**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**EDU 233 – Education Seminar I**

**Course Outline**

**Course Number & Name:**  EDU 233 Education Seminar I

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

**Prerequisites:** None

**Co-requisites**:  EDU 234 **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: Students discuss and analyze teaching strategies and their Implementations at the educational sites where they are completing their fieldwork. Students are expected to use their knowledge and skills from academic courses in seminar discussion and relate this to their fieldwork assignments.

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

1. describe the components of a curriculum;

2. analyze the assessment process and its relationship to planning; and

3. discuss instructional strategies used to engage students.

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

1. Describe the components of a curriculum:

1.1 *explain what distinguishes instruction from curriculum;*

1.2 *compare and contrast curriculum in elementary, middle, and secondary schools*; and

1.3 *discuss the components of a curriculum*

2. Analyze the assessment process and its relationship to planning:

2.1 *describe how the process of assessment relates to planning*;

2.2 *compare and contrast formal and informal assessment methods;*

2.3 *discuss components of a lesson plan*; and

2.4 *describe the relationship between mandated curriculum and planning*

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

3. Discuss instructional strategies used to engage students:

 3.1 *discuss instructional strategies that reflect best practices in instruction;*

3.2 *describe the schema theory;*

3.3 *discuss individual differences that affect student learning;*

3.4 *demonstrate strategies for assessing students’ prior knowledge;* and

3.5 *compare and contrast various classroom strategies*

**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.

**Methods of Evaluation** (continued)**:**

**Grading Components % of final course grade**

* **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 weights, which lie in the above-given ranges, for each of the grading components 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 Roe, Betty D., Smith, Sandra H, Ross, Elinor P (2010), Student Teaching Field Experiences Handbook. Pearson. Note: It is the instructor’s discretion to recommend other references as appropriate.

Unit Area/Topic

1 Introduction – orientation, school personnel, reflective thinking, case study, observations,

2 Curriculum – integrated standards, instructional media, controversial issues, textbooks, implicit, explicit, null, extra curriculum

3 Assessment – standards, accountability, grading, reporting, formal/informal assessment, high stakes test, technology

4 Planning – lesson plans, format, self analysis, thematic unit

5 Instructional strategies – multiple intelligences, classroom techniques, homework, inductive/deductive teaching

6 Learning environment – groupings, co-op learning, physical environments, scheduling, student behavior

7 Student diversity – ability grouping, tracking, learning styles, intelligence, exceptionalities, language diversity, cultural diversity, gender differences

8 Classroom management – strategies, goals, violence, aggression, punishment

9 Legal/ethical issues – state/local/federal governance, funding equity, education revenue, vouchers, school choice

10 Professionalism – seeking employment, resume, references, interviewing skills, portfolios, certifications

Note: In EDU 233, the instructor must cover 8 of the 10 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.