

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EDF 1005

COURSE TITLE: Introduction to Education

PREREQUISITE(S): Satisfaction of College Prep Reading and Writing and placement in ENC 1101

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

CATALOG COURSE DESCRIPTION:

This course is a comprehensive and realistic look at the nature of students and how they learn; the role of teachers, the teaching process, and teaching as a career; and schools as social and political institutions in our society. Field Experience is required.

SUGGESTED TEXT(S):

Johnson, J.A., et.al. (2005). Introduction to the Foundations of American Education. Boston: Allyn and Bacon

Parkay, F.W. and Stanford, B.H. (2004). Becoming a Teacher. Boston: Allyn and Bacon

Sadker, M.P. and Sadker, D.M. (2005). Teachers, Schools and Society. New York: McGraw-Hill Companies, Inc.

IMPLEMENTATION DATE: November 16, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 1997 (981)
Spring Term, 2002 (20022)
Fall Term, 2005 (20061)
Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. Schools	10-12
A. The Role of the School in Society	
B. History of American Education	
C. Governance Models	
D. How Curricula are Organized	
E. Current Issues in Education	
II. Teachers	10-12
A. Reasons for Teaching	
B. Who are the Teachers of Today	
C. The Teacher Philosophy	
D. The Roles of the Teacher	
E. Classroom Management and Discipline	
F. Legal Concerns of Teachers	
G. Teachers' Professional Groups	
H. Teachers and Other Professionals	
I. Developing Professional Relationships with Parents	
III. Learners	6-9
A. Learner Characteristics	
B. The Exceptional Learner	
C. Learner's Rights and Responsibilities	
D. The Extracurricular/Curricular Programs	
IV. Professional Considerations	3-5
A. Getting a Job	
B. Is Teaching for You	
C. Teaching Standards and Professional Certification	
V. The Role of Technology in Education	3-5
VI. Standards, Assessment, and Accountability in Education	4-5

COURSE OBJECTIVES:

- (1) To introduce basic issues and concerns that students beginning a formal study of education should know;
- (2) To examine ideas and events that have shaped education in America;
- (3) To analyze current trends shaping American education in an era of accountability and global competition;
- (4) To examine the characteristics of students as diverse learners, the dynamics of classroom life, the curricula that is taught in schools, and teaching with technology.
- (5) To examine the issues and communication skills necessary to develop productive interaction with parents



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EDF 1005</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Introduction to Education</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
 INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input checked="" type="checkbox"/> Quantitative Skills	<input checked="" type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Students will explore and clarify motivation for considering teaching as their profession including the knowledge and skills required to be a teacher	Students will demonstrate mastery of outcomes by:
•	Students will reflect upon teaching as a profession and gain insights regarding the relationships between the school system and the society in which it serves	Participation in group activities and discussions
•	Students will expand their knowledge of teaching and learning styles and the multiple approaches for meeting the needs of diverse learners	Graded assignments and projects
•	Students will examine multiple curriculum planning concepts and apply these concepts to course assignments	Graded tests
•	Students will gain a broader knowledge of the historical, philosophical, economic and political foundations of education in the U.S.	Reflective writing
•	Students will improve their skill in using technology as a learning tool as well as a teaching tool	Self-exploration and completion of individual inventories
•	Students will become aware of family needs relative to the classroom and develop knowledge regarding communication with parents	
•	Students will complete a minimum of 18 hours of field experience in a K-12 setting to observe, reflect upon and apply these course objectives	Complete a minimum of 18 hours of Field Experience in a K-12 classroom within a school accredited by the Southern Association of Colleges and Schools or equal organization and complete reflective writing.

