

EDF 2005 – Intro. to the Teaching Profession Syllabus

**College of Central Florida**

**Spring C 2023 (Jan. 9 – May 5)**

**I. Course Information**

Course Title: Introduction to the Teaching Profession

Course No. and Section: EDF 2005-01

Professor: Kathy Robbins

Credit Hours: 3

Course Location: University Center (bld 20) classroom 210

Meeting Dates: Tuesdays 9:30-10:45 a.m.

Office Location: 20-202C

Office Hours: [Door Schedule](#)

\*Additionally, I am happy to meet with you anytime we are mutually available. Please email me to schedule a time.

Telephone No.: 352-873-5800 ext. 1660

Email: [robbinsk@cf.edu](mailto:robbinsk@cf.edu)

Extended Emergency Closure Statement

“For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our [website](#) (CF.edu).”

**II. Course Description**

This course is designed for those considering entering the educational field as professionals or paraprofessionals and for others who have an interest in child care management. Topics include the history of education, principles of teaching and learning, contemporary issues in education, comparative education, and the problems and rewards of the profession. This course is a prerequisite for students who plan to study education in the State University System.



**A minimum of 15 hours of supervised volunteer field experience in a school setting is required.**

**Service Learning/Field Experience:** This course is a SERVICE LEARNING course with a 15-hour field experience requirement as mandated by the State of Florida. The required hours will be met in a licensed school setting (must be pre-approved by the instructor). This 15-hour field experience is mandatory and hours for this experience will count for this class ONLY. Failure to meet this requirement will result in failure of this course.

Prerequisite: ENC1101

Definition of Prerequisite - a course that must be taken and passed with a C or better prior to enrollment in another course.

Requirements: This course is open to students who have no prep needs in English/Writing or who have satisfied their prep needs by taking ENC0015/ ENC0025.

This course is open to students who have no prep needs in reading or have satisfied their prep needs by taking REA0007/ REA0017.

Required Text Title: *Teachers, Schools, and Society* Authors of Text: Sadker/Zittleman

Edition: 6th ISBN No.: 978-126-416-9894

(Bundled with Connect access code)

**Other Required Materials:**

- This class uses Canvas and Connect as it is a Hybrid course.
- Thumb Drive

**III. Student Learning Outcomes/Course Objectives**

At the completion of this course, the successful student will:

- Explore teaching as a profession and career and identify the professional responsibilities of teachers.
- Examine the historical, philosophical, social, and psychological foundations of American education.

- Explain the structure and functions of local education systems and state education systems, and the role of the federal government in education.
- Identify major issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.
- Critique the impact of major laws, legal rulings, state policies, and federal policies on educational practice.
- Analyze major issues and trends dealing with curriculum and instructional practices.

Note: All learning outcomes will be accomplished through online activities, classroom discussion, cooperative learning groups, projects, and field experience observations.

**Teaching Philosophy and Expectations:** To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates and instructor; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussions and activities, and treat other members of the class with courtesy and respect.

#### IV. Assessment

**Field Experience:** Mandatory Field Experience for this course: 15 hours.

- In this course, you are **observers**. It is important that you represent yourself in your field placement as an **observer**, and you request the opportunity to visit the placement site as an **observer**.
- Field/ clinical experiences are a vital component not only of this course but in understanding teaching as well as the roles of a teacher. Passing this course is based on the successful completion of all required field

#### **Grading:**

60% Assignments  
20% Mid Term Exam  
20% Final Exam



**All students must complete the final project in order to successfully pass the course!**

\*All assignments will be posted on Canvas with a specific due date. It is required that students log into Canvas at least 3 times per week. Students are expected to hand in assignments via the assignment box by the given due date unless given a different turn in method from the professor. Assignments that are turned in late will receive a one-step reduction from the earned grade (e.g., 95 to 85; 80 to 70) for the first day the assignment is late beyond the deadline; on the second

late day, a zero will be given. All written assignments are expected to be word-processed and doubled space. Please know that constructive feedback is very important to me. That is why I will make it my goal to have your assignments graded and returned to you within one week of the due date. If for any reason I can't meet the one-week goal, I will send an announcement through Canvas to inform you.

### **Grading Scale:**

A	90 and above
B+	87-89
B	80-86
C+	77-79
C	70-76
D	60-69
F	59 and below

**Attendance:** Attendance is essential to your successful passage through college. Please come to class on time and ready to engage. In addition to attendance being part of your grade, there will also be assignments during class that cannot be made up if you are absent from the classroom. If you have more than two absences, you are at risk of failing the course. Please communicate with your professor as soon as possible if you have extenuating circumstances. Communication with your professor is essential.

**Attendance Verification:** In order for you to be marked "attended" in this course officially, you will need to complete the Introduce Yourself discussion during the first week. This is very important as monies from Financial Aid will not disperse correctly if you are not marked as attending the course. Completing the assignment is the way that I know you have "attended" the course.

**Make-up policy:** No make-up work will be given unless there is an emergency or prior approval has been given by the instructor. In such an event, you must notify your professor before the exam or item is due unless the emergency prohibits it and you will be asked to bring proof of the emergency. A make-up exam must be taken within one week of the original exam date unless the emergency prohibits it. While you do not need to disclose personal details, let your professor know as soon as possible if something is preventing you from participating online or completing work.

## V. Course Schedule/Outline

Spring C:

Module	Due Date	Assignment(s)
Start here/Attendance Verification	1/16 @ 11:59 p.m.	· Please see all modules in Canvas/Connect for details
Paperwork for Service Learning Hours	1/30 @ 11:59 p.m.	
Chapter 1	1/23 @ 11:59 p.m.	
Chapter 2	1/30 @ 11:59 p.m.	
Chapter 3	2/6 @ 11:59 p.m.	
Chapter 4	2/13 @ 11:59 p.m.	
Chapter 5	2/20 @ 11:59 p.m.	
Chapter 6	2/27 @ 11:59 p.m.	
Chapter 7	3/6 @ 11:59 p.m.	
Chapter 8	3/20 @ 11:59 p.m.	
Chapter 9	3/27 @ 11:59 p.m.	
Chapter 10	4/3 @ 11:59 p.m.	
Chapter 11	4/10 @ 11:59 p.m.	



**Final observation hours are due 4/18 at 11:59 PM**

**Final project due 4/25 at 11:59 PM. This project must be completed to receive a passing grade in this course.**

SYLLABUS STATEMENT: Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes.

## **VI. College Policies and Resources**

The College of Central Florida is committed to helping you succeed and achieve your academic, personal, and career goals. There is a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer free tutoring, disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.](#)

[College Policies, Important Dates, and Resources](#)