

# EDU R122: INTRODUCTION TO EDUCATION

## Originator

wlevine

## College

Oxnard College

## Discipline (CB01A)

EDU - Education

## Course Number (CB01B)

R122

## Course Title (CB02)

Introduction to Education

## Banner/Short Title

Intro to Education

## Credit Type

Credit

## Start Term

Fall 2021

## Catalog Course Description

This introductory course provides students with fundamental knowledge of the American public education system. With an emphasis on meeting the needs of diverse learners in an urban environment, students learn major concepts, principles, and theories about teaching and learning. Students will participate in activities and projects to practice applying these lessons to the design and implementation of instruction and assessment. Students will learn how to create a safe, equitable classroom environment that promotes the academic achievement of all students. This course is primarily designed for individuals considering teaching as a profession, and for paraprofessionals and volunteers working in the public school system. In addition to attending weekly class, a minimum of 45 hours of classroom observation in an assigned California public elementary school is required. C-ID: EDUC 200.

## 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**

May be required

**Grading method**

Letter Graded

**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

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Demonstrate understanding of teacher responsibilities and current issues impacting education in the United States by developing plans for an equitable classroom environment. |
| 2 | Demonstrate knowledge of the California Teaching Performance Expectations (TPEs) by applying them to classroom lesson planning and personal Teaching Philosophy statement.    |

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

- |   |  |
|---|--|
| 1 | Develop an understanding of what it means to be a teacher, and to reflect upon their personal interest in becoming a teacher.  |
| 2 | Demonstrate understanding of professional standards, including the California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPEs), and curriculum standards (including the Common Core State Standards and California English Language Development standards). |
| 3 | Develop an understanding of the need to serve all students, particularly in regards to multicultural, developmental, socioeconomic, and linguistic diversity.  |
| 4 | Develop basic proficiency in planning and teaching standards-based curriculum that is differentiated to meet the diverse needs of all students, including the development and use of assessments and rubrics.  |
| 5 | Demonstrate basic proficiency in planning classroom management, classroom design, and student motivation strategies.   |
| 6 | Identify school and community resources that meet the needs of diverse student populations and develop basic proficiency in communicating with students' families.   |
| 7 | Demonstrate skill in implementing established protocols for visiting schools and observing teachers in their classrooms.   |
| 8 | Develop a personal teaching philosophy statement that is informed by the content of this course and personal reflection.   |

## Course Content

### Lecture/Course Content

1. Introduction to Education in the United States
  - a. History of education in the United States.
  - b. Current education funding and policy issues.
2. Introduction to Teaching
  - a. Evolving role of public schools and the classroom teacher, including an emphasis on professional standards, ethics, and professionalism.
    - i. Roles and functions of teachers and other school personnel both in general and special education
    - ii. California Standards for the Teaching Profession [CSTP] and California Teaching Performance Expectations [TPEs].
3. Learning and Development Theory
  - a. Understanding and analysis of cognitive, psychosocial, and moral development theories.
  - b. Application of theories to teaching and support strategies, including: classroom management, instructional methods, classroom design, and differentiated instruction.
4. Standards-Based Curriculum and Instruction
  - a. Introduction to California Academic Content and Performance Standards and the Common Core State Standards used by California public schools.
  - b. Mapping classroom activities and student learning outcomes to standards.
  - c. Development of standards-based lesson plans, including assessments and rubrics.
5. Instructional Materials
  - a. Selection and evaluation of standards-based instructional materials.
  - b. Understanding of California's "Social Content Review" of instructional materials.
6. Supporting English Learners and Cultural Diversity in the Classroom by Differentiating Instruction
  - a. Strategies to support English Learners.
    - i. California English Language Development standards.
  - b. Strategies to support multiculturalism and students of diverse backgrounds.
    - i. Supporting DREAMers and undocumented students.
  - c. Learning styles vs. learning preferences.
  - d. Differentiating standards-based assignments and assessment.
7. Technology in the Classroom
  - a. Flipped classrooms.
  - b. Access to technology in low-income communities.
8. School-Family Relations
  - a. Value of engaging with students' families, and methods of communication.
  - b. Community and school resources for families.
9. Classroom Design
  - a. Connecting instructional methods and classroom layout.
  - b. Design elements to support learning and classroom management.
10. Classroom Management
  - a. Class rules.
  - b. Classroom routines.
  - c. Behavior tracking and modification: rewards and consequences.
11. Student Observations
  - a. Observe two local public elementary school classrooms at least two years apart for a total of 45 hours.
  - b. Compare and contrast student needs and teaching strategies within the same community.
  - c. Protocols for visiting schools and entering classrooms
  - d. Methods and ethics of conducting and reporting classroom observations
12. Developing a Teaching Philosophy
  - a. Articulate specific goals for future career in teaching.
  - b. Describe methods and strategies most important to support student learning.
13. Teaching Career Pathway and Opportunities
  - a. Education required to become a public school teacher in California.
    - i. Types of credentials and authorizations.
    - ii. Required courses and exams.
14. Opportunities for work in education prior to completing credential.

### Laboratory or Activity Content

None.

