

BERGEN COMMUNITY COLLEGE
Division of Business, Arts and Social Sciences
Social Sciences Department
Education

COURSE SYLLABUS

Semester and Year:

Course Title/Number: EDU 101: Introduction to Education

Prerequisites: None

Course Credits/Hours: 3 lectures, 3 credits

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Office Hours:

Email Address:

Course Description: This course is focused on the presentation of the realities of teaching and the role of education in society. Issues of social justice and equity are focal points, integrated into discussion about diversity, the purpose of schools, student life, law and ethics, and teacher effectiveness. This course presents information on teacher dispositions, national/state standards differentiated teaching strategies, family/school connections, learning environment, and classroom management. There is a 10- hour classroom observation component in P-12 classrooms.

Required Textbook: Sadker, D.& Zittleman, K. (2019). Teachers, Schools, and Society. Tenth Edition. McGraw-Hill. ISBN-10 0-07-802445-5

Student Learning Outcomes:

The students will ...

1. evaluate professional and academic standards, learning environments, prevention of HIB, various learning abilities and assets, family/school connections, and inquiry-based pedagogies.
2. examine the history of education, cultural and linguistic diversity, multiculturalism, bilingualism, and diverse learning styles of P-12 students.
3. demonstrate the characteristics of cultural self-awareness and develop the skill of self-reflection.
4. evaluate and describe the characteristics of a highly effective teacher that expresses the student's views on the value of professional dispositions, best practices in teaching and learning, and the teacher's role in building a learning environment that supports the learning of all children, regardless of ability, gender, and/or cultural, ethnic or linguistic diversity.
5. demonstrate the ability to utilize observational data and analysis of classroom procedures from the 10-hour school observation to identify, analyze and write about

- the contextual factors which inform the teacher's decisions in instruction and classroom management; citing specific instances of teacher and student behavior and references to the textbook.
6. advance academic writing, presentation and technological literacy skills.

Means of Assessment:

1. A personal essay on the characteristics of a highly effective teacher that incorporates academic vocabulary, and expresses the student's views on the value of professional dispositions, best practices in teaching, learning, and the teacher's role in building a learning environment that supports the learning and positive social interactions of all children, regardless of ability, gender, and/or cultural, ethnic or linguistic diversity.
2. Classroom Journal Essay based upon 10-hour observation in a classroom and identifying community, school, classroom and student factors which inform instructional and classroom management decisions, referencing the textbook, using academic language and the language of the discipline.
3. Conduct and present a professional interview of a certified public school teacher.
4. Create and present a written lesson plan.
5. Research a current topic related to education and create a visual presentation using available technology.
6. Utilize academic vocabulary, strong writing skills and the language of the discipline in all writing assignments.

Course Content:

1. Academic vocabulary: in writing to learn exercises, use of terms specific to general education in the areas of professional and P-12 academic standards, teacher dispositions, learning environments, family-school connections, gradual release and inquiry-based pedagogy, and cultural and linguistic diversity
2. Nature of teaching – professional dispositions, ethics, and teaching standards
3. Teacher/student interactions - the teacher's role in managing instruction and the learning environment with attention to the multiple influences on children's development and learning
4. Harassment, Intimidation and Bullying (HIB) – the legal definition and individual district policies and procedures on bullying, contributing factors to HIB and prevention strategies including social-emotional learning, ecological issues, characteristics relating to bullying, identification of groups more prone to being bullied, and differentiated interventions,
5. Academic standards – Student Learning Standards, Next Generation Science Standards, and NJ Preschool Teaching and Learning Standards
6. Teaching and learning – how students learn, active learning techniques, multiple intelligences, engaging students, grouping, whole group vs small group planning, Universal Design for Learning for differentiating within a lesson, asking questions (Bloom's taxonomy and Webb's Depth of Knowledge), open vs. closed questions, closure, teaching for understanding
7. Student engagement - the effect upon learning environments of educational resources, technology, higher level questioning, inquiry-based and active learning, and constructivist teaching strategies furthering student engagement and interests
8. Diversity - the influence of cultural and linguistic diversity upon the teaching/learning process

9. Family/school connections – nurturing partnerships with families, including those from culturally and linguistically diverse backgrounds, that will enhance academic and social-emotional outcomes of P-12 students
10. Acquire the academic vocabulary associated with the knowledge and understanding of the topics presented in this course.

Teaching/Learning Methods:

- Lecture and discussion
- Small group interactions in class
- Video vignettes of case studies and best practices
- Experiential learning (10 hours classroom observation)
- Interactive hands-on pedagogies
- Multimedia lesson plan presentations
- Websites on current topics (e.g. HIB, state-wide achievement testing, family-school connections)

Grading Policy:

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

Course Grade Determination:

Classroom Observation/Journal Entry Essay	30%
Written Lesson Plan Project	10%
Research Project	15%
Interview	15%
Participation/Attendance	10%
Teaching Philosophy Essay	20%

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>, 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]

Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202)

Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

Course Outline and Calendar: *Subject to change*

Week 1	Becoming a Teacher
Week 2	History of Education
Week 3	Student Diversity
Week 4	Differentiated Teaching Strategies
Week 5	Engaging Your Diverse Students
Week 6	Student Life at School and at Home
Week 7	Purposes of America's Schools
Week 8	Curriculum, Standards and Testing
Week 9	Effective Lesson Planning
Week 10	Traditional Philosophies of Education
Week 11	Current Issues: HIB Policies
Week 12	Financing and Governing America's Schools
Week 13	School Law and Ethics
Week 14	Reflective Teaching
Week 15	Final Presentations