

Course Outline

COURSE: CD 8A **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 03/27/2017

SHORT TITLE: AMER ED CHG WORLD

LONG TITLE: American Education in a Changing World

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course provides an overview of education in the United States. It examines the issues, problems, and solutions to teaching in a pluralistic society by viewing schools as social institutions that reflect the values and dynamics of a society. It focuses on the history, politics, theories and approaches to teaching culturally and linguistically diverse children and analyzes career opportunities and new directions in education. For students who wish to expand their knowledge of education in America, and those who wish to explore careers in teaching. This course includes a Service Learning component that will encourage students to explore and apply concepts from the class. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Compare schools in the United States from the historical past to current times, encompassing the multiple issues of inequality that include social, cultural, and political-philosophical problems and their effects on specific groups in American society.

Measure of assessment: written exams, activity sheets, written projects, class discussions

Year assessed, or planned year of assessment: 2015

Semester: Fall

2. Integrate the silenced perspectives of non-Eurocentric, underrepresented voices on the topics of history and philosophy of American education with the traditionally held Eurocentric views.

Measure of assessment: written exams, written assignments, written projects, classroom discussions

Year assessed, or planned year of assessment: 2015

Semester: Fall

3. Assess parent/community/school dynamics in the context of a culturally and linguistically diverse society and their relationship to students, and to teaching and learning.

Measure of assessment: written exams, written projects and assignments, oral discussions

Year assessed, or planned year of assessment: 2015

Semester: Fall

This SLO addresses cultural diversity: true

4. Analyze the political, economic, social, and technological trends (in terms of culture and equity) and their potential impact on educational institutions as they relate to multicultural and multilingual students' achievement including how schools contribute to and perpetuate sex-role, racial, ethnic and other stereotyping.

Measure of assessment: written projects and assignments, written exams, oral discussions

Year assessed, or planned year of assessment: 2015

Semester: Fall

This SLO addresses cultural diversity: true

5. Analyze the responsibilities and professional commitments expected of classroom teachers including formulating a critical social consciousness in the classroom.

Measure of assessment: written exams, written assignments, oral discussions

Year assessed, or planned year of assessment: 2015

Semester: Fall

6. Participate in and contribute to the success of classroom(s) and a school site.

Measure of assessment: written projects, written assignment, oral presentations, classroom participation

Year assessed, or planned year of assessment: 2015

Semester: Fall

CULTURAL DIVERSITY:

This course promotes understanding of:

Cultural awareness

Cultural inclusiveness

Mutual respect among diverse peoples

Familiarity with cultural developments and their complexities

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/27/2017

3 Hours:

Content: Overview of course; purpose, expectations of service learning component.

Student Performance Objectives: Recognize key components of their own education. Identify various cultural and class perspectives influencing education.

3 Hours:

Content: Status of the Profession

Student Performance Objectives: Identify professional organizations, including unions, which provide support and assistance to teachers. Identify what is required of teachers to enable them to teach in public schools. Identify and explain intrinsic and extrinsic rewards in teaching. Identify and describe common difficulties faced by beginning teachers and how teaching reflects society's past and present values.

3 Hours:

Content: Development of the Profession

Student Performance Objectives: Explain how teachers' attitudes toward themselves, their students, their colleagues, other adults, and their subject matter affect teaching. Define the differences between teaching and learning in classrooms. Evaluate the duties of elementary teachers in terms of recognized criteria for a profession. Develop a personalized plan for their own professional development. Identify the factors that should be considered in teacher evaluations. Identify school district school site for service learning and begin activities with the schools.

3 Hours:

Content: The Major Philosophies Influencing American Education

Student Performance Objectives: Explain the relationship between a personal philosophy and a philosophy of education. Identify the philosophies that take an optimistic view of human nature and those that take a pessimistic view. Describe how major philosophies have influenced educational thought over historical periods.

3 Hours:

Content: The Impact of Educational Theories on Educational Practice; Quiz

Student Performance Objectives: Define an educational theory and explain its relationship to philosophy as a discipline. Distinguish among four educational philosophies and explain how they relate to the work of teachers. Identify key contributions of Mortimer Adler, BF Skinner, and John Dewey.

3 Hours:

Content: American Education: European Heritage and Colonial Experience;

Student Performance Objectives: Describe the curriculum in colonial schools and the forces that shaped it.

3 Hours:

Content: American Education: From Revolution to the Twentieth Century

Student Performance Objectives: Describe the impact of Thomas Jefferson and Noah Webster on American Education in the Early 19th century. Discuss the factors leading to the growth of higher education in 19th century America. Compare the educational opportunities provided to Native Americans, Hispanic Americans, and Black Americans in the 19th century. Trace and describe the development of teacher education in the United States.

3 Hours:

Content: Modern American Education from the Progressive Movement to the Present

Student Performance Objectives: Identify the major economic, political, and social forces affecting education in the 20th century. Describe the progressive education movement in the United States. Compare the impact of the Great Depression, World War II, and Cold War on education. Describe the major provisions of the No Child Left Behind Act and their impact on the schools.

3 Hours:

Content: The Social and Cultural Contexts of Schooling: Their Influence and Consequence; Midterm

Student Performance Objectives: Explain the relationship between the schools and the society the schools serve. Explain how the school, family, peer group, religion, and the mass media socialize children and youth. Compare the educational achievement and attainment of social class groups, ethnic and racial groups, and males and females.

