

RAMAPO COLLEGE OF NEW JERSEY**First-Year Seminar*****From Student to Educator: The Opportunities and Challenges of a Career in Education*****Course Information**

Prerequisites and/or Co-requisites: First-time, first-year student status

Class Meeting Day(s), Time and Room Location: Berrie Center 224 Wednesday, 6:30pm-9:45pm

Instructor Information

Instructor's Name, Title: Jennifer M. Szabo-Kaufman, MSET, MAEdL

Office Location & Phone No.: A-220, 201-684-7292

Office Hours: By appointment

E-mail: jszabo@ramapo.edu

Mailbox Location: A-220

School Office Location: A-219

School Office Phone No.: 201-684-7696

Common Course Description

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College's academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo's academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description of this Section

Thinking about a career in education? This First Year Seminar course is designed for students who are considering a career in the field of education. Beginning with a look at where education has evolved from, this seminar will examine current trends in education; the training and certifications required to become an educator and a look into the schools and classrooms of the future. Various career options will be explored as well as the day-to-day responsibilities of the K-12 teacher, becoming an administrator, the Special Education educator, etc. Special attention will be given to examining the Teacher Education Program requirements at Ramapo College of New Jersey. Guest speakers will include professionals in the field of education. Students participating in this course will have the opportunity to interview educators and observe various classroom environments. In addition to the summer reading and assigned text, this course will utilize specialized readings from professional journals and resources.

Course Goals

At the completion of this class, the student will:

1. Have a working knowledge of the educational systems in the United States.
2. Understand the educator's responsibilities to students and to the community.
3. Be able to explain what they hope to achieve in the field of education.
4. Recognize the necessity of life-long learning in order to be a successful educational professional.

Measurable Student Learning Outcomes

Students will:	Research Paper	Class discussions and essays	Interview & Class Observation	Final Project
demonstrate the ability to think critically and creatively.	x	x	x	
demonstrate proficiency in written communication.	x	x	x	
demonstrate proficiency in oral communication.		x		
demonstrate information literacy and technological competency.	x		x	x

Peer Facilitators

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: caafye@ramapo.edu

Texts, Readings, Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline. For example:

1. Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007. Print. ISBN: 978-0-7432-9628-1
2. Hacker, Diana, and Barbara Fister. *Rules for Writers with Tabs with 2009 MLA and 2010 APA Updates*. Boston: Bedford/St. Martin's, 2009. Print. ISBN-13: 978-0-312-66482-4.
3. Codell, Esme Raji. *Educating Esme: Diary of a Teacher's First Year, Expanded Edition*. North Carolina: Algonquin Books of Chapel Hill, 1999. ISBN 1565129350

Course Requirements

Classroom Participation – Students are expected to have read the assigned readings before class and come to class prepared to discuss them. Students are expected to take an active role in all group discussions. Students will be required to lead group discussions when scheduled.

Writing Assignments – Writing assignments will include two summer reading essay assignments, brief written observations of assigned readings, preparation of one 3-5 minute oral presentation (with writing component) and one 5-8 minute presentation (with research paper & presentation

component). Students will also be required to provide one education-related article from a professional journal, newspaper or other source to class members (via e-mail or hard-copy) and lead a group discussion. **PLEASE NOTE: All written assignments should be submitted via email (jszabo@ramapo.edu). Unless otherwise noted, assignments should be sent as a .doc attachment (NOT .docx) and not pasted into an email.**

Examinations, Laboratory/Studio, Library Research – There will be no written examination for this class. There will be one ten-page research paper required for this class. This paper will examine one of a variety of education-based topics presented in class.

Course Enrichment Component - Students will interview an educational professional and conduct one observation of a K-12 class of their choosing. Guidelines for both the interview and observation will be distributed during class.

