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:

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
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, Material


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. This class requires all students to be engaged, focused and ready to participate.

**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 group presentation (with research & 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 Word
Document attachment and not pasted into an email, unless directed to do so. All emails should contain the letters FYS in the subject line.

Examinations, Laboratory/Studio, Library Research – There will be no written examination for this class. There will be one 5-8 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 – Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class Activities</th>
<th>Homework</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions</td>
<td>• Begin reading <em>Educating Esmé</em></td>
<td>• Esme reading due Week 6. Notes/questions/observations in journal &amp; be prepared to discuss.</td>
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<tr>
<td>09/05/2012</td>
<td>• Syllabus Review</td>
<td>• Read assigned article. Journal response to article.</td>
<td>• Summer reading essay, #1 due by 9/19</td>
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<td>• Class evaluation (expectations)</td>
<td>• Complete Summer Reading Essay</td>
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<td>• Why Teach?</td>
<td>short essay</td>
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<td>• The Millenial’s</td>
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<td>• Assignment of journal articles/topics</td>
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<td>Week 2</td>
<td>• History of Education in the US presentation and</td>
<td>• Create 2-3 minute</td>
<td>• International Ed presentation</td>
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<td>09/12/2012</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<td>September 12th, 2012</td>
<td>Opening Convocation, Benjamin Nugent, author of <em>American Nerd</em></td>
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<td>Week 3 09/19/2012</td>
<td>• Power Point Pointers, Part II</td>
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<td>• What is a teacher?</td>
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<td>• What makes a good teacher?</td>
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<td>• Article discussion lead by student leaders</td>
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<td></td>
<td>• Begin classroom observation project.</td>
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<td>• Read assigned article. Journal response to article.</td>
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<td>• Summer reading essay #2 due by 9/26</td>
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<td>• Power Point 'Quiz'</td>
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<td>Week 4 09/26/2012</td>
<td>• Article discussion lead by student leaders</td>
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<td>• Global Education Presentations</td>
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<td>• Guest Speaker: Elementary Ed</td>
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<td>• Summer Reading Discussion, Part 2</td>
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<td></td>
<td>• Schedule observation.</td>
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<td>• Read assigned article. Journal response to article.</td>
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<td>• MEDIA LITERACY SESSION ?</td>
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<td>• Complete observation/interview by Week 11.</td>
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<td>Week 5 10/03/2012</td>
<td>• Article discussion lead by student leaders</td>
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<td>• Global Education Presentations</td>
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<td>• Presentations</td>
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<td>• Options for Educators presentation and discussion</td>
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<td>Read assigned article. Journal response to article.</td>
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<td>Email three questions you have about your chosen research topic</td>
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<td>Week 6 10/10/2012</td>
<td>• Article discussion lead by student leaders</td>
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<td>• Esme discussion.</td>
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<td>• Research paper discussion &amp; topics assigned.</td>
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<td>• Teacher Ed Program Speaker</td>
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<td>Read assigned article. Journal response to article.</td>
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<td>Week 7 10/17/2012</td>
<td>• Article discussion lead by student leaders</td>
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<td>• Library Research Session ?</td>
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<td>Movie: Freedom Writers</td>
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<td>Read assigned article. Journal response to article.</td>
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<td>Week 8 10/24/2012</td>
<td>• Article discussion lead by student leader</td>
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<td>• Advisement Information Session</td>
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<td>Movie: Freedom Writers</td>
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<td>Read assigned article. Journal response to article.</td>
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<td>Week 9</td>
<td>• Article discussion lead by student leaders</td>
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<td>Read assigned article. Journal response to article.</td>
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## Important Dates

- **First Day of Classes:** September 5th
- **Last day for Schedule Adjustments (on the Web):** September 12th
- **Last day to withdraw from courses with “W” grade:** October 31st
- **Thanksgiving Recess:** Nov 21st – 23rd
- **Reading Day (no classes):** December 15th
- **Final Exam Week:** December 17th – 22nd
- **Common Finals:** December 22nd
- **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)

Attendance Policy
• The College does not have a common Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
• Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
• You must also include the following statement on religious observances:
  “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.”

Electronic Forms of Communication (Please include this paragraph as written)
In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.
  • If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it must be accessed from within Moodle. Moodle is the ‘product of record’; if you post assignment grades, it must be done so within Moodle.

Students with Disabilities Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:
  “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.”
Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Policy on Academic Integrity (Please include this paragraph as written)
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

Needless to say the above template cannot anticipate all the information or guidelines which could appear in a course syllabus. What is important is that the syllabus be detailed and comprehensive in its interpretation of the content and intentions of the course. The formatting and style of the syllabus is entirely up to the discretion of the instructor.