3 Hours:

Content: Responding to Diversity

Student Performance Objectives: Differentiate the concepts of multiculturalism, assimilation, cultural pluralism, and multicultural education. Describe how the demographic and cultural differences may foster misunderstanding. Describe the key elements of "appropriate education" and "least restrictive environment" in relation to children with special needs.

3 Hours:

Content: Students at Risk

Student Performance Objectives: Discuss the relationship between risk, resiliency, and protective factors. Name the common signs or indicators of child abuse and neglect and the procedures teachers use as mandatory reporters.

3 Hours:

Content: Legal Framework for the Public Schools; Teachers, Students, and the Law 1

Student Performance Objectives: Identify federal constitutional provisions affecting education. Compare statutory law, case (or common) law, and administrative law. Identify the personal and professional requirements for employment of prospective teachers. Provide an overview of teachers' rights inside and outside the classroom. Discuss how the Family Educational Rights and Privacy Act expanded parental and student rights.

3 Hours:

Content: Legal Framework for the Public Schools; Teachers, Students and the Law 2

Student Performance Objectives: Describe in general terms the laws related to copyright, self-defense, religion in the classroom, lifestyle choices, and academic freedom.

3 Hours:

Content: Governance and Financing American Schools; Open Book Quiz

Student Performance Objectives: Discuss the growth of the charter schools and the possible impact on public schools. Identify major local, state, and federal revenue sources. Discuss the roles of the school board and the Superintendent of Schools. Describe collective bargaining and the role unions play in school governance.

3 Hours:

Content: School Curriculum: Development and Design; Instructional Practices for Effective Schools 1

Student Performance Objectives: Describe the core standards, state, national and subject matter and where to find them and how they apply to what teachers teach in grade levels and how the standards are measured.

3 Hours:

Content: School Curriculum: Development and Design; Instructional Practices for Effective Schools 2

Student Performance Objectives: Describe the curriculum mapping process in schools. Describe the sociopolitical and professional forces that influence curriculum policy making and design. Describe the differences between educational goals and educational objectives. Describe the eight intelligence's included in Gardner's theory of multiple intelligence. Explain the relationship between teaching and learning.

3 Hours:

Content: Trends in Education; Assignments due:10 reflections and analyses; reflective journal and service learning log; professional resources notebook

Student Performance Objectives: Identify and discuss the projected demographic changes in the U.S. population and their impact on schools and the larger society. Describe the technological changes which impact schools, students, and teachers and speculate as to the future impact on teaching and learning.

2 Hours:

METHODS OF INSTRUCTION:

Lecture, small group classroom activities, research papers, DVDs, guest speakers, discussions, observations and participation in public school settings followed by correlations with readings and discussions.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

Percent range of total grade: 10 % to 40 % Written Homework, Term or Other Papers, Other: reflections and analyses of educational issues

Problem-solving assignments

Percent of total grade: 25.00 %

Percent range of total grade: 10 % to 40 % Homework Problems, Field Work, Quizzes, Exams, Other: In-class problem solving of educational issues

Skill demonstrations

Percent of total grade: 25.00 %

Percent range of total grade: 10 % to 40 % Class Performance/s, Field Work

Objective examinations

Percent of total grade: 25.00 %

Percent range of total grade: 10 % to 40 % Multiple Choice, True/False, Completion, Other: short answer, application questions

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 1. Complete student profile sheet. Be prepared to identify school districts where student lives and/or works. Visit Teaching Tolerance website or other website noted on text's website and write critique of website. Begin and maintain reflective journal about readings, service learning, and class discussions. Due at end of semester.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 2. Visit professional organization websites listed in the chapter. Begin and maintain a professional resources notebook containing class handouts, service learning materials, and pertinent resources. Due at end of semester.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 3 and answer in writing assigned questions.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 4 and answer assigned questions in writing. Study for open book quiz next week. Prepare a written and oral report on a school based activity. Due week 10.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 5 and answer in writing questions assigned.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 6 and complete in writing assigned questions. By end of semester students will select 10 reflection and analysis items from an assortment of chapters in the text upon which to reflect and develop an analysis based on readings. Questions posed to school staff where completing service learning.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 7 and complete in writing assigned questions.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 8 and answer in writing the assigned questions. Study for midterm next week.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 9 and answer in writing assigned questions. Prepare a written and oral issue report to be turned in week 14.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 10 and answer in writing assigned questions. School Based Activity Reports due.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapters 11 and 12 and answer in writing assigned questions.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 13 and answer in writing assigned questions. Study for open book in-class quiz next week.

Required Outside Hours: 6

Assignment Description: Homework: Delve into case law and look at current issues impacting teachers and students.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapters 14 and 15 and answer in writing assigned questions.

Required Outside Hours: 6

Assignment Description: Homework: Written Issue Reports and most Oral Issue Reports due. Complete activities using models of teaching to examine instructional practices.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 16 and answer in writing assigned questions. Oral Issue Reports due.

Required Outside Hours: 6

Assignment Description: Homework: Study for next weeks final on Chapters 13 - 16 and identified readings.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

L. Dean Webb, Arlene Metha, K. Forbis Jordan. Foundations of American Education, 8th ed. Pearson: Merrill/Prentice Hall,2015.

Reading Level of Text, Grade: Reading level of text: 12th grade Verified by: Verified by:Barbara Malaspina

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV F, effective 201370

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201370

UC TRANSFER:

Transferable UC, effective 201370

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 8A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000157649

Sports/Physical Education Course: N

Taxonomy of Program: 130500