General Education Program Course

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

This course will fulfill a variety of FYS objectives including

- experiential learning
 - *Students will interview and observe educators in a learning environment.*
- international education & intercultural understanding
 - *Students will examine the educational systems in other countries.*
- interdisciplinary studies.
 - *Students will explore various careers in the field of education in a variety of subject areas.*

Writing Intensive (WI) Course

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, cas@ramapo.edu.”

Weekly Class Schedule

Weekly Class Schedule

****Please note: this schedule is subject to change due to the availability of guest speakers.**

	In-class Activities	Homework	Due
Week 1 9/7/2010	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Class evaluation (expectations) • Why Teach? • The Millenials • Assignment of journal 	<ul style="list-style-type: none"> • Begin reading <i>Educating Esmé</i> • Read assigned article. Journal response to article. • Complete LMT short essay 	<ul style="list-style-type: none"> • <i>Esme</i> reading due Week 6. Notes/questions/observations in journal & be prepared to discuss. • Summer reading essay, #1 due by 9/14

	articles/topics		•
Week 2 09/14/2010	<ul style="list-style-type: none"> History of Education in the US presentation and discussion Article discussion led by student leaders Summer reading discussion, part 1 Power Point Pointers, Part I 	<ul style="list-style-type: none"> Create 2-3 minute presentation about the educational system in your assigned country. Read assigned article. Journal response to article. 	<ul style="list-style-type: none"> International Ed presentation
September 21 st , 2011	1:00 – 2:30 PM Opening Convocation, Dr. James W. Loewen		
Week 3 09/21/2010	<ul style="list-style-type: none"> Power Point Pointers, Part II What is a teacher? What makes a good teacher? Article discussion lead by student leaders 	<ul style="list-style-type: none"> Begin classroom observation project. Read assigned article. Journal response to article. 	<ul style="list-style-type: none"> Paragraph due Week 5. Email 1 page - explain who you are choosing to visit and why. Summer reading essay #2 due by 9/28 Power Point 'Quiz'
Week 4 09/28/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Global Education Presentations Guest Speaker: Elementary Ed Summer Reading Discussion, Part 2 Movie: Freedom Writers 	<ul style="list-style-type: none"> Schedule observation. Read assigned article. Journal response to article. 	<ul style="list-style-type: none"> Complete observation/interview by Week 11.
Week 5 09/29/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Global Education Presentations Freedom Writers Discussion Career Options for Educators presentation and discussion 	<ul style="list-style-type: none"> Read assigned article. Journal response to article. 	
Week 6 10/05/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Esme discussion. Research paper discussion & topics assigned. Teacher Ed Program Speaker 	<ul style="list-style-type: none"> Read assigned article. Journal response to article. 	<ul style="list-style-type: none"> Email three questions you have about your assigned topic
Week 7 10/12/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Library Research Session Movie: Freedom Writers 	<ul style="list-style-type: none"> Read assigned article. Journal response to article. 	<ul style="list-style-type: none"> .Working bibliography due by 10/26

Week 8 10/19/2010	<ul style="list-style-type: none"> Article discussion lead by student leader Advisement Information Session Movie: Freedom Writers 	Read assigned article. Journal response to article.	
Week 9 10/26/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Technology & Trends in Education Assistive Technology Demo Research paper meetings 	Read assigned article. Journal response to article.	<ul style="list-style-type: none"> Complete observation/interview project by Week 11. Be prepared to present Week 14/15 Submit outline by 11/02
Week 10 11/02/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Challenges in Education Guest Speaker Teacher - Urban 	<ul style="list-style-type: none"> Read assigned article. Journal response to article. 	1-2 page essay: Compare and contrast Esme to Erin G. Due week 11.
Week 11 11/09/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Study Abroad Speaker The Future of Education 	<ul style="list-style-type: none"> Read assigned article. Journal response to article. 	Submit rough draft for peer review 11/16
Week 12 11/16/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders The Politics of Education Research paper peer review 	<ul style="list-style-type: none"> Read assigned article. Journal response to article. 	
Week 13 11/23/2010	<ul style="list-style-type: none"> THANKSGIVING RECESS (11/24-11/27) 		
Week 14 11/30/2010	<ul style="list-style-type: none"> Article discussion lead by student leaders Class Presentations 		
Week 15 12/07/2010	<ul style="list-style-type: none"> Class Presentations & ALL research papers due. 		