## Methods of Evaluation

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

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):**

Essay exams  
Essays  
Graphic/architectural designs  
Group projects  
Individual projects  
Oral analysis/critiques  
Objective exams  
Oral presentations  
Portfolios  
Quizzes  
Role playing  
Reports/papers  
Research papers  
Skills demonstrations  
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:**

The instructor will provide information in the form of lectures, reading assignments, videos, digital presentations, guest presentations, and instructional modeling. Students will observe, take notes, discuss with classmates, and produce work that applies knowledge of concepts and methods taught during class. Work produced will be written papers and other projects, such as classroom layouts and parent newsletters.

## Representative Course Assignments

### Writing Assignments

In addition to weekly written assignments based on assigned readings and videos, there are multiple Key Assignments required throughout the course. These are a combination of essays and written projects. Key Assignments require students to apply what they have learned to assigned scenarios or case studies. For example, students must write a newsletter for the families of students that applies what was learned about communication with students' families.

### **Critical Thinking Assignments**

1. Students must apply theories to practice. For example, after learning about moral development theory, students must demonstrate their understanding and apply critical thinking skills by applying these theories to the creation of age-appropriate class rules and classroom management plans.

### **Reading Assignments**

1. This course requires up to 50 pages of reading every week. Resources are from current academic journals and websites, as well as primary sources from government and education agencies.

### **Skills Demonstrations**

1. Students must demonstrate their ability to design and teach a standards-based, age-appropriate elementary class lesson or activity. Students must write a detailed lesson plan, gather materials, and then model the lesson for their classmates and instructor.

### **Other assignments (if applicable)**

1. One of the Key Assignments is the Classroom Observation project, which requires 45 hours of assigned public elementary classroom observation, note-taking, and a compare-contrast essay that concludes in personal reflection.

## **Outside Assignments**

### **Representative Outside Assignments**

1. "Key Assignments," including: designing a classroom layout, developing class rules and a classroom management plan, crafting a newsletter and list of resources for students' families, developing and teaching a standards-based lesson plan, and writing a teaching philosophy statement.
2. Complete weekly assigned reading and videos. Respond to these in short-essay format, or by completing an online quiz.
3. Completion of 45 hours of approved public school elementary classroom observation. Reflect on these observations, in writing, through the course's many learning objectives.

## **Articulation**

### **C-ID Descriptor Number**

EDUC 200

### **Status**

Approved

### **Comparable Courses within the VCCCD**

EDU V03 - Introduction to Elementary Teaching

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

#### **B2. Social and Behavioral Sciences**

Approved

**C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****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****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****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**Singleton, G. E., Comer, J. P. (2013). *More courageous conversations about race..* Thousand Oaks, CA Corwin Press.**Resource Type**

Textbook

**Description**Gilda L. Ochoa (2007). *Learning from Latino Teachers* (latest). Jossey-Bass, John Wiley and Sons.**Resource Type**

Textbook

**Description**James Wm. Noll (2015). *Taking Sides: Clashing Views on Educational Issues* (18th). McGraw-Hill.**Resource Type**

Textbook

**Description**

Joel Spring (2015). *American Education* (17th). McGraw-Hill.

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**Resource Type**

Other Resource Type

**Description**

Common Core State Standards: Read the standards <http://www.corestandards.org/read-the-standards/>.

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**Resource Type**

Other Resource Type

**Description**

California English Language Development Standards <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

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**Resource Type**

Other Resource Type

**Description**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.).

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Wong, S., Gosnell, E., Luu, A., Dodson, L. & Chomsky, A. (2018). *Teachers as allies : transformative practices for teaching DREAMers & undocumented students*. New York, NY: Teachers College Press.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Feldman, D., Smith, A. & Waxman, B. (2017). *Why we drop out" : understanding and disrupting student pathways to leaving school*. New York, NY: Teachers College Press.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Van Hook, M. (2019). *Social work practice with families : a resiliency-based approach*. Chicago: Lyceum Books.

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## 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)	Using the school's CMS, students will complete quizzes, submit written assignments, and engage in asynchronous discussions with classmates and their instructor. Some PowerPoint presentations, reading assignments, and links to websites and videos will be accessed from the CMS.
E-mail	Email or CMS messaging will be used to communicate privately with students.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Using the school's CMS, students will complete quizzes, submit written assignments, and engage in asynchronous discussions with classmates and their instructor every week. All PowerPoint presentations, reading assignments, and links to websites and videos will be accessed from the CMS.
E-mail	Email or CMS messaging will be used to communicate privately with students.

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Using the school's CMS, students will engage in asynchronous LMS-hosted discussions with classmates and their instructor every week. The professor will communicate to all students using the Announcement and Messaging features of the LMS.
E-mail	Email or CMS messaging will be used to communicate privately with students.
Other DE (e.g., recorded lectures)	Classroom observation requirements will be met by viewing 45 hours of assigned classroom videos.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online

### Primary Minimum Qualification

EDUCATION

### Additional local certifications required

California Multiple Subject K-8 Teaching Credential

## Review and Approval Dates

### Department Chair

09/22/2020

### Dean

09/28/2020

### Technical Review

10/28/2020

### Curriculum Committee

10/28/2020

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

11/25/2020

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000310840

### DOE/accreditation approval date

MM/DD/YYYY