Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: EDUC 201 **Year: 2025-2026**

Course Title: Introduction to Education **Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed to provide potential teachers with the opportunity to look closely at teaching as a profession. Students examine their individual motives for entering the field, and they gain first-hand knowledge through a 30-hour field experience in a K-12 classroom. Emphasis is placed on examining significant issues and trends in American education. The role of the family, the community, and society in the general process of education are explored. Students will develop an understanding of the NYS (New York State) Common Core Standards. A thirty-hour field experience is required. Prerequisites: Prior completion or concurrent enrollment in ENGL 101; one of the following: HSTY 201, HSTY 202, POSC 103, PSYC 103, or SOCI 101; MATH 090 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course is designed to introduce future teachers to the world of education. It should transfer to 4-year colleges with early childhood and childhood education programs. Students who are considering other careers within the education field and those who want to know more about how the American public education system works may also find this course appropriate. Within the social science program this course can be used as liberal arts, social science, or unrestricted elective. Liberal Arts and Science: General Studies majors planning to transfer to SUNY Cortland or other teacher education programs can use this course as a social science, liberal arts, or unrestricted elective.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.
Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating

Course Goals - By successfully completing this course, the student will:

1. Understand the teaching profession by examining the essential elements of American public education: teachers, students, schools, and the political community.
2. Understand the various dynamics of a typical public school system.
3. Understand the challenges and potential of the teaching profession.
4. Understand the basic theories and concepts present in discussions of educational practices.
5. Learn about the major political, social and legal issues influencing education.
6. Assess his/her motives for choosing teaching as a career.

Course Objectives/Topics

Objective/Topic	# Hours
The student will be able to describe 3 - 4 major educational philosophies and how they, along with personal influences, shape a teacher's approach to teaching and education.	2 Hours
The student will be able to assess his/her own developing philosophy of education as it relates to learning, learners, and teaching.	2 Hours
The student will analyze some of the more prominent myths regarding the teaching profession.	2 Hours
The students will develop an understanding of the significance and formation of teacher expectations and their effects on student learning.	3 –4 Hours
The student will be able to distinguish between tracking and ability grouping and understand how each affects student learning.	3 Hours
The student will recognize the 3 levels of school governance and control (local, state, federal) and be able to describe how each has an influence on how decisions are made for/in schools and school systems.	3 Hours
The student will be able to describe the alliances and tensions that can exist at the local level of school governance and control.	2 Hours
The student will describe some alternatives to traditional local school governance systems, i.e., site-based management teams and what advantages and disadvantages this offers.	1 Hour
The student will be able to describe where curriculum comes from and how content decisions are influenced.	3 Hours
The student will be able to describe traditional and non-traditional approaches to curriculum content and approach.	3 Hours
The student will be able to distinguish between ethical and legal issues that teachers and schools face.	1 Hour
The student will be able to describe major areas of concern regarding both teachers' and students' legal rights and responsibilities.	3 Hours
The student will develop an understanding of the NYS P-12 Common Core Standards.	2 Hours
The student will gain first-hand knowledge through a required field experience in a K-12 classroom.	30 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	Students will critically examine several current educational issues and practices- all focusing on the basic question, *Why do educators do what they do the way they do it?* and *Are there more effective ways to help students learn?* From text, periodical, and reference sources students will gather appropriate resource materials for the specific age/grade/subject that relates to their field visit classroom. Students will write at least 10 issue related reflection papers that ask them to question education practices viewed in a class video or at their field visit site. Students will be engaged in self-reflection regarding their motivations for wanting to teach and their developing philosophy of education. Through readings and videos students will be exposed a variety of viewpoints related to several controversial issues, reform movements, and “philosophical wars” that exist in education today. Students will write, field visit reports and reflection papers that ask them to express and analyze their comfort level with various viewpoints, practices, styles, and methodologies.

Social/Global Awareness Outcomes	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	Students will examine their K-12 experiences as well as family background, cultural values regarding schooling and education and how these have affected them as a people, and by extension as a future teacher. Thinking beyond academics, students will begin to understand the enormous power a teacher has with students and the responsibility and obligation a teacher has to effectively serve all students. Through readings, videos, and observations, students will become aware of the relationship between the American education system and socioeconomic backgrounds and futures of students. Various required reflection papers will focus question about some of the less than effective funding, grouping and labeling practices that schools may engage in.

Instructional Methods
Students should have ample opportunity to discuss the everyday realities of teaching and their personal motives for wanting to enter this field. Exposure to real-life and vicarious experiences should be an emphasis of the course. A required 30-hour experiential component should be incorporated into the course.

Methods of Assessment/Evaluation

Method	% Course Grade
30 hour classroom field experience, 3 field experience reports and teacher interview	15-30%
Issue analysis and reflection papers	15-30%
Exam 1	15-30%
Exam 2	15-30%
Education autobiography or other self-reflection type of paper	10-15%
Small group project - leading a discussion of education narrative	10-15%

Text(s)

Teaching Today, David Armstrong, Kenneth Henson & Tom Savage, 8th edition, © 2009 Merrill
Kaleidoscope, Kevin Ryan and James Cooper, 11th Edition, © 2007 Houghton Mifflin Company

Possible Lives, Mike Rose, 1st Edition, © 1995 Penguin Books

To Teach: The Journey of a Teacher, William Ayers, 3rd Edition, © 2010 New York: Teachers College Press

Recommended: Any reality based narrative that takes students into a variety of classrooms and classroom situations, Latest Edition, © 2001

Bibliography

Ayers, W. (© 1993). To teach: The journey of a teacher. New York: Teachers College Press.

Coles, R. (© 1993). The call to service: A witness to idealism. Boston: Houghton Mifflin.

Jalongo, M. R., & Isenberg, J. P. (© 1995). Teachers' stories: From personal narrative to professional insight. San Francisco: Jossey-Bass.

Kozol, J. (© 1991). Savage inequalities. New York: Harper Collins.

Kozol, J. (© 1995). Amazing grace. New York: Crow Publishing.

Kozol, J. (© 1981). On being a teacher. New York: Continuum.

Morrison, G. S. (© 2000). Teaching in America. Boston: Allyn and Bacon.

Rose, M. (© 1995). Possible lives. Boston: Houghton Mifflin.

Rose, M. (© 1989). Lives on the boundary. New York: Macmillian.

Sadker, D. (© 2009). Teachers, Schools, and Society, McGraw Hill.

Sizer, T. (© 1984). Horace's compromise. Boston: Houghton Mifflin.

Sizer, T. (© 1992). Horace's school. Boston: Houghton Mifflin.

Spring, J. (© 2002). American education. Boston: McGraw Hill.

Other Learning Resources

Audiovisual Learning in America video series, "Off Track" “I Can Do This, But I Can’t Do That” “Little Rock 50 years Later” Albert Cullum: "A Touch of Greatness~~, “Why Do These Kids Love School?”~~
Electronic No resources specified
Other No resources specified