Important Dates

First Day of Classes: September 1st

Last day for Schedule Adjustments (on the Web): September 12th

Last day to withdraw from courses with "W" grade: October 27th

Thanksgiving Recess: Nov 23rd - 26th

Reading Day (no classes): December 14th

Final Exam Week: December 15th – 21st

Common Finals: December 17th

Last day to request "I" grades: December 21st

Residence Halls close (6pm): December 21st

Final Exam Snow Make-Up Day: December 22nd

Grading Policy

Grades are based on a total points earned system. Each assignment will be made up of a certain percentage of these total points. For example - a small written assignment may be worth a total of 50 points, a larger assignment with an oral component may be worth 120. As the semester progresses, your grade will be based on points earned as compared to points available.

The following is a general estimate of the type of grades you will be responsible for:

Summer reading essays (75 points each)

Group Leader Article/Discussion (75 points)
 Educational Systems Presentation (100 points)
 Esme/Erin Essay (100 points)
 Mini-Lesson (100 Points)
 Observation & Final Presentation (150 points)
 Research Paper (300 points)
 Attendance & Class Participation (100 points)

Final grades will be assigned based on percentage points earned compared to total points available and letter grade assigned as follows:

Grade Distribution

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-92	91-90	89-85	84-82	81-80	79-75	74-72	71-70	69-65	64-60	<60

Attendance Policy

Regular and on-time attendance is mandatory for success in this class. One absence per semester is permitted with no affect on final grade (though, an absence on a day you have a presentation due may affect your final grade, if presentation is not able to be made-up in a timely manner). After the first absence, your final grade will drop one-half letter grade for each absence (ex. from B to a B-). Please contact me at jszabo@ramapo.edu to advise me of an anticipated absence.

Lateness will not be permitted, as late students are disruptive to the learning process, to class focus and to effective teaching. The following policy will apply: 2 lates = 1 absence, 4 lates = 2 absences. More than 4 lateness may result in a failing grade.

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Cell Phones - Cell phones are strictly prohibited in the classroom. All cell phones must be on silent when in class. If a cell phone is answered during class, you will be asked to leave the class and will be marked with an unexcused absence. Do not text while in class. Texting in class is a distraction not only to you and your fellow students, but to your instructor as well.

Electronic Forms of Communication

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Students with Disabilities

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me. Students must be registered with the office of Specialized Services (OSS) at x7514 to receive accommodations. For additional information, contact the Office of Specialized Services at x7514 or email at oss@ramapo.edu.

Policy on Academic Integrity

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the *Ramapo College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost. An abbreviated version of this policy is described below.

Policy

All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

Procedures

The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

Criteria

There are four broad forms of academic dishonesty:

1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student's work;
- allowing another student to copy his/her work;
- using unauthorized materials such as a textbook, notebook or electronic devices during an examination;
- using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authority;
- taking a test for another person or asking or allowing another to take the student's own test.

2. Plagiarism

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks.

To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person's words directly;
- whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing, or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the [Library Website: Citation Manuals and Style Guides](#).

3. Academic Misconduct

Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record, or entering any computer system, College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the Academic Integrity Policy by another person.

4. Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citation of information not taken from the source indicated;
- listing of sources in a "works cited" that were not used in that project;
- altering, stealing and/or falsifying research data used in research reports, theses, or dissertations;
- submission as one's own of any academic work prepared in whole or in part by others, including the use of another's identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

More on academic integrity can be found here:

http://www.ramapo.edu/catalog_11_12/academic-policies.html?col10=open#CollapsiblePanel10