COURSE SYLLABUS

Semester and Year: [Semester and Year]
Course Title/Number: Introduction to Education EDU-101
Prerequisites: None
Course Credits/Hours: 3 lectures, 3 credits
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Office Hours:
Email Address:

Course Description:

This introductory course is designed to provide the student with detailed exposure to the realities of teaching and the role of education in our society. Issues of social justice and equity are focal points as they are integrated into discussion about diversity, curriculum and testing, the purpose of schools, student life, law and ethics, and teacher effectiveness. Special features of the course include 20 hours of classroom observation in an off-campus setting.

Student Learning Objectives:

As a result of meeting the requirements in this course, students will be able to:

1. Describe and evaluate the major issues and trends occurring in the teaching profession. INTASC Standard 1 and 3
2. Identify and explain the changes occurring in government, financing and legal aspects impacting education. INTASC Standard 1.
3. Describe current educational practices and issues from a historical context. INTASC Standard 2
4. Discuss and evaluate selected theories of education and explain implications of each for schooling. INTASC Standard 2
5. Identify effective instructional practices through writing a classroom observation report INTASC Standard 2, 3, and 5
5. Research a topic of interest and then create a project that effectively demonstrates the steps of inquiry- based learning (IBL) from idea to implementation. INTASC Standard 1, 2, 4,6,7,8

See copy of Interstate New Teacher Assessment and Support Consortium (INTASC) Standards on pg. 9

Means of Assessment: Student learning will be assessed though journal entries, group presentations, projects, and class discussions.
Course Content:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each topic will be determined by the instructor based on individual class needs and interests.

1. The historical and philosophical background of education
2. The skills and dispositions necessary to the teaching profession
3. The role of learning styles and culture in teaching and learning
4. The challenges and possibilities facing the teaching profession today
5. The relationship between schools and society
6. The connections between theory and the applied field of teaching
7. The concurrent pressures of national standard and national goals in educational reform

Special Features of the Course:

The class will be facilitated using lecture, discussion, and small group activities. Films and video clips will be used to enhance topics of discussion.

Text:

Course Grade Determination:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Entries (5)</td>
<td>20</td>
</tr>
<tr>
<td>IBL Project</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes, Exams</td>
<td>20</td>
</tr>
<tr>
<td>Group Project</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td>25</td>
</tr>
<tr>
<td>Interview</td>
<td>5</td>
</tr>
<tr>
<td>Current Events</td>
<td>5</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Possible Points = 100 points

Research and Writing Requirements:

I. Journal Entries (20 points):

During the course of the semester, each student will be required to submit 5 journal entries. The purpose of these entries is to solidify thoughts about various topics presented during the semester and to practice thoughtful reflection and written expression. Each journal entry will be written on the chapters
from the text book. The only restriction is that only one topic from each chapter can be selected. That is, the 5 entries will be from 5 different chapters. Each entry will be between 250 and 275 words in length, typed (font size 12), double-spaced.

Use the following format for the heading:

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Chapter #___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date written</td>
<td>Entry #___</td>
</tr>
<tr>
<td>Word Count =</td>
<td></td>
</tr>
</tbody>
</table>

Correct grammar and spelling will be required.
Good sentence and paragraph structure will be required.

Each entry will be worth 4 points for a total of 20 points.
Points will be awarded based on clear expression of thoughtful content using the already mentioned rules of writing.

Write original work. Use your own words. Restate and paraphrase when necessary. This is not a group project.

2. Inquiry Based Learning (10 points):

Research a topic of interest and then create a project that effectively demonstrates the steps of PBL (IBL) from idea to implementation.

3. Interview (5 points):

Interview a teacher who is presently teaching in a public or private (P-12) school setting. Below are several general questions that you might cover in the interview (not necessarily in the order that they are presented here). Also, feel free to ask more than these. Many people find it helpful to audiotape the interview and/or take notes during the process. Write a 2-3 page paper about what you have learned from these interviews.

