The Work and Education Connection
SYLLABUS

Spring 2013 - 37:575:362:80
Maureen Sheridan, Part-time Lecturer
Tuesdays, 06:00 - 08:40 pm - Western Monmouth - Freehold
Email: moking@rci.rutgers.edu
609-571-7207 cell * 201-360-4015 * msheridan@hccc.edu

Books: - http://www.abebooks.com/servlet/SearchResults?an=boyer+ernest&y=12&tn=College&x=99
A used copy of these books, can be purchased on-line
Most books cost $1.00 each +plus shipping
Or book may be purchased from Amazon or Barnes and Nobles
Mike Rose: Lives on the Boundary

Readings: https://sakai.rutgers.edu/portal
**Readings will be posted to Sakai in the appropriate week for each lesson.

Marshall, Ray and Tucker, Mark Thinking for a Living, pp. 3-27.
Cooper, Mark J. Publish or Perish Antidotes
Weimer, Maryellen, PhD Article on Rote Memorization, Faculty Focus 2012
Wilson, Timothy L.-Y., Andrews, Rebecca, Foley, Christine - Conquering College: Revisiting the Challenges Faced by First-Generation College Students *Learning Abstracts, July 2012, Volume 15, No. 7*
Boyer, Richard College, the Undergraduate Experience - Chp 1-2, Epilogue 286-297
Brooks, Katharine, EdD You Majored in What? Chp 1-2
Florida Richard, A Blueprint for a 21st Century Workforce, The Atlantic Cities Place Matters, July 2012
Florida Richard, The Great Jobs Shift The Atlantic Cities Place Matters, March 2012
Rosenbaum, James, Beyond College for All, 108-131
Rose, Mike The Mind at Work, pp. 141-167, 195-216
Hargreaves, Andrew The Fourth Way of Change

The Work and Education Connection covers topics related to what workers need to know to be prepared for all jobs being generated by a global economy. Scholarship also focuses on the American secondary and higher education systems that prepare workers for changing jobs. The course content, specifically, the required readings, will help students gain a better understanding of how institutions of education as well as organizational structures affect the nature and quality of careers. Students will assess personal knowledge, skills and abilities and gain insight into goals and objectives achieved as Labor Studies and Employment Relations' majors.

Important: *Students are expected to* ***retain all handouts*** *to prepare to pass both mid term exams, Mid Term 1 and Mid Term 2.*

Course Goals and Objectives:

- Students will gain a better understanding of how organization structures affect the nature and quality of careers.
- Students will gain a better understanding of how American secondary and higher education structures affect the nature and quality of careers.
- Students will conduct investigative research, which demonstrates originality, depth of thought and mastery of an approved style of source documentation.
- Students will communicate meaningfully in writing, with a chosen audience, while implementing critical thought.
- Students will logically and persuasively state and support orally their points of view or findings.
- Students will use critical thinking skills for computer-based access, analysis, and presentation of information.
- Students will demonstrate the skills required to find, evaluate and apply information to solve a problem.

The Work and Education Connection
SYLLABUS

Spring 2013 - 37:575:362:80
Maureen Sheridan, Part-time Lecturer
Tuesdays, 06:00 - 08:40 pm - Western Monmouth - Freehold
Email: moking@rci.rutgers.edu
609-571-7207 cell * 201-360-4015 * msheridan@hccc.edu

Course Learning Outcomes:

- Students will be able to assess personal knowledge, skills and abilities and gain insight into personal goals, objectives, and transferable skills.
- Students will learn what their strengths and talents are and those characteristic to the Labor Studies' major to market to colleges and employers.
- Students will become aware of aspects of education and work, in general, and issues regarding the challenges and opportunities of work in a global economy.
- Students will master the skill of developing informal and formal networks.

Bring the scheduled books or reading assignments with you to each class. We will use them for in class assignments. This counts towards active participation in class, hence, towards your participation grade (20%). Please note that just showing up, does not constitute participation.

Class Schedule:

Jan 22 Lesson 1 - Introduction to the Work and Education Connection
- What Kind of Work (and Life) Does School Prepare You For?
Course Review - Syllabus Mapping

Jan 29 Lesson 2 - The College Experience - (readings found on Sakai)
Reading: Marshall and Tucker, 3-27. Thinking for a Living
Reading: Mark J. Cooper, Publish or Perish Antidotes
Reading: Maryellen Weimer, PhD, Article on Rote Memorization

Feb. 5 Lesson 3: The Mission of a College Education- (readings found on Sakai)
Reading: Boyer, College, the Undergraduate Experience, Chapters 1-2 and Epilogue pp. 286-297
Reading: Brooks, K. You Majored In What? - Labor Studies and Employment Relations
Class Activity: The 10 Mindsets of Work

