



IMPERIAL VALLEY COLLEGE

## Basic Course Information

|                   |                              |                     |  |
|-------------------|------------------------------|---------------------|--|
| Semester:         | <b>Spring 2024</b>           | Instructor Name:    | <b>Audrey A. Morris</b>                      |
| Course Title & #: | <b>EDUC 200</b>              | Email:              | <b>audrey.morris@imperial.edu</b>            |
| CRN #:            | <b>10602</b>                 | Webpage (optional): |  |
| Classroom:        | <b>Online</b>                | Office #:           | <b>2796</b>                                  |
| Class Dates:      | <b>12 Feb – 07 June 2024</b> | Office Hours:       | <b>M &amp; T 6-7 pm. / W &amp; R 7-8 pm.</b> |
| Class Days:       | <b>Online</b>                | Office Phone #:     | <b>760 355-6354</b>                          |
| Class Times:      | <b>Online</b>                | Emergency Contact:  | <b>760 355-6224</b>                          |

“Teaching is more than imparting knowledge; it is inspiring change.”  
~William Arthur Ward

## 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 a public school elementary classroom 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 105 or 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

- *Your Introduction to Education: Explorations in Teaching*, by Sara Davis Powell. ISBN – 978-0-13-473692-1
- *California Teaching Performance Expectations*
  - <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>
- *California Common Core State Standards K – 12*
  - <https://www.cde.ca.gov/re/cc/>
- 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 required. Instruction will be offered through weekly readings, assignments and videos. Assignments include online discussions, reflections, and some 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. Since this is an online class, you should add on the “in-class” time of three (3) hours a week to the total (3 hours x 2 hours = 6 hours + 3 hours = 9 hours). 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 forty-five hours of fieldwork in a local K – 8 school.

- Weekly Discussions: 15% of Final Grade
  - Fieldwork Journal: 15% of Final Grade
  - Projects
    - Project 1: Teacher Interview (Individual or Group) – 10%
    - Project 2: Understanding by Design Unit Plan with 4 Lesson Plans (Individual or Group) - 15%
    - Project 3: Personal Philosophy of Education Statement (Individual) – 15%
  - Quizzes: 15% of Final Grade (\*At the end of the semester, the lowest quiz grade will be dropped.)
  - Final Exam: 10% of Final Grade
  - Fieldwork Report: 5% of Final Grade
- Total: 100%**
- **Fieldwork Log (45 hours): Required\***

\*You must successfully complete the forty-five hours of fieldwork in a local, regular K – 8 Public School classroom and submit the related documentation to pass this course. This includes two Placement Documents (a placement letter and a learning plan), a signed Evaluation Form from your supervising teacher, a signed Fieldwork Log documenting 45 hours, and a Fieldwork Report. See Canvas for details.

## Attendance Policies

- 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.



## Academic Honesty

Academic honesty 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 examples of unacceptable academic conduct.

- **Plagiarism.** 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.
- **Using AI tools without the instructor's permission.** IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools like Chat GP as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.
- **Cheating:** 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. Examples include copying or attempting to copy from others during an examination or on an assignment, sharing answers to a test or assignment with another person, or using a commercial term paper service.

Anyone caught being academically dishonest 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.

## 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<br>Feb. 12 - 18  | What does it take to become a professional educator? | <b>UNIT 1: Teachers &amp; Students</b> <ul style="list-style-type: none"> <li>• <i>*Your Introduction, Ch. 1:Teachers</i></li> <li>• <b>**TPE 6</b></li> </ul> |                             |
| Week 2<br>Feb 19-25     | What do I need to know about student similarities?   | <ul style="list-style-type: none"> <li>• <i>Your Introduction, Ch. 2: Student Similarities</i></li> </ul>  | Quiz – Ch. 1                |
| Week 3<br>Feb 26- Mar 3 | What do I need to know about student differences?    | <ul style="list-style-type: none"> <li>• <i>Your Introduction, Ch.2: Student Differences</i></li> <li>• <b>**TPE 1</b></li> </ul>                              | Quiz – Ch. 2                |



