

COURSE TITLE AND NUMBER: ED 100 Intro to Education

North Central Michigan College

NMC MASTER COURSE SYLLABUS

Last Date Revised 2002

DIVISION/AREA: Liberal Arts DEPARTMENT: Comm/Hum

DIVISION DIRECTOR: Mark Gaylord, Ph.D. ORIGINATOR: James McCullough

DEAN OF INSTRUCTION: Timothy Dykstra, Ph.D.

TOTAL HOURS OF INSTRUCTION: LECTURE: 1 LAB: 3 TOTAL CONTACT HOURS: 52.80

COURSE NUMBER: ED 100 CREDIT HOURS: 3

COURSE TITLE: Introduction to Education

TRANSFERABLE YES: NO: TO:

PREREQUISITE(S)/COREQUISITE(S)/ADVISORY:
Sophomore Status (successful completion of 30 or more college level credits)**CATALOG DESCRIPTION:**

Designed for students who are thinking seriously about becoming teachers. This course is important for students transferring to four-year college programs that require supervised classroom experience for admission into the School of Education. Students find their own supervising classroom teachers and spend 90 hours in public schools observing, documenting their experiences and assisting in the classroom. In addition to the 90 hour commitment, students attend a weekly seminar, discuss, research and deliver presentations on relevant educational issues and develop a professional portfolio.

ED 100 GENERAL EDUCATION OUTCOMES

Through careful analysis and critical review of professional and student writing; through discussion and small group collaborations; through the revision process and by reading and exploring the writings of a variety of authors of multicultural backgrounds, students in ED 100 will address the following General Education Outcomes:

1. Thinking critically and analytically
2. Writing and speaking effectively,
3. Independently acquire knowledge, and
- 4). Awareness of aesthetic achievements and their cultural impact.

ENG 220 COURSE OBJECTIVES & OUTCOMES:**Outcomes**

- heightened awareness of current educational issues
- heightened awareness of day to day challenges in education
- heightened awareness of one's own teaching abilities
- improved sense of readiness for the teaching profession

In Education 100 Students Will:

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- participate in planning all phases of your learning process
- assume responsibility for actively shaping you learning, for this course and the future
- clarify your own goals for the course
- monitor and assess your own progress
- demonstrate critical thinking about major shifts in education, including issues of mission, outcomes

method, assessment, and philosophical shifts regarding student learning based on current research.

- work 90 hours outside the course in an educational setting
- maintain thoughtful, written journal and maintain documentation of your work
- attend *and contribute to* the seminar
- deliver a presentation on an aspect of education that interests you
- share journal passages, observations and questions with classmates
- assemble a working portfolio and complete a finished portfolio of the semester’s work

METHODS OF INSTRUCTION:

Demonstration, discussion, small group and whole-class workshop, individual conferencing.

METHODS OF EVALUATION:

Formative: Group, small group, individual and peer consultation regarding field experiences, writing, development of the portfolio and presentation.

Summative: Instructor assessment of the portfolio using the COM/HUM Writing Rubric; input from supervising teachers; attendance and participation according to descriptions in course syllabus.

REQUIRED TEXTS and MATERIALS:

Textbook: *Teaching, Leading and Learning: Becoming Caring Professionals*, Jensen and Kiley, Houghton Mifflin, 2000.

Required materials: A large three-ring binder for their contract, weekly observations, current events, handouts and presentation materials.

Reasonable accommodations may be provided for students with documented physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the Education Opportunity Program (EOP) at (231) 348-6687 to arrange services for this course.

TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION:

Weeks 1-8

Defining and Categorizing Terminology, Purpose of the Portfolio; Beginning Observations and Setting Course Goals, Expectations and Problem Solving Strategies.

Weeks 9-11

Sharing, Drafting and Revising Presentation Materials

Weeks 9-16

Completing the 90 hours of observation, Delivering Presentations and Refining Portfolios

APPROVED FOR ADOPTION BY THE CRD/AP COMMITTEE ON _____