

**Bergen Community College**  
**Division of Business, Arts and Social Sciences**  
**Social Sciences Department**

**Course Syllabus**  
**EDU-201 Principles and Practices in Education**

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**Email Address:**

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**Course Description**

This course examines various educational theories, methods of instructional planning, student evaluation, and principles of classroom questioning. The nature of cognitive, affective, and skills lessons is also explored. The course instructs students in a broad range of competencies required for state certification, focusing on how to improve the practice of teaching, and equipping students with the skills and strategies to succeed as practitioners. This course includes a required fieldwork component.

Lecture [3.00].

Prerequisite: EDU-101

Course Credits/Hours: 3 lectures, 3 credits

**Student Learning Outcomes**

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

1. Identify and explain the following educational methodologies: reflective teaching; decision making; instructional planning; questioning strategies and implementation; cooperative learning; small group discussions; assessment strategies and implementation.
2. Identify the underlying theoretical perspective in forming a professional philosophy.
3. Create effective lesson plans with appropriate instructional strategies and assessments supported by current research to promote thinking skills of all learners and meet diverse student needs.
4. Examine critically the role of culture in teaching, specifically highlighting its multidimensional and fluid nature.
5. Students will be able to analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development
6. Define classroom management and explain its relationship with discipline.
7. Describe the concept of “culturally responsive classroom management”

8. Analyze data and formulate findings (Educational Philosophy essay; Fieldwork observations; Active Research Project; Assignments; Real-Life Rehearsal Lesson Plan; Real Life Rehearsal Lesson Notes).
9. Present information clearly and professionally (Participation in class discussions, activities, lessons; Real Life Rehearsal: Teaching a lesson).

### **Means of Assessment**

Student learning will be assessed through written assignments and class participation, in addition to the action research project, thematic unit and lesson plan presentations.

### **Course Content**

Students will learn content through lecture, hands-on learning activities, class discussions, written assignments and selected readings.

- I The Effective Teacher
- II Instructional Objectives
- III Instructional Planning
- IV Involving Students in Learning
- V Questioning Skills
- VI Differentiating Instruction for Academic Diversity
- VII Culturally Responsive Teaching
- VIII Classroom Management
- IX Cooperative Learning
- X Assessment

### **Required Text**

Cooper, James M. (2014) Classroom Teaching Skills, 9th edition. ISBN-13: 978-0-495-81243-2

### **Research, Writing, and Examination Requirements**

There are written assignments in addition to the action research project, thematic unit and lesson plan presentations.

#### **Action Research Project**

The Action Research Project (ARP) will give you an opportunity to show how well you understand what we have been learning in class and whether you are able to connect this knowledge to what you are seeing in the field classroom you are observing. Please read the following guidelines carefully:

You must complete at least 10 hours of classroom observation by the time you hand in your ARP. Only observation of instructional practice is required for these visits. Involvement in

additional activities may be permitted, but only at the discretion of the teacher and school with which you are placed. These visits should be distributed throughout the semester (from beginning to end). Each student must submit with their ARP a copy of the observation log that details their visits to the school. Please have your cooperating teacher(s) sign your observation log for each visit.

#### **Real-Life Rehearsal: Teaching a Lesson:**

Each student will be responsible for preparing a cohesive, rehearsed lesson that is between 10-15 minutes long. Your lesson will be graded by both the professor and your peers (the grading rubric will be explained fully later on during the course). Each student will be assigned a date for presenting their lesson during the last few weeks of class.

#### **Thematic Unit:**

Collaborate with a team of your peers to plan an interdisciplinary thematic unit of instruction. The unit will incorporate content areas that are representative of your team members' majors and minors. Using knowledge and skills developed in the course, you will demonstrate how technology can be used to support the instructional outcomes defined in the unit. You will use the same thematic unit throughout the course as an anchor for class assignments. Therefore, it's important to select a theme that you are genuinely interested in teaching and subject areas about which you possess basic content knowledge.

#### **Grades will be comprised of the following:**

Action Research Project	20 points
Discussions/Attendance	10 points
Thematic Unit (5)	20 points
Real-Life Rehearsal (teaching a lesson)	30 points
Education Philosophy essay	10 points
Assignments	10 points

#### **Grading Policy**

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

#### **Attendance/Lateness 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.

Students are expected to attend every scheduled class and to arrive punctually. An objective of this course is to develop professional behaviors and characteristics and being on time and present is a reflection of your professionalism as a pre-service teaching candidate. Attendance will be taken at each class session. Each student is held responsible for all material presented in class. In the event that you must be absent, it is necessary for you to follow the syllabus and get the work that was missed from a classmate. You will receive 1 absent mark for every 3 times you arrive late.

Please review the statement on acceptable use of BCC technology in the college catalog.

### **Statement on Americans with Disabilities Act (ADA)**

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

### **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.

### **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.

**Course Outline and Calendar:**

The Effective Teacher	Week 1
Instructional Objectives	Week 2
Instructional Planning	Week 3
Work on Unit Plan	Week 4
Questioning Skills	Week 5
Differentiating Instruction for Academic Diversity	Week 6
Involving Student in Learning	Week 7
Culturally Responsive Teaching	Week 8
Classroom Management	Week 9
Cooperative Learning	Week 10
Assessment	Week 11
Lesson Plan Presentations	Week 12
Lesson Plan Presentations	Week 13
Lesson Plan Presentation	Week 14
Action Research Project Presentations	Week 15

