

### Basic Course Information

Semester:	<b>Spring 2022</b>	Instructor Name:	<b>Veronica S Figueroa</b>
Course Title & #:	<b>EDUC 200</b>	Email:	<b>veronica.soto@imperial.edu</b>
CRN #:	<b>20485</b>	Webpage (optional):	
Classroom:	<b>2722</b>	Office #:	<b>Building 100</b>
Class Dates:	<b>02/14/2022 to 06/11/2022</b>	Office Hours:	<b>By online appointment only</b>
Class Days:	<b>Monday/Wednesday</b>	Office Phone #:	<b>760-355-6263</b>
Class Times:	<b>4:20 to 5:45 pm</b>	Cell/Text Phone	<b>760-355-6263</b>
Units:	<b>3</b>	Class Format:	Online via Canvas

### 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.

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

- Prerequisites, if any: None.
- Corequisites, if any: None.
- Recommended Preparation: English110

### 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.

### Textbooks & Other Resources or Links

- *Required Access Mindtap (online) [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>
- <https://www.ctc.ca.gov/>

### Course Requirements and Instructional Methods

We will be using Canvas to conduct this class online. This is a completely ONLINE COURSE.

### Course Grading Based on Course Objectives

1. Completion of all required assignments
2. Total Points: Grades will be solely on Points with weekly Discussions, Assignments, Quizzes and Final
  - 90% = A**
  - 80% = B**
  - 70% = C**
  - 60% = D**
  - 50% = F**

**Homework Assignments:** A final grade will be based on your total points possible points in the following categories: (tentative)

### Discussions

Field Experience (MUST COMPLETE TO PASS COURSE COST:

4 Lesson Plans

MindTap Video Cases

Quizzes/Final

- Assignments are due on Sunday's by 11:59 pm. No late assignments accepted. Stay on top of your weekly assignments to maximize what you get out of the course. YOU are the subject of this class, so it should be fun experience of self- discovery and planning for your future. You begin with having an A in class, so, complete all assignments to maintain grade.
- This class focuses on engaging activities, participation, interaction, self-reflection and communication, thus completing all assignments is critical to your success.

## Course Policies

### Attendance:

- A student who fails to attend the first Discussion Assignment of a class and 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, Missing 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.

### Academic Honesty:

- Plagiarism is to take and present 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 correctly ‘cite a source’, 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating 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 School Catalog for more information on academic dishonesty or other misconduct.
- Acts of cheating include, but are not limited to the following:
  - plagiarism
  - copying or attempting to copy from others during an examination or on an assignment;
  - communicating test information with another person during an examination;
  - allowing others to do an assignment or portion of an assignment
  - use of a commercial term paper service .

### Work Based Learning

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore Private/Out of State College Universities Available for IVC students and Money Matters with your Financial Aid.

WBL Activity Name	WBL Activity Description
<b>WBL Activity 1:</b> Fieldwork Practicum	Complete 45 hours of Fieldwork Practicum in areas in Personal Development Teaching Seminars/Workshops, Shadowing Certificated Teachers in Elementary Schools, Unpaid Internship in California Public Schools to introduce students to the field of Elementary School Teaching
<b>WBL Activity 2:</b> Professional Career Presentation/GUEST SPEAKER	Guest Speaker Presentation Principal Dr. Lydia Burgos Cervantes on Topic: What makes an excellent Teacher & What to expect during 1 <sup>st</sup> year teaching

### 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

Week	Activity, Assignment, and/or Topic
Week 1	Getting Started/Fieldwork Introduction/CH1: <i>Why Teach?</i>
Week 2	CH 2: <i>What is School? What is it for?</i>
Week 3	CH 3: <i>Who are today's Students in a diverse Society?</i>
Week 4	CH 4: <i>How do Social Issues Affect Students?</i>
Week 5	CH5: <i>What is Taught?</i> <b>WBL #1: Start Fieldwork Practicum/Observation 15 hours Due Lesson Plan #1 Due</b>
Week 6	CH 6: <i>What Makes a Teacher Effective?</i>
Week 7	CH 7: <i>What Should Teachers Know About Technology and its impact on Schools?</i>
Week 8	CH 8: <i>What are the Ethical an Legal Issues Facing Teachers?</i> <b>Lesson Plan #2 Due</b>
Week 9	CH 9: <i>What Are the Philosophical Foundations of American Education?</i>
Week 10	CH 10: <i>What is the History of America's Struggle for Educational Opportunity?</i> <b>WBL#1 Fieldwork 2<sup>nd</sup> 15 hours Due</b>
Week 11	CH 11: <i>How Ares Shools Governed, Influenced and Financed?</i>
Weel 12	CH 12: <i>How Should Education Be Reformed?</i> <b>Lesson Plan #3 Due</b>
Week 13	CH 13: <i>What Are Your Job Options in Education?</i>
Week 14	CH 14: <i>What Can the New Teacher Expect?</i> <b>WBL#2: Guest Speaker Principal on Topic: What makes an excellent Teacher &amp; What to expect during 1<sup>st</sup> year teaching.</b>
Week 15	CH 15: <i>What Does it Mean to Be a Professional? "What is your teaching Philosophy?"</i> <b>WBL #1 3<sup>rd</sup> Set of 15 Hours Due Reflection on WBL #2</b>
Week 16	<b>Lesson Plan #4 Due/ Fieldwork 45 Hours Log Due</b>
	<b>***Tentative Schedule, subject to change without prior notice***</b>