

### Basic Course Information

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Veronica M Soto</b>
Course Title & #:	<b>EDUC 200</b>	Email:	<a href="mailto:veronica.soto@imperial.edu">veronica.soto@imperial.edu</a>
CRN #:	<b>11363</b>	Preferred Contact:	<b>Via Canvas Inbox/ IVC email</b>
Classroom:	<b>Online</b>	Office #:	<b>BLDG 100</b>
Class Dates:	<b>08/19/19 to 12/14/19</b>	Office Hours:	<b>By appointment online</b>
Class Days:	<b>Online</b>	Office Phone #:	<b>760-355-6263</b>
Class Times:	<b>Online</b>	Emergency Contact:	<b>760 355-6407</b>
Units:	3		

### 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.

### Course Prerequisite(s) and/or Corequisite(s)

- A. Prerequisites, if any: None.
- B. Coerequisites, if any: None.
- C. Recommended Preparation: English 110

### 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.

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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.

### Textbooks & Other Resources or Links

- *Those Who Can, Teach*, by Kevin Ryan, James M Cooper, Cheryl Mason 14<sup>th</sup> Edition  
ISBN-10: 1-305-07769-5 ISBN-13: 978-1-305-07769-0
- *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 total points possible points in the following categories: (tentative)

#### Discussions

**Field Experience Packet/Eval** (MUST

COMPLETE TO PASS COURSE COST:

approx. \$125

#### Lesson Plans

#### Quizzes

#### Lesson Plan Reflection

#### Online/lesson Plan

#### Field Exp. Reflection

**MindTap Assignments**= 150 (1@ 10)

#### Final

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## Attendance

- A student who fails to attend the first meeting of a class or does not 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.

## Online Netiquette

- 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## 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.

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**Anticipated Class Schedule/Calendar**

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

<b>Tuesday</b>	<b>Topic</b>	<b>Reading</b>	<b>Major Assignments/Exams</b>
Week 1	Course Introduction/ Orientation	Review/Glance over Chapter 1 Textbook	Discussion #1 (online) CH 1 Quiz
Week 2	<i>Why Teach</i>	<i>Chapter 2</i> <i>CTPE - Overview</i>	Discussion #2 (online) CH 2 Quiz
Week 3	Schools	Chapter 3	Discussion #3 (online) CH 3 Quiz
Week 4	Diverse Students	Chapter 4 CTPE 4;CTPE 7	Discussion #4 (online) CH 4 Quiz Lesson Plan 1
Week 5	Social Problems & Tension Points Curriculum	Chapter 5 CTPE 4;CTPE 7	Discussion #5 (online) CH 5 Quiz
Week 6	Diverse Students	Chapter 6 CTPE 5 CTPE 10 CTPR 11	Discussion #6 (online) CH 6 Quiz
Week 7	Effective Teachers	Chapter 7 English, Language Arts and Literacy Content Standards CTPE 8	Discussion #7 (online) CH 7 Quiz
Week 8	Technology in Education	Chapter 8 Mathematics Content Standards; Science Content Standards; CTPE 6	Discussion #8 (online) CH 8 Quiz Lesson Plan 2
Week 9-10	Legal and Ethical Issues	Chapter 9 & 10 CTPE 2; CTPE 3	Discussion #9 & 10 (online) Quiz #8

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Week 11-12	Philosophy History	Chapter 11&12 “Understanding by Design” (UbD) Handouts. CTPE 1; CTPE 9	Discussion #11 & 12 (online) Lesson Plan 3 Quiz #9 & #10
Week 13	Governance & Finance	Chapter 13	Discussion #13 (online) Quiz #11 & #12
Week 14	Education Reform	Chapter 14	Discussion #14(online) Field Experience Evaluation Quiz #13
Week 15	Job Options/New Teacher Expectations	Chapter 15	Discussion #15 (online) Field Experience Reflection Quiz #14 Lesson Plan 4
Week 16	Final Reflection	Final Exam	Fieldwork Reflection

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**