

Basic Course Information

| | | | |
|-------------------|------------------------------|---------------------|--|
| Semester: | Spring 2022 | Instructor Name: | Audrey A. Morris |
| Course Title & #: | EDUC 200 | Email: | audrey.morris@imperial.edu |
| CRN #: | 20578 | Webpage (optional): | |
| Classroom: | Online | Office #: | 2796 |
| Class Dates: | 14 Feb – 10 June 2022 | Office Hours: | M & T: 5 – 6 pm. W & R: 7 – 8 pm. |
| Class Days: | Online | Office Phone #: | 760 355-6354 |
| Class Times: | Online | Emergency Contact: | 760 355-6224 |

“He who dares to teach must never cease to learn.”
~Richard Henry Dann

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.

This is a fully online class and requires the use of a computer and web-based online learning platform called Canvas. It is asynchronous, which means that there are no assigned class times or required meetings. You will find the link to Canvas on the “Student” drop-down menu on the IVC homepage.

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

- A. Prerequisites, if any: None.
- B. Co-requisites, 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. Demonstrate an understanding of the K — 12 teaching profession in the United States that includes professional preparation and responsibilities; historical, social, and philosophical foundations; factors that affect the teaching and learning cycle; and the diverse backgrounds and needs of our students. This outcome will be assessed through selected exam questions and the successful completion of forty-five hours of fieldwork.

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 or Links

- *Your Introduction to Education: Explorations in Teaching*, by Sara Davis Powell. ISBN – 978-0-13-473692-1
- *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/finaelaccsstandards.pdf>
<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.PDF>
<http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>
- Access to The Internet

Course Requirements and Instructional Methods

Education 200 is an asynchronous online class, which means that you can complete your work on your schedule. Regular online attendance, preparation, and the completion of forty-five hours of structured fieldwork are requirements. Instruction will be offered through weekly readings, assignments and videos. Assignments include online discussions, journals, and collaboration on group projects and tasks. You are responsible for submitting assignments on or before the deadline.

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.

Grading Based on Course Objectives

A final grade will be based on your weighted average in the following categories plus your successful completion of the forty-five hours of fieldwork in a local K – 8 school. (Note: See list of “Alternative Fieldwork” activities in Canvas.)

*Comment about Fieldwork – The California Teacher Credentialing Commission requires forty-five hours of fieldwork for a successful completion of this course. Due to the COVID19 protocols implemented in schools; however, you may not be able to do your fieldwork in person. Because of this, alternative fieldwork activities have been developed in collaboration with the SDSU School of Education. Examples of activities include: online school observations, online and in-person tutoring, online professional development experiences, unit plans, lesson plans, and video lesson demonstrations. There is a detailed list of approved assignments and a “Fieldwork Log” in Canvas. (Due Week 15)

- Weekly Discussions: 15% of Final Grade
- Weekly Journals & Assignments: 15% of Final Grade
- Unit Plan: 10% of Final Grade
- Video Lesson Demonstration: 10% of Final Grade
- My Philosophy of Education: 10% of Final Grade
- Practice Quizzes: 10% of Final Grade
- Final Exam: 10% of Final Grade
- Fieldwork Log & Report: 20% of Final Grade

Total: 100%

*Important: You must successfully complete the forty-five hours of fieldwork and turn it in with the required documentation by Week 15 to pass this course. See note above.

Course Policies

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. Should readmission be desired, 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.
- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. 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.
- Acceptable indications of attendance are:
 - Student submission of an academic assignment

-
- Student submission of an exam
 - Student participation in an instructor-led Zoom conference
 - Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
 - A posting by the student showing the student's participation in an assignment created by the instructor
 - A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
 - An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Note: Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Netiquette

- Netiquette is a set of guidelines for behaving properly online and includes internet manners, online etiquette, and digital etiquette.
- Students should comply with the following when emailing or taking part in discussions:
 - Identify yourself by first and last name
 - Include a subject line
 - Respect others' opinions and privacy
 - Use appropriate language (think PG or PG-13)
 - Do not use ALL CAPS or multiple exclamation marks (!!!!)

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.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

| | Topic | Reading Assignments | Quizzes & Major Assignments |
|--------|--|--|-----------------------------|
| Week 1 | Why do I want to teach? | UNIT 1: Teachers & Students <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch. 1: Teachers | |
| Week 2 | How are students similar? | <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch. 2: Student Similarities | Practice Quiz – Ch. 1 |
| Week 3 | How are my students different? | <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch.2: Student Differences • TPE 8 | Practice Quiz – Ch. 2 |
| Week 4 | What is taught? | UNIT 2: Curriculum & Teaching <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch. 4; Curriculum • TPE 3 | |
| Week 5 | How do I evaluate my students' learning? | <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch. 4: Assessment and Accountability • TPE 4 | Practice Quiz - Ch. 4 |
| Week 6 | How do I teach? | <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch. 5: The Art & Service of Teaching • <i>TPE 6, 7, & 9</i> | |
| Week 7 | How do I plan? | <ul style="list-style-type: none"> • <i>Your Introduction</i>, Ch. 5: The Science of Teaching • UbD / Backward Planning (On Canvas) • TPE 1,2 | Practice Quiz – Ch. 5 |



| | | | |
|---------|---|---|---|
| Week 8 | How can I create a positive and productive learning environment? Part A | <ul style="list-style-type: none"> • <i>Your Introduction, Ch. 6: Physical Space and Routines</i> • TPE 5 | Project 1: Unit Plan |
| Week 9 | How can I create a positive and productive learning environment? Part B | <ul style="list-style-type: none"> • <i>Your Introduction, Ch. 6: Expectations and Class Management</i> • TPE 10, 11 | Practice Quiz – Ch. 6 |
| Week 10 | What are teacher-centered and student-centered philosophies? | UNIT 3: The History and Purpose of Education <ul style="list-style-type: none"> • <i>Your Introduction, Ch.8: Philosophical Foundations</i> | Project 2: Lesson Demonstration Video |
| Week 11 | How does my personal philosophy of education influence my teaching? | <ul style="list-style-type: none"> • <i>Your Introduction, Ch. 8: Philosophical Foundations</i> | Practice Quiz – Ch. 8 |
| Week 12 | How has the history of education affected American schools? | <ul style="list-style-type: none"> • <i>Your Introduction, Ch. 7: The History of American Education</i> | Practice Quiz – Ch. 7 |
| Week 13 | How does education influence society, and how does society influence education? | <ul style="list-style-type: none"> • <i>Your Introduction, Ch. 9: Society and Education</i> | Practice Quiz – Ch. 9 Project 3: Personal Philosophy of Education |
| Week 14 | What ethical and legal issues affect students, teachers, and schools? | <ul style="list-style-type: none"> • <i>Your Introduction, Ch.10 & 11: Ethical, Legal and Governing Issues</i> • TPE 12 | Practice Quiz – Ch. 10 & 11 |
| Week 15 | How can I develop as a professional? | <ul style="list-style-type: none"> • <i>Your Introduction, Ch. 12: Professionalism</i> • TPE 13 | Fieldwork Log and Fieldwork Report |
| Week 16 | What are my next steps? | <ul style="list-style-type: none"> • Review for Final Exam | Final Exam |