**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**EDU 101 – Introduction to Education**

**Course Outline**

**Course Number & Name:**  EDU 101 Introduction to Education

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Pre- or Co-requisites**:  Grades of “C” or better in ENG 096 and RDG 096 or placement

**Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course introduces students interested in a career in education to some of the concepts, practices, and procedures of contemporary American education. The organization and operation of American schools, their financial and legal support, their place and role in the community, as well as some of the historical and philosophical foundations upon which American education is predicated, are examined. Teaching as a profession is examined.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the characteristics of an effective teacher;

2. discuss the historical foundation of the American education system;

3. discuss teacher preparation in the twenty-first century; and

4. describe how social issues influence education.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Describe the characteristics of an effective teacher:

1.1 *compare and contrast what distinguishes an effective teacher from a good teacher;*

1.2 *describe the rewards and challenges of teaching*; and

1.3 *analyze teachers portrayed in films (case studies) relating to the teaching profession*

2. Discuss the historical foundation of the American education system:

2.1 *compare and contrast education in the colonies during the Colonial period*;

2.2 *describe the common school movement;*

2.3 *discuss the development of the high school*;

2.4 *compare and contrast the education of cultural minorities;* and

2.5 *describe the major educational governance structures at the state and local level*

**Measurable Course Performance Objectives (MPOs)** (continued):

3. Discuss teacher preparation in the twenty-first century:

3.1 *define licensure requirements for becoming a teacher*;

3.2 *compare and contrast the alternate and the traditional routes of becoming a teacher;*

3.3 *discuss legislation that impacts teacher education programs;*

3.4 *discuss ethical issues as they relate to the teaching profession;* and

3.5 *describe the teaching reform movement*

4. Describe how social issues influence education:

4.1 *compare and contrast the American family structure over the past 50 years*;

4.2 *describe societal changes and their implication on the educational system;*

4.3 *describe how different socioeconomic patterns influence school success;* and

4.4 *discuss the characteristics of at-risk students and how teachers can help them be successful*

**Methods of Instruction**: Instruction will consist of but not be limited to a combination of lectures, class discussions, group work, educational videos, and individual study. Specific choice of instruction is left up to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate non-exam type assignments such as reaction papers, projects, and oral presentations. The result of this data analysis will be used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read the textbook.
2. Maintain regular attendance.
3. Be an active participant in class discussions.
4. Complete all assignments when scheduled.
5. Take quizzes and exams as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Preparation, Attendance and Participation 5 – 15%**

Students are expected to attend regularly, read required assignments, and be prepared to participate in class discussion.

* **Logs 5 – 15%**

Logs are written in-class and/or out of class assignments that are designed to heighten students awareness of various educational issues.

* **Reaction Paper 30 – 40%**

Reaction papers are 3 – 5 typewritten pages in which students must review a movie or read an outside source (e.g., newspaper, magazine, etc.) and discuss the emotional reaction to the issue or the author’s/director’s point of view. Critical thinking skills must be applied.

* **Oral Presentation 30 – 45%**

Presentations must be based on either discussed or non-discussed topics during the semester but related to the course objectives and to education in general.

* **Case Analysis 30 – 45%**

Case analyses are 5 – 7 typewritten pages in which students must identify and critically look at hidden or not-so-hidden obstacles to effective teaching.

* **Observation Paper 30 – 50%**

Observation papers are 3 – 5 typewritten pages in which students must write reflectively about their visit to an educational environment.

* **Interview Paper 30 – 50%**

Interviews are conducted with outside sources. Interview questions are based on discussed or non-discussed topics during the semester but relevant to education.

* **Quizzes 15 – 20%**

Quizzes will provide evidence of the extent to which students have mastered course objectives.

* Exams   30 – 35%

The number and dates of the exams are specified by the instructor. Exams may or may not be comprehensive and will provide evidence of mastery and synthesis of the course material and whether course objectives have been met.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Martin, David Jerner, Loomis, Kimberley S (2007), Building Teachers: A Constructivist Approach to Introducing Education. Thomson/Wadsworth. Note: It is the instructor’s discretion to recommend other references as appropriate.

Unit Area/Topic

1 Introduction – characteristics of effective teaching, educational philosophy, theories of educational philosophy professional, standards

2 Students – differences commonalities, psychosocial development, classroom diversity, classroom diversity, cognitive ability, learning styles

3 School – purpose, structure, managing within the structure, student life, safety issues (physical, intellectual, emotional), expectations student’s/school’s

4 Society – historical foundation of American education, school finance/governance (local, state, federal), social issues, laws/ regulations, curriculum/school reform

5 Teachers – motives, professionalism

Note: In EDU 101, the instructor must cover the 5 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.