

**Course Outline**

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

**TERM EFFECTIVE:** Spring 2017                      **CURRICULUM APPROVAL DATE:** 05/09/2016

**SHORT TITLE:** ELEMENTARY EDUCATION

**LONG TITLE:** Introduction to Elementary Education

| <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 introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. **ADVISORY:** English 1A

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Identify personal meanings related to teaching, reflecting upon why they want to be teachers; examine personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as teachers

Measure: reflective journal entries, exams

PLO: 26,2,1

ILO:

GE-LO:

Anticipated Year of Assessment: 2017

2. Articulate basic purposes of schooling and trace the history of their development, encompassing issues of inequality that include social, cultural and political -philosophical problems and their effects on specific groups in society.

Measure: exam, written report

PLO: 3

ILO: 2,1,3

GE-LO:

Anticipated Year of Assessment: 2017

3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.

Measure: discussions, written report

PLO: 2,3,4

ILO: 2,4,1

GE-LO:

Anticipated Year of Assessment: 2017

4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits.

Measure: Reflective journal, classroom discussion

PLO: 2,3

ILO: 2,6,1

GE-LO:

Anticipated Year of Assessment: 2017

5. Demonstrate an understanding of educational issues in a culturally and linguistically diverse society, including parent/community/school dynamics.

Measure: exam, written report

PLO: 3

ILO: 2,1,3

GE-LO:

Anticipated Year of Assessment: 2017

6. Demonstrate knowledge of the impact of cultural contexts on learning.

Measure: Exam, written report

PLO: 3

ILO: 2,1

GE-LO:

Anticipated Year of Assessment: 2018

7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these issues.

Measure: written report, reflective journal, exam

PLO: 1,3,4

ILO: 2,1,3

GE-LO:

Anticipated Year of Assessment: 2018

8. Demonstrate skills in implementing established protocols for visiting schools and classrooms; discuss how students can participate in and contribute to the success of classrooms and school sites.

Measure: demonstration, discussion

PLO: 2,3

ILO: 6,2,1,4

GE-LO:

Anticipated Year of Assessment: 2018

9. Demonstrate skill in implementing observation protocols.

Measure: demonstration, reflective journals

PLO: 3,4

ILO: 2,1,6

GE-LO:

Anticipated Year of Assessment: 2018

10. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to: (a) recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs), (b) observe the use of state-adopted academic content and performance standards (Common Core), (c) compare and contrast classroom environments, (d) recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

Measure: exam, discussions, written and oral projects

PLO: 1,3,4

ILO: 2,1,6

GE-LO:

Anticipated Year of Assessment: 2017

**PROGRAM LEARNING OUTCOMES:**

PLO1: Students will be able to use their understanding of young children's characteristics, needs and multiple interacting influences to create learning environments that are healthy, respectful, supportive, and challenging for all children.

PLO 2 Students will be able to utilize their experiences of actual classrooms with actual children to be able to decide if a career in teaching young children is right for them.

PLO 3 Students will practice within professional and legal standards, ethical principles, and demonstrate a sensitivity to language and cultural differences of the children, families, and staff where they will be working or completing their cooperative work experiences

PLO 4 Students will be able to apply principles of written and verbal communication, and research to communicate relevant, accurate, and complete information.

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

Curriculum Approval Date: 05/09/2016

3 Hours

Content:

Overview of course; purpose, expectations of fieldwork component

Student Performance Objectives (SPO): Recognize key components of their own educations; identify their own personal meanings related to teaching; begin to examine personal characteristics, own assumptions and beliefs.

Out-of-Class Assignments: Read Chapter 1; complete student profile sheet; be prepared to identify school districts where student lives/works; visit Teaching Tolerance website or other website; write critique of website; begin and maintain reflective journal about the readings, field work, class discussions, due at the end of the semester.