How many years have you been a certified teacher?
What grade levels/subject areas have you taught in that time?
What kinds of professional development activities do you feel are most beneficial?
Over the course of your career, what kinds of knowledge have you learned from your students?
When you are teaching…
How do you decide what to teach (some things seem more important that others)?
When to teach it (in what order)?
Which instructional strategy to use with which lesson or concept?
What factors contribute to adaptations you might make in a lesson?
What does respect and equity “look like” in your classroom?
How do you balance the educational needs of an individual learner and an entire classroom of learners?

4. Group Presentations (10 points):

Presentation topics will be given during the course of the semester.
5. Classroom Observation (25 points):

Students who volunteer in their chosen fields provide beneficial services and enrich their own learning experiences. For this component, you will be required to volunteer 20 hours of your time in an educational setting of your choice. Students are required to make their own arrangements. For many settings, it will be more appropriate for you to observe and not participate. Discuss your role with your classroom teacher. As an observer, your obligation is to offer your services in whatever capacity will best serve the needs of the students or teachers with whom you will be working.

6. Class Participation/Attendance:

    Regular attendance and completed weekly written assignments and discussions in which you participate will be credited.

Grading Policy:

A  90-100
B+ 85-89
B  80-84
C+ 75-79
C  70-74
D  60-69
F  below 60

Bergen Community College Attendance Policy

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in This Course

Students are expected to attend every scheduled class and to arrive punctually. Attendance will be taken at each class session. It is expected that class will be conducted in such a manner that students will benefit from both the lectures and class discussions. Each student is held responsible for all material presented. More than two absences will lower the grade by a letter. Those who arrive late or leave early disrupt class. If you find it absolutely necessary for you to leave the class early, please consult with the instructor before the beginning of the class, and take a seat close to the door so as not to disturb others when you leave.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

Plagiarism

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else’s words, opinions, or ideas and claiming them as one’s own. Examples of plagiarism include instances in which a student:
• knowingly represents the work of others as his/her own
• represents previously completed academic work as current
• submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source
• uses another author’s exact words without enclosing them in quotation marks and citing them appropriately
• paraphrases or summarizes another author’s words without citing the source appropriately
*Note: An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

Academic Integrity Policy in This Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.
1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures.
(See BCC Catalog for details). The College’s entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

**Faculty Office Hours: The Purpose and Value**

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor’s office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

**Student and Faculty Support Services**

**Services for Students with Disabilities**

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

**The Sidney Silverman Library**

The Sidney Silverman Library is an integral part of the College’s educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use.

The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details).

The Library’s Web page, [http://www.bergen.edu/library](http://www.bergen.edu/library), is available for up-to-date information regarding library collections and services.

**Other Student and Faculty Services**

Academic Advising Center [Pitkin Education Center, Room A-122; (201) 612-5480]
Center for Student Success-Transfer and Career [Pitkin Education Center, Room A-118]
Child Development Center [Ender Hall]
English Language Resource Center [Ender Hall, Room E-156]
Health Services [Pitkin Education Center, HS-100; (201) 447-9257]
Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270]
Course Outline and Course Calendar: *Subject to change*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Becoming a Teacher</td>
</tr>
<tr>
<td>Week 2</td>
<td>Different Ways of Learning</td>
</tr>
<tr>
<td>Week 3</td>
<td>Different Ways of Learning</td>
</tr>
<tr>
<td>Week 4</td>
<td>Teaching Your Diverse Students</td>
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<tr>
<td>Week 5</td>
<td>Teaching Your Diverse Students</td>
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<tr>
<td>Week 6</td>
<td>Student Life at School and at Home</td>
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<td>Week 7</td>
<td>Purposes of America’s Schools</td>
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<td>Week 8</td>
<td>Curriculum, Standards and Testing</td>
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<td>Week 9</td>
<td>History of American Education</td>
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<tr>
<td>Week 10</td>
<td>Philosophy of Education</td>
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<tr>
<td>Week 11</td>
<td>Philosophy of Education</td>
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<tr>
<td>Week 12</td>
<td>Financing and Governing America’s Schools</td>
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<tr>
<td>Week 13</td>
<td>School Law and Ethics</td>
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<tr>
<td>Week 14</td>
<td>Teacher Effectiveness</td>
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<tr>
<td>Week 15</td>
<td>Teacher Effectiveness</td>
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</tbody>
</table>
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.