

Basic Course Information: Introduction to Elementary Class Teaching

Semester:	Spring 2017	Instructor Name:	Audrey A. Morris
Course Title & #:	EDUC 200	Email:	audrey.morris@imperial.edu
CRN #:	20979	Units	3
Classroom:	2700-2733	Office #:	2700-2799
Class Dates:	02/13/2017 - 06/09/2017	Office Hours:	M 4:30 - 5:30pm Online T/W/R 4:30 - 5:30pm Office
Class Days:	Tuesday	Office Phone #:	760 355-6354
Class Times:	6:00 - 9:10 pm	Emergency Contact:	760 355-6337

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 30 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.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe what students should know and be able to do in each subject in each year (ILO1, IOL4)
2. Work in collaborative practices to increase student achievement (ILO1, ILO3)
3. Interpret and analyze data from formative and summative assessments (ILO2)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify personal meanings related to teaching, reflecting upon why they want to become teachers; and examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as teachers.
2. Articulate the basic purposes of schooling and trace the history of their development.
3. Describe the multiple roles and functions of teachers and other school personnel, as well as parents and the community, in meeting the diverse needs of students.
4. Demonstrate knowledge of professional standards, ethics, and professionalism in 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 school and community resources that address these challenges.
8. Demonstrate skills in implementing established protocols for visiting schools and classrooms.
9. Demonstrate skill in implementing observation protocols.

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 CSTP and TPEs; (b) observe the use of state adopted academic content and performance standards; (c) compare and contrast classroom environments; and (d) recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

Textbooks & Other Resources

- *Teaching Today: An Introduction to Education*, by Armstrong / Henson / Savage ISBN – 978-0133584318
- *California Teaching Performance Expectations (CTPE)*: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf>
- *California Common Core State Standards K - 12*
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
<http://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.PDF>
<http://www.cde.ca.gov/be/st/ss/documents/sciencestd.pdf>
- Access to The Internet

Course Requirements and Instructional Methods

Regular attendance, preparation, and the completion of 30 hours of structured fieldwork are requirements of Education 200. Class time may be spent listening to brief lectures, taking notes, reading, thinking, writing, discussing, and collaborating on group projects and tasks. If you are absent for a class meeting, you cannot make up the work completed in class.

You are responsible for submitting assignments on or before the deadline. Aside from documented emergency situations, I will not grade late assignments. If you are absent on the day of a quiz (one quiz only), you will be allowed a make-up.

This class is web-enhanced and requires the use of a computer and web-based online learning platform called Canvas. You will find the link to Canvas on the "Student" drop-down menu on the IVC homepage.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

A final grade will be based on your weighted average in the following categories:

- Field Experience* (Includes Weekly Journals and Field Experience Report) – 20%
- Lesson Plans and Demonstration – 20%
- Classwork and Participation– 15%
- Collaborative Learning Project – 10%
- Purposes of Education Essay – 10%
- Quizzes – 15%
- Final Exam – 10%

*Note: Field Experience grade is contingent on the successful completion of 30 hours supervised fieldwork.

Attendance

- A student who fails to attend the first meeting of a class or complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

This course is web-enhanced and requires the use of a computer and The Internet.

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) respect others' opinions and privacy, (4) copy with caution, (5) do not send spam or junk mail.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

*Note: Online journals are due Saturdays on **CANVAS** by 11:59pm

Tuesday	Topic	Reading	Major Assignments/Exams
Week 1 Feb. 14	Why is teaching so complex?	<i>Teaching Today</i> , Ch. 1	Online Journal 1
Week 2 Feb 21	What are the California Teaching Performance Expectations?	<i>Teaching Today</i> , Ch. 2 CTPE - Overview	Online Journal 2
Week 3 Feb 28	What are the Proposals for School Reform?	<i>Teaching Today</i> , Ch. 3	Online Journal 3 Exam 1: Ch. 1, 2, 3
Week 4 Mar 7	How can we accommodate individual differences?	<i>Teaching Today</i> , Ch. 4 TPE 4 TPE 7	Online Journal 4
Week 5 Mar 14	How can we create a positive learning environment?	<i>Teaching Today</i> , Ch. 5 TPE 5 TPE 10 TPR 11	Online Journal 5 Exam 2: Ch. 4, 5
Week 6 Mar 21	What is taught and how is it taught?	<i>Teaching Today</i> , Ch. 6 TPE 8	Online Journal 6
Week 7 Mar 28	What is taught and how is it taught?	<i>Teaching Today</i> , Ch. 6 TPE 6	Online Journal 7 Exam 3: Ch. 6 and CCCSS K-12
Week 8 Apr 4	How do we know students have learned?	<i>Teaching Today</i> , Ch. 7 UbD (Understanding by	Online Journal 8

Imperial Valley College Course Syllabus

Tuesday	Topic	Reading	Major Assignments/Exams
	Part A: UbD - Backward Planning	Design) Handouts TPE 1; TPE 9	
Week 9 Apr 11	How do we know students have learned? Part B: Types of Assessments	<i>Teaching Today</i> , Ch. 7 TPE 2 TPE 3	Online Journal 9 LP 1: K - 4 Exam 4: Ch. 7
Week 10 Apr 18	How has the history of education shaped us??	<i>Teaching Today</i> , Ch. -8	Online Journal 10 LP 2: 5 - 8 Collaborative Project
	SPRING BREAK		
Week 11 May 2	What is the role of school in society?	<i>Teaching Today</i> , Ch. 9	Online Journal 11 LP 3: 9 - 12 Exam 5: Ch. 8, 9
Week 12 May 9	How will philosophical perspectives influence my teaching?	<i>Teaching Today</i> , Ch. 10	Online Journal 12 Teaching Demonstrations
Week 13 May 16	How will philosophical perspectives influence my teaching??	<i>Teaching Today</i> , Ch. 10	Online Journal 13 Purposes of Education Essay Exam 6: Ch. 10
Week 14 May 23	What do I need to know about the law?	<i>Teaching Today</i> , Ch. 11 TPE 12 TPE 13	Online Journal 14
Week 15 May 30			Online Journal 15 Field Experience Reports
Week 16 Jun 6			Final Exam

Note:

- CTPE stand for “California Teaching Performance Expectations,” available online. See p. 3 for link.
- CCCSS stands for “California Common Core State Standards,” available online. See p. 3 for links.

*****Tentative, subject to change without prior notice*****