

Syllabus

Code: EDUC 105 **Title:** Introduction to Education

Institute: Business and Social Sciences **Department:** Education

Course Description: The student will identify and define current issues in education and describe various philosophical viewpoints in education. Students interested in teaching secondary education or special education are recommended to take EDUC 217 as a follow-up to this course. Students interested in teaching early childhood or general elementary education are recommended to take EDUC 217 or EDUC 225 as a follow-up. The EDUC 199 fieldwork lab and a grade of B or better are required for successfully transferring this course to most four-year institutions for education majors.

Prerequisites:

Corequisites:

Prerequisites or Corequisites:

Credits: 3 **Lecture Hours:** 3 **Lab/Studio Hours:** 0

Required Textbook/Materials:

See Scroll and Pen Bookstore for Current Textbook Information

Additional Time Requirements:

For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#).

EDUC 199, the observation lab for EDUC 105, is part of the Introduction to Education experience and must be successfully completed for transfer. This field work experience of 60 hours is to be completed in one semester and is required for students going on to a four-year program in education. After receiving a grade of B or better in the course work portion of EDUC 105, students are approved for EDUC 199 field experience by their education instructor. Available dates for mandatory attendance to the Field Experience orientation sessions will be announced to approved EDUC 199 candidates

Course Learning Outcomes:

Upon completion of this course, students will be able to:

- Examine the major topical issues in public education.
- Evaluate the impact of current trends in education on the public school system.
- Describe the four primary philosophies on which educational theories are grounded.
- Differentiate between the pedagogical practices of the philosophies and educational theories and evaluate the strengths and weaknesses of each.

Grading Standard:

Students will EARN a grade of A, A-, B+, B, B-, C+, C, D, F or Incomplete (INC) based on the following: 1. Performance on unit tests 2. Completion of in-class activities and/or textbook exercises 3. Completion of term paper and/or participation in group project presentation

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Grade weighting will be determined by the instructor. Instructors may make additional requirements and alterations to the course objectives through individual course addendums.

Point system where:

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 70-76

D = 65-69

F = 64 and below or failure to complete course requirements

Course Content:

Unit I—Current Problems in Education

- Organization and funding of schools in New Jersey
- Definition, purpose and process of tenure, shifts to merit systems
- Negligence and defamation of character
- Student rights in the public school system
- Use of corporal punishment in education
- Characteristics of the profession of teaching
- Educational malpractice
- Major court/Supreme Court decisions
- Teacher rights and responsibilities

Unit II—Philosophies of Education

- The terrain of philosophy: metaphysics, epistemology, axiology
- The philosophical views of education
- The philosophical bases for Essentialism, Perennialism, Progressivism, Social Reconstructivist, Existentialism
- The role of the teacher in the above five philosophies
- The teaching methods of the teacher in the above five philosophies
- The curriculum of the teacher in the above five philosophies
- The role of the student in the above five philosophies
- The changing face of American school experience: setting, multiculturalism, inclusion, technology, bilingual education

Department Policies:

Attendance: It is expected that you will attend class and demonstrate a positive attitude toward professional standards. One absence, no points lost. Second absence, 5 points lost. Third absence, 15 points lost. NOTE: Leaving at break constitutes non-attendance for one-half class.

Date: January 2020

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College Policies:

As an academic institution, Brookdale facilitates the free exchange of ideas, upholds the virtues of civil discourse, and honors diverse perspectives informed by credible sources. Our College values all students and strives for inclusion and safety regardless of a student's disability, age, sex, gender identity, sexual orientation, race, ethnicity, country of origin, immigration status, religious affiliation, political orientation, socioeconomic standing, and veteran status. For additional information, support services, and engagement opportunities, please visit www.brookdalecc.edu/support.

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the [BCC STUDENT HANDBOOK AND BCC CATALOG](#).

NOTIFICATION FOR STUDENTS WITH DISABILITIES:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

ADDITIONAL SUPPORT/LABS:

See the Tutoring Center for information <https://www.brookdalecc.edu/academic-tutoring/tutoring-center/>.

MENTAL HEALTH:

- Mental Health Crisis Support: From a campus phone, dial 5555 or 732-224-2329 from an external line; off-hours calls will be forwarded to BCC police (2222 from a campus phone)
- Psychological Counseling Services: 732-224-2986 (to schedule an appointment during regular hours)

The syllabus is intended to give student guidance in what may be covered during the semester and will be followed as closely as possible. However, the faculty member reserves the right to modify, supplement, and make changes as the need arises.