

EDU M02: INTRODUCTION TO ELEMENTARY TEACHING

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

EDU - Education

Course Number (CB01B)

M02

Course Title (CB02)

Introduction to Elementary Teaching

Banner/Short Title

Intro to Elementary Teaching

Credit Type

Credit

Start Term

Spring 2021

Catalog Course Description

Introduces the concepts and issues related to teaching. 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.

Additional Catalog Notes

Note:
 - 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.
 - A misdemeanor and/or felony conviction (including DUI) may result in a student's inability to be assigned to a school for observation experiences. All costs for the Live Scan and TB test are the sole responsibility of the student if required by the observation site.

Taxonomy of Programs (TOP) Code (CB03)

0801.00 - Education, General (Pre-Professional) (Transfer)

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will be required

Faculty notes on field trips; include possible destinations or other pertinent information

Will visit local elementary schools in a fieldwork setting

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

ENGL M01A or ENGL M01AH.

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Required communication/computation skill

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | recognize and describe variations in student learning styles and effective strategies used by teachers to accommodate these differences. |
| 2 | complete 45 hours of field observations. |

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 a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher. |
| 2 | articulate basic purposes of schooling and trace their development. |
| 3 | describe the multiple roles and functions of teachers and other school personnel 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 skill 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 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to -recognize and describe examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPEs); -observe the use of state-adopted academic content and performance standards; -compare and contrast classroom environments; -recognize and describe individual differences among students and identify strategies and accommodations used to address these differences. |

Course Content**Lecture/Course Content**

- **8%** - Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
- **9%** -Examination of one's beliefs and assumptions about and experiences with teachers and teaching (Pre-K-20)
- **10%** - Overview of contemporary issues in schools (e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks)
- **9%** - Basic strategies for accommodating diverse learning needs
- **8%** - Introduction to the California Academic Content and Performance Standards
- **8%** - Overview of the CSTPs and the TPEs
- **8%** - Methods and ethics of conducting and reporting classroom observations
- **8%** - Protocols for visiting schools and entering classrooms
- **8%** - Roles and functions of teachers and other school personnel both in general and special education
- **8%** - Purposes and roles of schooling and their community context
- **8%** - The history, governance and finance of public schooling
- **8%** - The teaching profession, including an emphasis on professional standards, ethics, and professionalism.

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

- Problem solving exercises
- Skills demonstrations
- Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
 Essay exams
 Film/video productions
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Oral presentations
 Projects
 Problem-solving exams
 Participation
 Portfolios
 Quizzes
 Role playing
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Skills demonstrations
 Skill tests or practical examinations
 Simulations
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Demonstrations
 Field experience/internship
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Practica
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

Write a research paper based on 45 hours of observation experience.

Develop a teaching/education portfolio.

Complete assigned essays related to textbook readings, scholarly journal readings and reactions to class discussions.

Critical Thinking Assignments

Analyze various teaching philosophies and schools of thought, note how they compare and contrast, and discuss their strengths and weaknesses.

Engage in oral and written debates in which they will develop arguments to defend certain positions regarding educational pedagogy.

Participate in content analysis of sample public school textbooks in order to identify elements of gender, class, age, ability, or racial bias.

Reading Assignments

Read the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs) and compare and contrast them with one's beliefs and assumptions about and experiences with teachers and teaching.

Read the California Academic Content and Performance Standards and integrate them into a lesson plan that accommodates diverse learning needs.

Read *The First Days of School* by Harry and Rosemary Wong and compare and contrast to classroom observations.

Skills Demonstrations

Role-play techniques from *Teach Like a Champion* by Doug Lemov.

Present highlights from an interview with a teacher in general education.

Present highlights from an interview with other school personnel in either general or special education.

Other assignments (if applicable)

Observe public school elementary classrooms that represents California's diverse student population and campus-approved certificated classroom teachers.

Outside Assignments

Representative Outside Assignments

Assigned readings from class textbook and other valid educational resources.

Participate in cooperative cohort groups and create educational presentations for the entire class.

Participate in educational field observations (minimum of 45 hours) and maintain a reflective log/journal.

Articulation

C-ID Descriptor Number

EDUC 200

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	ELPS 203	Urban Education in American Society	3
San Diego State	ED 200	Teaching as a Profession	3
UC Irvine	EDUC 50	Origins, Purposes, and Central Issues in K-12 Education	4
CSU Long Beach	EDEL 200	Introduction to the Teaching Profession	3
CSU Channel Islands	EDUC 101	Introduction to Elementary Schooling	3

Comparable Courses within the VCCCD

EDU R122 - Introduction to Education

EDU V03 - Introduction to Elementary Teaching

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Pasadena College	EDUC 013	Introduction to Elementary Classroom Teaching	3
Santa Barbara City College	ED 101	Introduction to Teaching and Learning In K-12 Education	3

District General Education

- A. Natural Sciences**
- B. Social and Behavioral Sciences**
- C. Humanities**
- D. Language and Rationality**
- E. Health and Physical Education/Kinesiology**
- F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F 2017

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Ryan, Kevin, James M. Cooper, and Cheryl Mason Bolick. *Those Who Can, Teach*. 14th ed., Cengage Learning, 2016.

Resource Type

Textbook

Description

Banks, James A. *An Introduction to Multicultural Education*. 6th ed., Pearson, 2019.

Resource Type

Other Resource Type

Description

"California Standards for the Teaching Profession," Commission on Teacher Credentialing, California Department of Education, State of California. <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>. Accessed 1 October 2020.

Resource Type

Other Resource Type

Description

"California Teaching Performance Expectations" Commission on Teacher Credentialing, California Department of Education, State of California.

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>. Accessed on 1 October 2020.

Resource Type

Textbook

Classic Textbook

No

Description

Wong, Harry, & Rosemary T. Wong. *The First Days of School: How to Be an Effective Teacher*. 5th ed., Mountain View: Harry K. Wong Publications Inc., 2018.

Library Resources

Assignments requiring library resources

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library resources for a research paper on a topic relevant to P-6 education, such as the Common Core State Standards, educational technology, or differentiated instructional methods.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

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Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

EDUCATION

Review and Approval Dates

Department Chair

9/21/2020

Dean

9/24/2020

Technical Review

10/2/2020

Curriculum Committee

10/6/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/06/2020

Control Number

CCC000429582

DOE/accreditation approval date

MM/DD/YYYY