Feb 12 Lesson 4 – The 21st Century Workforce - (readings found on Sakai)
Reading: Timothy L.-Y. Wilson, Rebecca Andrews, and Christine Foley - Learning Abstracts, July 2012, Volume 15, Number 7, Conquering College: Revisiting the Challenges Faced by First-Generation College Students
Reading: Richard Florida, The Atlantic Cities Place Matters, July 2012, A Blueprint for a 21st Century Workforce
Reading: Richard Florida, The Atlantic Cities Place Matters, March 2012, The Great Jobs Shift

DUE ASSIGNMENT 1 - *A three page essay, describing your education in elementary and secondary school (high school) addressing the question: In what ways did it resemble and/or differ from the mass educational experience described by Marshall and Tucker?*

Feb 19 Lesson 5 - Educational Patterns and Practice? - (readings found on Sakai)
Hargreaves, A. The Fourth Way of Change: Towards an Age of Inspiration and Sustainability, p. 11-40

Feb 26 Lesson 6 - Is There a Labor Shortage? - Readings found on sakai
Rosenbaum, James Beyond College For All, 108-131
Readings: Rose, Mike The Mind at Work, 141-167, 195-216

The Work and Education Connection
SYLLABUS

Spring 2013 - 37:575:362:80
Maureen Sheridan, Part-time Lecturer
Tuesdays, 06:00 - 08:40 pm - Western Monmouth - Freehold
Email: moking@rci.rutgers.edu
609-571-7207 cell * 201-360-4015 * msheridan@hccc.edu

Mar. 5 Lesson 7 - Social Class and Higher Education
Reading: Rose, Lives on the Boundary, Chapters 1-3

DUE Assignment 2 *Write a three page essay answering the following questions: Why did you choose Rutgers? Analyze your college education to date in response to the questions posed by Boyer on pp. 286-297*

Mar. 12 Week 8 - **Mid Term Exam 1**

Mar. 19 Lesson 9 - (SPRING RECESS)

Mar. 26 Lesson 10 - Social Class and Higher Education
Reading: Rose, Lives on the Boundary, Chapters 1-3

Apr 2 Lesson 11 - Literate Stirrings
Rose, Lives on the Boundary, Chapters 4-6
What Kind of Work (and Life) Does School Prepare You For?

Apr. 9 Lesson 12 - The Politics of Higher Education for the American Workforce
Reading: Rose, Lives on the Boundary, Chapters 7-8

Apr. 16 Lesson 13 - Group presentations

Apr 30 Lesson 14 - Mid Term Exam 2

Assignments/Exams

Assignment 1, DUE Feb. 12.
Write a three page, double spaced essay, describing your education in elementary and secondary school, addressing the question: In what ways did it resemble and/or differ from the mass educational experience described by Marshall and Tucker?

Assignment 2, DUE Mar. 5
Write a three page essay answering the following questions: Why did you choose Rutgers? Analyze your college education to date in response to the questions posed by Boyer on pp. 286-297

Mid Term Exam 1 Mar 12

Group Presentation Apr 16

Mid Term Exam 2 Apr 30

Grading:
Attendance and participation in class constitute 20%
Writing assignment 1 constitutes 20%
Writing assignment 2 constitutes 20%
Mid Term Exam 1 10%
Mid Term Exam 2 10%
Group Presentation 20%

The Work and Education Connection
SYLLABUS

Spring 2013 - 37:575:362:80
Maureen Sheridan, Part-time Lecturer
Tuesdays, 06:00 - 08:40 pm - Western Monmouth - Freehold
Email: moking@rci.rutgers.edu
609-571-7207 cell * 201-360-4015 * msheridan@hccc.edu

Notice: You will be expected to follow the Rutgers University policy on attendance and academic integrity. Cite your sources. Quote when you are using their words. If you are not sure of how to cite or quote, refer to: http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#writing_guides

Class participation is mandatory to pass the class! - This includes in-class and homework assignments. Just showing up does not constitute participation. You must actively participate in class activities.

*In order for students to get the most out of this course, attendance and effective participation are required. **If students cannot attend class, they should notify the instructor by email.** Students are expected to complete all discussion questions for the weekly readings assigned. Students are expected to bring all books and/or readings, or both, to each class. These will be a vital part of the group work performed in class.

ALL ASSIGNMENTS AND PAPERS should be typed, double spaced in Times New Roman 12. Students will be expected to observe University Regulations on Academic Integrity.

AVOID PLAIGARISM. Cite your sources from all readings.

Classroom Expectations

- Please arrive on time. We will begin class promptly.
- Please come prepared to class, having read the assignments before class. Bring your book or readings to class.
- Be ready to contribute to discussions. Just showing up does not constitute participation.
- Turn in assignments on time. Assignments turned in late will receive a lower grade.
- Be sure to cite your sources to avoid plagiarism.
- Proofread your work prior to submission.
- **No cell phone, ipod or laptop use unless specifically requested by instructor.**