

EDU 0010 - INTRODUCTION TO ELEMENTARY EDUCATION WITH FIELD EXPERIENCE

Catalog Description

Advisory: Completion of HDEV 1 with grade of "C" or better; eligibility for ENGL 1A

Hours: 90 (36 lecture, 54 laboratory)

Description: Introduction to the concepts and issues related to teaching diverse learners in contemporary K-12 schools. 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, requires a minimum of 45 hours of structured field work in public school elementary classroom that represent California's diverse student population. Fulfills one of the early field experiences for the CSUS Liberal Studies major. Negative TB test and fingerprint screening required. (C-ID EDUC 200) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Explain the role and function of the teacher in the public elementary school setting and the requirements and experiences needed to obtain a teaching credential.
- CSLO #2: Apply principles that underlie effective relationships with other teachers, students, and families and examine and assess issues concerning culture and diversity.
- CSLO #3: Demonstrate and apply basic observation tools and design basic lesson plans in content areas.
- CSLO #4: Interpret and apply theories related to child development and learning in a field placement setting.

Effective Term

Fall 2016

Course Type

Credit - Degree-applicable

Contact Hours

90

Outside of Class Hours

72

Total Student Learning Hours

162

Course Objectives

Lecture Objectives:

1. Define the role and function of the teacher in the public elementary school setting, and identify personal meanings related to teaching.
2. Articulate basic purposes of schooling and trace the history of the development of public education in the United States.

3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students.
4. Identify academic requirements and experiences needed to obtain a teaching credential.
5. Design basic lesson plans in content areas.
6. Demonstrate knowledge of the impact of cultural contexts on learning.
7. Demonstrate knowledge of professional standards, ethics and professionalism in classroom and school visits.
8. Demonstrate an understanding of educational issues in a global context.
9. Analyze ecological challenges outside the classroom that impact student learning, and identify school and community resources that address these challenges.

Laboratory Objectives:

1. Interpret and apply theories related to child development and learning in a field placement setting.
2. Present basic lesson plans in content areas.
3. Relate course content to real classrooms through satisfactory completion of approved field work including structured assignments, observations, and reflections that demonstrate the observers 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;
 - d. recognize and describe individual difference among students and identify strategies and accommodations used to address these differences.
4. Demonstrate skill in implementing established protocols for visiting schools and classrooms and in implementing observation protocols.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Reflection questions - this will include their reflection questions, and their own responses to their experiences in the elementary school, readings, projects.
- Projects
 - Example: Students will demonstrate an understanding of the role of a teacher by completing, writing about, and presenting a service learning project. Students will develop, plan, implement, and evaluate a project of their choice or in conjunction with staff at the elementary school which will benefit the school. The entire project plan will be chronicled in writing and completed by the end of the semester. Students will orally report and individually present the project to the class. All projects must be approved by the instructor.
- Reports
 - Example: Students will demonstrate their understanding of becoming a teacher by turning in a portfolio at the end of the

semester. During the semester, and as students continue their journey to becoming a teacher, they will revisit many concepts covered in the class. They will view issues from different perspectives, different opinions, or with an added dimension. To reflect their growth, they will keep their work in a portfolio throughout the semester.

Repeatable

No

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Instructor will ask students to reflect in writing on the reading that they do, and also to write a reflective essay about their classroom experiences at the elementary school, particularly what they learned from the classroom participation and how it impacted their career plans. Instructor will also ask students to write about the role of the teacher outside the classroom based on their experience at the school and in the school setting.

Lecture:

1. The instructor will ask students to read their textbooks about teaching and analyze the issues the text raises. For example, after reading a chapter on diversity, students will be asked to analyze ways that they might differ from their students and identify personal biases that could affect their effectiveness working with students.
2. The instructor will ask students to read their text, discuss the points raised in the text, and keep a reflective journal. For example, the students will read about "reflective teaching" and keep a field work log based on formats explained in the text that helps them reflect on their teaching and their goals.

Typical Out of Class Assignments

Reading Assignments

1. Instructor assigns the textbook's first chapter, "Introduction to Teaching: Becoming a Professional." Students will write a brief reflection in response to the question "What are your motivations for wanting to become a teacher?" 2. Instructor will assign the chapter, "Why Teach?" in the textbook, Introduction to Teaching: Making a Difference in Student Learning. After reading, students will review the reflection they previously wrote along with their teaching experiences to date. Then they will examine these in terms of developing their own philosophy of teaching.

Writing, Problem Solving or Performance

1. Students will keep a reflective journal that records their experiences at the elementary school. Students should recognize that journals are not just a chronology of activities, but a place to think and write about the types of interactions they have had, such as questions or concerns about a child, insights or thoughts about their feelings or ideas. Students may also include thoughts about the textbook readings, especially as it applies to field work. 2. Students will write a 2-3 page reflective essay about the classroom experiences at the elementary school. The paper should also include what was learned from the classroom participation and how it may impact career plans. 3. Students will attend a School

in Action observation - an activity not part of the school day, such as a school board meeting, staff meeting, curriculum committee meeting, and write a brief reflection about their observations.

Other (Term projects, research papers, portfolios, etc.)

1. Service learning project: Students will plan and develop a project, submit project plan in writing, present an oral report about the project.

Required Materials

- Teaching Today: An Introduction to Education
 - Author: Armstrong, Henson, & Savage
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 9th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Foundations of American Education
 - Author: Webb, Metha, Jordin
 - Publisher: Pearson
 - Publication Date: 2017
 - Text Edition: 8th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Introduction to Teaching: Becoming a Professional
 - Author: Kauchak & Eggen
 - Publisher: Pearson
 - Publication Date: 2017
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Introduction to Teaching: Making a Difference in Student Learning
 - Author: Hall, Quinn, Gollnick
 - Publisher: Sage
 - Publication Date: 2017
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Savage Inequalities
 - Author: Kozol
 - Publisher: Crown; Broadway Paperbacks
 - Publication Date: 1991
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.