IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Fall 2025**	Instructor Name:	**Xochitl Tirado**
Course Title & #:	**EDUC 200: Introduction to Elementary Classroom Teaching**	Email:	**xochitl.tirado@imperial.edu**
CRN #:	**10602**	Webpage (optional):	**n/a**
Classroom:	**Online**	Office #:	**2607**
Class Dates:	**8/11 – 12/5/2025**	Office Hours:	**By appointment**
Class Days:	**Online**	Office Phone #:	**760-355-6188**
Class Times:	**Online**	Emergency Contact:	
Units:	**4**	Class Format/Modality:	**Online**

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 certified classroom teacher.

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

RECOMMENDED PREPARATION: ENGL C1000 - Health and Safety. Students must meet safety and health clearance standards for public school observers: A TB Clearance and a Certificate of Clearance from the CTC (which includes an FBI and a DOJ Fingerprint Clearance) are required., ENGL 105 or ENGL C1000 or ESL 108Student Learning Outcomes

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

Introduction to Education by Jennifer Beasly and Myra Haulmark. This book is licensed under a Creative Commons Attribution License.
This is a free resource available in your course.

Course Requirements and Instructional Methods

To successfully complete this course, students must fulfill all of the following components:

Discussions (Weekly)
- Participate in weekly discussions by posting an initial response and replying to at least three peers.
- Discussions assess engagement, application of concepts, and critical thinking.

Weekly Assignments
- Complete short written reflections or activities related to the weekly reading and objectives.
- Assignments are designed to deepen understanding and support class discussions.

Quizzes
- Short quizzes based on weekly readings to check for understanding.
- Mix of multiple choice and true/false questions with immediate feedback.

Projects
There are three major projects in this course:
Project 1: Teacher Interview
- Interview a current K–8 teacher about their experiences, challenges, and strategies.
- Submit a written summary of key takeaways.

Project 2: Collaborative Unit Plan

- Work in groups to design a complete instructional unit using Understanding by Design (UbD) principles.
- Includes lesson planning, assessments, and an essential question.
- Requires submission of a peer/group contribution form.

Project 3: Personal Philosophy of Education

- Create a written or multimedia presentation outlining your beliefs about the purpose and practice of education.

Fieldwork (Mandatory)

- Students must complete and document **required fieldwork hours** in a K–8 classroom setting.
- Reflection assignments tied to your fieldwork experiences are required throughout the course.
- **Note: Students who do not complete and submit fieldwork documentation will not pass the course**, regardless of performance in other areas.

Final Reflection: Letter to Your Future Teacher Self

- A reflective letter written during Finals Week to summarize growth, insights, and future goals as an educator.
- Serves as a culminating activity.

Attendance Policy

Your participation begins with the **First Day Assignment/Check-In Assignment**. This assignment counts as your first day of class. If you do not complete it, you will be dropped from the course.

After completing the First Day Assignment, if you stop participating for **two consecutive weeks**, you will be dropped. *Participation* means submitting assignments; simply logging into the course does not count.

If you decide to stop attending or participating, it is strongly recommended that you drop the course yourself to avoid any unintended grades on your transcript.

Course Grading Based on Course Objectives

Your final grade in this course will be based on your performance across a variety of activities that reflect the full writing process—from brainstorming and research to revision and reflection. Each assignment category contributes a specific percentage to your final grade:

Grading Breakdown

Category	Description	Weight
Weekly Assignments	Writing exercises, and skill-building activities	20%
Discussions	Weekly participation, peer feedback, and idea development	20%
Projects	3 projects focused on educational topics	30%
Final Exam	A reflection of learning	5%
Quizzes	Low-stakes practice activities	5%
Fieldwork Report	A report of the fieldwork completed	20%

Academic Honesty (Artificial Intelligence -AI)

IVC Policy

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools 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.

Course AI Policy

AI tools (e.g., ChatGPT, Grammarly) may be used **only during the revision stage**—after completing your original draft. Permitted uses include improving grammar, clarity, organization, and tone. You may also use AI to refine or reword your ideas, but **not to generate original content**.

