course professor as well as the Chairperson

of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course. Each absence beyond the three hours allowed by university policy may result in reduction of your final grade in CISE 3384.

Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it or have a friend bring it in when it is due. Late work will result in deductions from your grade and will negatively impact your professionalism grade.

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

Late Assignment Policy: Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE:* All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments will receive a 20% deduction (10% per day) in points for being up to 48 hours after the due date and time. After 48 hours, a grade of zero will be earned; however, every assignment must be submitted to earn credit in the course.

Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

Professionalism: Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

Professionalism is expected. If individual assignments possess a striking similarity to another candidate’s work, penalty may be, minimally, the drop of one letter grade. Further discussion of professionalism will occur during the class.

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by professional behavior.

Professional behavior indicators:

- **Emails:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **Your Colleagues:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.
- **Participant Professionalism:** As a courtesy to other participants and to your instructor, please refrain from text messaging, checking email, or answering your cell phone during class time. Breaks are provided throughout the class so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor PRIOR to the beginning of class. (*loss of up to 20 points per day*)
- **Class Preparation:** Professionals are on time and fully prepared for class! All reading assignments are to be completed and *reflected upon* prior to the day they are due.
- **Due Dates:** You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same. Please pay attention to all deadlines. Expect computer glitches, crashes, and “gremlins” – back up all of your work and do not wait until the last minute to meet deadlines. All assignments must be submitted at the scheduled time, in the designated posting place, and should be done in a professional manner (typed, Standard English grammar, usage, spelling, and neatness).
- **Other Professional Teacher Candidate Expectations:**
 1. Participate in all class activities
 2. Arrive to class on time and stay for the full class
 3. Submit work on time
 4. **Turn your cell phone OFF or on SILENT as well as placing out of sight.** This includes refraining from stepping out of class to make or receive calls (or texts) during class time. I keep a log of who is on their phones. You will have professionalism points deducted. Continued use could result in a referral to the Professional Concerns Committee.
 5. Refrain from working on assignments for this or other classes during class time.

The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.

Time Requirement: If you enroll in this course, it is assumed you are able to meet the time requirements. No considerations for other courses, employment, and additional commitments will be made. For each hour in class, the candidate will be expected to commit at least three hours outside of class

Technology Requirements: It is expected that candidates who register for this course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, and scanning documents. This is NOT a course to begin learning basic technology skills. Microsoft Word is the word processing program that is necessary to complete the assignments. It is also necessary that candidates have access to a computer outside of class since many course activities will be completed outside of class.

Assignments Across Coursework: The use of the same or similar work (even though it is your own), across courses within the teacher preparation program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class, but with a few changes made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removal from the program.

Bibliography:

Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Academy Press

Carroll, J.A. and Witherspoon, T.L. (2002). *Linking Technology and Curriculum*. Upper Saddle River, New Jersey: Prentice-Hall.

Newby, T.J., Stepich, D.A., Lehman, J.D., and Russell, J.D. (2006). *Educational Technology for Teaching and Learning*. Upper Saddle River, New Jersey: Prentice-Hall.

Oblinger, D. G., & Oblinger, J. L. (2005). *Educating the Net Generation*. Retrieved January 8, 2009 from <http://www.educause.edu/educatingthenetgen/5989>

See additional resources in the Readings Section of Blackboard.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - [Technology during instruction: Only with permission](#)
 - [Technology during exams: Will not be necessary](#)
 - [Technology in emergencies: Only with permission](#)
 - [Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.](#)

College of Education Information

Accreditation: The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation: Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

The content of this syllabus, including assignments and policies, is subject to change.

Tentative Schedule:

Date	Topic	Assignments Due
Aug 24	Introduction	
Aug 29	History of Education	
Aug 31	History of Education	
Sept 5	History of Education	
Sept 7	History of Education	Quiz
Sept 12	Introduction to Teacher Education	
Sept 14	Introduction to Teacher Education	
Sept 19	Introduction to Teacher Education	
Sept 21	Introduction to Teacher Education	Quiz
Sept 26	Professional Ethics for Teachers	
Sept 28	Professional Ethics for Teachers	
Oct 3	Lesson Planning and Assessment	Quiz
Oct 5	Lesson Planning and Assessment	
Oct 10	Lesson Planning and Assessment	
Oct 12	Lesson Planning and Assessment	Quiz
Oct 17	Instructional Strategies and Techniques	
Oct 19	Instructional Strategies and Techniques	
Oct 24	Creating Productive Learning Environ.	
Oct 26	Creating Productive Learning Environ.	Quiz
Oct 31	Educational use of Technology Tools	Lesson Plan due
Nov 2	Educational use of Technology Tools	
Nov 7	Copyright and Fair Use	
Nov 9	Copyright and Fair Use	Quiz
Nov 14	The Reflective Practitioner	
Nov 16	The Reflective Practitioner	
Nov 21	The Reflective Practitioner	
Nov 28	The Reflective Practitioner	Quiz
Nov 30	Wrap-up	