3 Hours

Content: Status of the Profession

Student Performance Objectives (SPO): Identify professional organizations, including unions, which provide support and assistance to teachers; students will be able to identify what is required of teachers to enable them to teach in public schools; identify California Standards of the Teaching Profession (CSTP) and will be prepared to look for examples during their field work; students will be able to identify and explain intrinsic and extrinsic rewards in teaching; students will be able to identify and describe common difficulties faced by beginning teachers and how teaching reflects society's past and present values; be able to delineate subject matter knowledge, experiences and goals which can affect personal development as a teacher; students will be able to identify protocols for visiting schools, entering classrooms, and completing observations.

Out-of-Class Assignments: Read Chapter 2: visit professional organization websites listed in the chapter; begin and maintain a professional resources notebook containing class handouts, structured observation worksheets, field work materials, pertinent resources, due at the end of the semester.

3 Hours

Content: Development of the Profession

Student Performance Objectives (SPO): be able to explain how teachers' attitudes toward themselves, their students, their colleagues, other adults, and their subject matter affect teaching; be able to 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; recognize and describe examples of teaching events that implement some elements of the state adopted Teaching Performance Expectations (TPEs); identify a school district, and school site for field work and begin activities with the schools; describe the parameters of the field work experience related to ethics, observations, confidentiality.

Out-of-Class Assignments: Read Ch. 3 and answer assigned questions in writing.

3 Hours

Content: Major philosophies influencing American Education

Student Performance Objectives (SPO): 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; begin to trace the basic purposes of schooling effects on specific groups in society, including social, cultural, and political-philosophical problems.

Out-of-Class Assignments: Read Ch. 4; answer assigned questions in writing; open book quiz next week; prepare a written and oral report on a school based activity, due week 10.

3 Hours

Content: The impact of Educational Theories on Educational Practice

Student Performance Objectives (SPO): 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; students will be able to identify key contribution of Mortimer Adler, B.F. Skinner, John Dewey; describe the basic purposes of schooling.

Out-of-Class Assignments: Read Ch. 5; answer in writing assigned questions; Quiz; in-class student panel review of protocols for visiting schools, maintaining confidentiality, describing how students can participate in and contribute to the success of classrooms and school sites.

3 Hours

Content: American Education: European Heritage and Colonial Experience

Student Performance Objectives (SPO): Describe the curriculum in Colonial schools and the forces that shaped it; identify and describe the issues of inequality and their effects on specific groups in society.

Out-of-Class Assignments: Read Ch. 6 and answer assigned questions in writing; by week 14 select 10 reflection and analysis items from an assortment of chapters in the text upon which to reflect and develop and analyze based on readings, questions posed to school staff where completing field work.

3 Hours

Content: American Education: From Revolution to the Twentieth Century

Student Performance Objectives (SPO): 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; based on their field work, demonstrate an understanding of educational issues in a culturally and linguistically diverse society through activities, discussions, and worksheets.

Out-of-Class Assignments: Read Ch. 7 and complete in writing the assigned questions.

3 Hours

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

Student Performance Objectives (SPO): Identify the major economic, political, and social forces affecting education up to and including the 21st century; describe the progressive education movement in the United States; compare the impact of the Great Depression, World War II, Cold War on educations; based on observations, describe the use of state-adopted academic content and performance standards (Common Core).

Out-of-Class Assignments: Read Ch. 8; answer in writing the assigned questions; midterm next week.

3 Hours

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

Student Performance Objectives (SPO): Explain the relationship between the schools and 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; demonstrate knowledge of the impact of cultural contexts on learning; demonstrate an understanding of educational issues in a culturally and linguistically diverse society, including parent/community/school dynamics.

Out-of-Class Assignments: Midterm: Read chapter 9 and answer in writing assigned questions; prepare a written and oral issue report to be turned in week 14.

3 Hours

Content: Responding to Diversity

Student Performance Objectives (SPO): 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 educations" and "least restrictive environment" in relation to children with special needs; analyze ecological challenges outside the classroom that impact student learning; demonstrate knowledge of the impact of cultural contexts on learning.