Prohibited Uses Include:
- Using AI to write full assignments, reflections, or discussion posts
- Using AI to respond to peers or analyze course readings
- Submitting AI-generated content as your own work

If you use AI, you must submit:
- Your original draft or notes
- The AI prompt(s) you used
- A brief reflection (1–3 sentences) explaining how AI supported your revision

Updated 11/2024

Failure to follow this policy may result in a grade penalty and be treated as academic dishonesty. When in doubt, ask before using AI.

For the full AI policy, see the Orientation Module in Canvas.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through *DSPS*, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Late Work Policy:

Late work is accepted; however, a 10% deduction will be applied for each day the assignment is late.

Student Expectations

To be successful in this course, you are expected to:

- Read the entire **Syllabus**.
- Consistently check **Announcements**, your school email account, and the Canvas Inbox.
- Review the **Calendar** for due dates.
- Participate in **Discussions** by posting weekly and responding to at least one classmate.
- Submit your own work that is thoughtfully completed and proofread for spelling and grammar errors.
- **Communicate** with your instructor if you encounter any problems or confusion, well in advance of the due date.
- **Complete** all discussions, assignments, online quizzes, and/or exams on time.

Instructor Expectations

As your instructor, I will:
- **Communicate** with you via Canvas Announcements and Inbox.
- **Post** weekly course-related announcements.
- **Respond** to your emails or messages within 24–48 hours.
- **Monitor** all discussions and provide feedback to the entire class at least weekly.

- Provide individual **feedback** on assignments, papers, and projects within one week of the due date.
- Work with you to ensure a **successful learning experience** in this course.
- Provide all course materials in an accessible format to support all learners.

Academic Honesty Policy

Academic honesty is a core expectation of this course and essential to your work as a future educator. All work you submit must be your own, and any sources you use must be properly cited.

Plagiarism

Plagiarism is presenting someone else's work, ideas, or words as your own without proper credit. Examples include:

- Copying and pasting from online sources without citation
- Submitting work that was written by someone else
- Using a friend's past assignment as your own

Cheating

Cheating includes any attempt to gain unfair academic advantage. Examples include:

- Sharing or receiving answers during a quiz or exam
- Submitting work you didn't complete yourself
- Using unauthorized materials during an assessment

If you are unsure whether something crosses the line, ask me before submitting it. **Violations of academic honesty will result in a zero for the assignment and may be reported to the college for disciplinary review.**

We all become better learners—and future teachers—by upholding integrity in everything we do.

Attendance Policy

During the first week of this course, you are required to complete specific activities to avoid being dropped. If you encounter challenges during this time, notify me immediately so I can assist you.

If you fail to complete required activities for **two consecutive weeks**, this may be considered excessive absences and could result in being dropped. It is your responsibility to notify me of any challenges or to drop the course if you feel unable to continue. Please refer to the General Catalog for details on drop and withdrawal deadlines.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings SAP means that you are maintaining a 2.0 GPA, you

have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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	Topic	Major Assignments / Projects
Week 1	Course Orientation & Introduction to Teaching	Orientation Activities
Week 2	Who Are Today's Students?	Discussion & Reflection Assignment
Week 3	How Do Social Issues Affect Students?	Discussion & Reflection Assignment
Week 4	What is the Purpose of School?	Submit Project 1: Teacher Interview Plan
Week 5	What is Taught in Schools?	Discussion: Curriculum Issues
Week 6	What Makes an Effective Teacher? (Part 1)	Discussion: Teacher Qualities
Week 7	Lesson & Unit Planning (Part 2)	Submit Project 2: Group Unit Plan Begins
Week 8	Creating a Positive Classroom Environment	Discussion & Classroom Environment Terms Assignment
Week 9	Classroom Management & Learning Environment	Discussion: Management Scenario
Week 10	History of Education in the U.S.	Discussion: Personal Education History
Week 11	Educational Philosophy	Discussion: Personal Philosophy of Education
Week 12	Equity and Excellence in Education	Submit Project 3: Philosophy Statement
Week 13	Ethical and Legal Issues in Schools	Discussion: Legal Responsibilities & Ethics Assignment
Week 14	School Governance and Finance	Discussion: School Improvement Plan
Week 15	Realities of Teaching & Professional Relationships	Fieldwork Reflection Assignment Due
Week 16	Final Reflection: Letter to Future Teacher Self	Submit Letter to Future Teacher Self

Subject to change without prior notice