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| Week 4<br>Mar 4-10          | What do I need to know about schools?   | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 3: School Similarities and Differences</li> </ul>   | <b>Fieldwork Placement Paperwork Due</b> <ul style="list-style-type: none"> <li>• Student Placement Request Letter</li> <li>• Learning Plan</li> </ul> |
| Week 5<br>Mar 11-17         | How do I know what to teach?  | <b>UNIT 2: Curriculum &amp; Teaching</b> <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 4; Curriculum</li> <li>• <b>**TPE 3</b></li> </ul>           | Quiz – Ch. 3   |
| Week 6<br>Mar 18-24         | How do I evaluate my students' learning?                                      | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 4: Assessment and Accountability</li> <li>• <b>**TPE 5</b></li> </ul>                                 | <b>Project 1 Due: Completed Teacher Interview</b>  |
| Week 7<br>Mar 25-31         | How do I plan?  | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 5: The Science of Teaching</li> <li>• <b>***UbD</b> - See Canvas</li> <li>• <b>**TPE 4</b></li> </ul> | Quiz – Ch. 4   |
| Apr 1-7                     |   | <b>SPRING BREAK</b>  | No School  |
| Week 8<br>Apr 8-14          | How do I teach?   | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 5: The Art &amp; Service of Teaching</li> <li>• Collaborative Learning</li> </ul>                     | Quiz – Ch. 5   |
| Week 9<br>Apr 15-21         | How can I create a positive and productive learning environment?              | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 6: A Positive Environment</li> </ul> <b>**TPE 2</b>   | Quiz – Ch. 6   |
| Week 10<br>Apr 22-28        | How has the history of education affected American schools?                   | <b>UNIT 3: The History and Purpose of Education</b> <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 7: The History of Am. Education</li> </ul>        | Quiz – Ch. 7   |
| Week 11<br>Apr 29-<br>May 5 | Why is it important to understand the philosophical foundations of education? | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch.8: Philosophical Foundations</li> </ul>  | <b>Project 2 Due: Understanding by Design Unit Plan</b><br><br>Quiz – Ch 8   |
| Week 12<br>May 6-12         | How do schools and society influence each other?                              | <ul style="list-style-type: none"> <li>• <i>Your Introduction</i>, Ch. 9: Society and Education</li> </ul>   | Quiz – Ch. 9   |



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| Week 13<br>May 13-19      | What ethical and legal issues affect students, teachers, and schools? | <b>UNIT 4: The Teaching Profession</b> <ul style="list-style-type: none"> <li>Your Introduction, Ch. 10: Ethical and Legal Issues</li> </ul> | Quiz – Ch. 10  |
| Week 14<br>May 20 -26     | How are schools governed and financed?                                | <ul style="list-style-type: none"> <li><i>Your Introduction</i>, Ch. 11: Governing and Financing Schools</li> </ul>                          | <b>Project 3 Due: Personal Philosophy of Education Statement</b><br><br>Quiz – Ch. 11  |
| Week 15<br>May 27- June 2 | How can I develop as a professional?                                  | <ul style="list-style-type: none"> <li><i>Your Introduction</i>, Ch. 12: Professionalism</li> </ul>  | <b>Final Fieldwork Documentation Due</b> <ul style="list-style-type: none"> <li>Fieldwork Log</li> <li>Teacher Evaluation Form</li> <li>Fieldwork Report</li> </ul> Quiz – Ch. 12                      |
| Week 16<br>June 3-8       | What are my next steps?   | <ul style="list-style-type: none"> <li>Review for Final Exam</li> </ul>  | <b>Final Exam</b> <ul style="list-style-type: none"> <li>The final exam can be taken in Canvas on Wednesday or Thursday , June 5<sup>th</sup> or 6<sup>th</sup> , at a time of your choice.</li> </ul> |

\**Your Introduction to Education: Explorations in Teaching*, by Sarah Powell (4<sup>th</sup> Edition)

\*\*TPE = *California Teaching Performance Expectations*

- o <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

\*\*\*UbD = “Understanding by Design” (Backward Planning). See Canvas (Unit 2 / Week 7)