Out-of-Class Assignments: Read Ch. 10; answer in writing assigned questions; School Based Activity Reports due.

3 Hours

Content: Students at Risk

Student Performance Objectives (SPO): 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; analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these issues.

Out-of-Class Assignments: Read ch. 11/12; answer in writing assigned questions.

6 Hours

Content: Legal Framework for the Public Schools: Teachers, Students, and the Laws; delving into case law and looking at current issues impacting teachers and students.

Student Performance Objectives (SPO): 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; demonstrate knowledge of professional standards, ethics, and professionalism as they relate to legal frameworks for public schools and classrooms; describe in general terms the laws related to copyright, self-defense, religion in the classroom, lifestyle choices, academic freedom.

Out-of-Class Assignments: Read Ch. 13; answer in writing assigned questions; open book in class quiz next week.

3 Hours

Content: Governance and Financing American Schools: Open Book Quiz

Student Performance Objectives (SPO): 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; describe the relationship of what they have observe in schools and classrooms to new ways of implementing funds at the school site level and the roles of teachers in that process.

Out-of-Class Assignments: Read Ch. 14/15; answer in writing assigned questions; Analyses and Reflections assignment due

3 Hours

Content: School Curriculum; Development and Design; Instructional Practices for Effective Schools<sup>1</sup> written issue reports; in class activities using models of teaching to examine instructional practices; informal in class panels to compare and contrast classroom environments that have been observe using a guideline sheet.

Student Performance Objectives (SPO): describe what core state and national standards are and their effect on the content that teachers are teaching; identify where to find core standards and how they apply to what teachers teach in grade levels and how the core standards are measured; report out about recognizing and observing individual differences in students and ways teachers use a variety of instructional strategies and accommodations to address these differences.

Out-of-Class Assignments: Prepare reports

3 Hours

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

Student Performance Objectives (SPO): Describe the curriculum mapping process in schools; describe the socio-political and professional forces that influence curriculum policy making and design; describe the differences between educational goals and educational objectives; describe the eight intelligences included in Gardner's theory of multiple intelligences; explain the relationship between teaching and learning.

Out-of-Class Assignments: Read Ch. 16; answer in writing assigned questions; Oral Issue Reports due.

3 Hours

Content: Trends in Educations

Student Performance Objectives (SPO): 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, teachers, and speculate as to the future impact on teaching and learning.

Out-of-Class Assignments: Assignments due: reflective journal and field work learning log, and professional resources notebook; next week final on text and identified readings

2 Hours Final

### **METHODS OF INSTRUCTION:**

Lecture, in-class activities, out of class activities, videos/DVDs, guest speakers, class assignments, demonstrations, observations

### **METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 40 %

Written Homework

Term or Other Papers

Other: Reflections and analyses of educational issues

Category 2 - The problem-solving assignments required:

Percent range of total grade: 10 % to 40 %

Homework Problems

Field Work

Quizzes

Exams

Other: In-class problem solving of educational issues

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 10 % to 40 %

Class Performance/s

Field Work

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 40 %

Multiple Choice

True/False

Completion

Other: Short answer, application questions

### **REPRESENTATIVE TEXTBOOKS:**

Required:

Webb, L. Dean, Arlene Metha, K. Forbis Jordan. Foundations of American Education. Pearson, 2013. Or other appropriate college level text.

Reading level of text, Grade: 12th      Verified by: B. Malaspina

Other textbooks or materials to be purchased by the student:    Online materials: 1) California Standards for the Teaching Profession (CA Commission on Teacher Credentialing) 2) Teaching Performance Expectations (CCTC), 3) Elementary Subject Matter Standards: Standard 7 (CCTC)

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201730

UC TRANSFER:

Not Transferable

### **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: 8C

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code:

In-Service: N

Occupational Course: C

Maximum Hours: 3

Minimum Hours: 3

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 130500