

EDU 101--SYLLABUS (8-09)

Instructor: Allen Perlstein

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Office Hours: before/after class or by appt.

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Required Texts:

Taking Sides: Clashing Views on Controversial Educational Issues, 15th edition

EXPANDED, James Wm. Noll, McGraw-Hill/Dushkin, 2010. (contains 23 Issues)

Making the Difference of a Lifetime: An Introduction to Careers in Education, California edition, prepared by Cheryl Kroll, El Camino College, 2008.

Course Description:

This course is designed to help students explore a variety of careers in education and to prepare them for future studies in the field. Course topics include the qualities of effective teachers and other school professionals, the challenges and rewards of various careers in education. Types of credentials and credential programs, subject area coursework, state examinations, educational and technological resources, state standards, and professional portfolios will be discussed. Throughout the course, students will also conduct off-site observations.

Course Objectives/Student Learning Outcomes:

1. Identify the requirements for becoming a teacher or other school professional, inclusive of subject area coursework, types of professional preparation programs, and state examinations.
2. Identify and access resources for teacher and other educational professionals, including those available electronically.
3. Demonstrate knowledge of state standards for students, teachers, and other school professionals.
4. Identify the qualities of effective teachers and other educational professionals.
5. Examine and outline career options available in the field of education such as school psychologist, social worker, school nurse, counselor, or career or technical education teacher.
6. Identify the rewards and challenges of various careers in the field of education.
7. Assess the purposes and components of a professional portfolio.
8. Create a professional portfolio.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to identify which career in education, if any, they would like to pursue.

In addition, students will be able to discuss or produce evidence for each of the eight course objectives.

Grading:

Journal Assignments (2 @ 20pts.)	40
Reading Logs (8 @ 10pts.)	80
Website/PowerPoint Assignment	30
Fieldwork	100
Portfolio	100
<u>Final Session (mandatory)</u>	<u>50</u>
TOTAL POINTS POSSIBLE	400

Grading Scale:

360 – 400 = A
320 – 359 = B
280 – 319 = C
240 – 279 = D
below 240 = F