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Education (EDUC) 1520 Introduction to Elementary Education for the Contemporary Educator (3 Units)  
CSU

Prerequisite: None

Advisory: Successful completion of ENGL 1500 strongly recommended

Total Hours: 48 hours lecture. 96 Outside-of-class Hours (144 Total Student Learning hours, including 50 hours fieldwork)

Catalog Description: The course is an introduction to concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grades 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, current educational issues, California's content standards and frameworks, and teacher performance standards. In addition to lectures, this course requires a minimum of 50 hours of structured fieldwork in public elementary classrooms that represent California's diverse student demographics and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. TB test might be required. Fingerprint required.

Type of Class/Course: Degree credit

Texts: Eggen, Paul and Don Kauchak. *Revel Introduction to Teaching: Becoming a Professional*. 6<sup>th</sup> ed., Pearson, 2017.

Carlson, Kamala. *Increasing Metacognitive Active Learning Strategies*. 1st ed., Kamala Carlson, 2011.

Carlson, Kamala and Jessica Grimes. *Supersonic Writing Tips: Grammar Cards*. 4th ed., Kamala Carlson and Jessica Grimes, 2017.

Additional Required Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences, and goals that could affect their development as a teacher;
2. Articulate basic purposes of schooling and trace the history of its development;
3. Describe the multiple roles and functions of the teachers and other school personnel in meeting the diverse needs of students;

4. Demonstrate knowledge of professional standards, ethics, and professionalism in the classroom and school visits;
5. Demonstrate an understanding of educational issues in a global context;
6. Demonstrate knowledge of the impact of cultural contexts on learning;
7. Analyze ecological challenges outside the classroom that impact student learning and identify schools and community resources that address these challenges;
8. Demonstrate skill in implementing established protocols for visiting schools and classrooms;
9. Demonstrate skill in implementing observational protocols;
10. Relate course content to real classrooms through satisfactory completion of a minimum of 50 hours of approved fieldwork including structured assignments, observations, and reflections;
11. Describe examples of teaching events that implement elements of the California Standards for the Teaching Profession and Teaching Performance Expectations;
12. Analyze the use of state adopted academic content and performance standards;
13. Compare and contrast classroom environments; and,
14. Recognize and describe individual differences among students and identify strategies and accommodations to address these differences.

#### Course Scope and Content:

- Unit I            Do I Want to Be a Teacher?
  - A. What Is It Like to Be a Teacher?
  - B. The Teaching Profession
  - C. Teaching in Rural, Suburban, and Urban Schools
  
- Unit II           Changes in American Society: Their Influences on Today's Students
  - A. Changes in American Families
  - B. Changes in Our Students
  - C. The Influence of Socioeconomic Factors on Students
  - D. Promoting Resilience in Students at Risk
  
- Unit III          Student Diversity: Culture, Language, Gender and, Exceptionalities
  - A. Cultural Attitudes and Values
  - B. Culturally Responsive Teaching
  - C. Technology and Teaching: Technology Access Issues
  - D. Learners with Exceptionalities
  
- Unit IV          Education in the United States: Its Historical Roots
  - A. The Colonial Period (1607-1775)
  - B. The Early National Period (1775-1820)
  - C. The Common School Movement: The Rise of State Support for Public Education (1820-1865)
  - D. The Modern Era: Schools as Instruments for National Purpose and Social Change
  
- Unit V           Educational Philosophy and Your Teaching
  - A. Philosophy and Philosophy of Education
  - B. Branches of Philosophy
  - C. Philosophy of Education

D. Developing Your Philosophy of Education

Unit VI

Choosing a School

- A. How Do Schools Function?
- B. School Levels
- C. Finding a Good School
- D. Issues You'll Face in Teaching: Grade Retention

Unit VII

Governance and Finance: Regulating and Funding Schools

- A. Governance: How Are Schools Regulated and Run?
- B. School Finance: How Are Schools Funded?
- C. Emerging Issues in School Governance and Finance
- D. Is a Quality Education Only for the Wealthy?

Unit VIII

School Law: Ethical and Legal Influences on Teaching

- A. Law, Ethics, and Teacher Professionalism
- B. Teachers' Rights and Responsibilities
- C. Technology and Restrictions on Teachers' Freedom to Communicate with Students
- D. Teaching About Religion in the Schools

Unit IX

The School Curriculum in an Era of Standards

- A. Curriculum Decisions and My Classroom
- B. Components of the Curriculum
- C. Forces that Influence the Curriculum
- D. Controversial Issues in the Curriculum

Unit X

Classroom Management: Creating Productive Learning Environments

- A. Creating a Productive Learning Environment
- B. Involving Parents
- C. Intervening When Misbehavior Occurs
- D. Teaching in Challenging Classrooms

Unit XI

Becoming an Effective Teacher

- A. Student Motivation and Effective Teaching
- B. Planning for Effective Teaching
- C. Putting Plans into Action: Implementing Instruction and Assessing Learning
- D. Effective Instruction in Urban Classrooms

Unit XII

Educational Reform and You

- A. Educational Reform and My Teaching
- B. Reform: Focus on the Curriculum
- C. Reform: Focus on Schools
- D. Reform: Focus on the Teacher

Unit XIII

Developing as a Professional

- A. Entering the Profession
- B. Your First Year of Teaching
- C. What Does It Take to Be Effective with All Students?
- D. Career-Long Professional Development

Unit XIV Contemporary Issues Facing School's Today

- A. Standards
- B. Inclusion
- C. High stakes Testing
- D. Bilingual Education
- E. Social Issues
- F. Standardized Curriculum

Unit XV Schools and Community

- A. Local Community
- B. Global Perspective

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading
2. Homework
3. Research
4. Writing
5. Classroom observations

Methods of Instruction

1. Lecture
2. Class discussions based on readings and observations, and/or
3. Discussion boards via Canvas
4. Group and individual panels and presentations
5. Role play
6. Guest speaker
7. Library

Methods of Evaluation

1. Quizzes
2. Exams
3. Presentations
4. Informal writing (examples include journals, annotations, reader responses, and responses to questions)
5. Formal essays
6. Research project
7. Write in APA conventions
8. Portfolio development
9. Field experience (50 hours)

## Supplemental Data:

TOP Code:	0801.00 – Education, General (Pre-Professional) (Transfer)
Sam Priority Code:	E: Non - Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	Not applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	No