Number: EDUC G200  TITLE: The Teaching Profession

ORIGINATOR: Gregg Carr  EFF TERM: Fall 2017
FORMERLY KNOWN AS:
DATE OF OUTLINE/REVIEW: 04-18-2017
CROSS LISTED COURSE:
TOP NO: 0801.00  
CID: EDUC 200

SEMESTER UNITS: 3.0
HRS LEC: 36.0  HRS LAB: 45.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 81.0
STUDY NON-CONTACT HRS RECOMMENDED: 72.0

CATALOG DESCRIPTION:
Examination of opportunities, requirements, responsibilities and rewards in teaching. Skills needed and problems encountered in the classroom. Course includes 45 hours of assigned fieldwork.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:
- ENGL G100: Freshman Composition

ASSIGNED DISCIPLINES:
Education

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X]  LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Associate in Arts: Liberal Arts: Emphasis in Social Behavior and Self-Development(Associate in Arts)
Elementary Teacher Education(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
Liberal Studies for Elementary Education(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. define and express a clear understanding of the Elementary Developmental Reading strategies through on-line portion of class.
2. define the level of education and type of school that would be most beneficial to teach using self reflection.
3. observe and identify effective classroom management skills including conflict resolution, mentoring, and peer coaching.
4. define training and teacher credentialing process involved in California Public Education.
5. prepare a portion of Professional Portfolio showcasing strong connections to California Standards for the Teaching Profession.

COURSE OBJECTIVES:
1. examine and explain his/her professional motivation for wishing to enter the teaching profession.
2. define the training and credential granting process involved in public education.
3. compare and contrast the historical and current role of teachers.
4. define the function of a public education teacher.
5. explain trends in public policy and current research.
6. analyze the nature of the teaching-learning system.
7. identify those skills needed to create an effective teacher-student relationship.
8. evaluate effective classroom management skills including conflict resolution.
9. identify a starting point for the development of his/her own teaching philosophy and style.
10. assess teaching as a career possibility from experience in a classroom environment.
11. practice effective reading tutoring in fieldwork experience.
12. understand the importance of literacy, and learn reading strategies applicable to all grades and subjects.
13. explore and critically appraise examples of teaching events that implement some elements of the California Standards for the Teaching Profession, Teacher Performance Expectations, and state-adopted academic content standards.
14. demonstrate an introductory understanding of educational issues related to teaching in diverse contemporary classrooms and suggest strategies and resources needed to effectively address diversity found in contemporary classrooms.
15. relate course content to real classrooms through satisfactory completion of 45 hours of approved fieldwork including structured assignments, observations, and reflections.

COURSE CONTENT:

LECTURE CONTENT:

A. Scope of the Educational System in the U.S.
1. How the system works
2. Comparison of U.S. system to that of other countries
3. History of U.S. system
   a. Historical appropriateness

B. Educational philosophy
1. Influence of education and educators society
2. Flow of educational control

C. Becoming a teacher
1. Teaching one's self to be a teacher
2. Training and credentialing
3. Educational specialties
4. Rewards and penalties of teaching
5. Salaries, conditions, tenure, seniority, ethics, conduct, causes for dismissal
6. The real reasons for wanting to teach

D. Learning
1. Definitions, elements, phrases, domains
2. Eight types of learning
3. Facilitating learning

E. Teaching
1. The first report on reading philosophy and the process
2. Teaching by experience and example
3. Teachers as mediators
4. The big four tasks of teaching
5. Practical suggestions for teachers
6. Using media
7. California Standards for the teaching profession
8. State adopted Teacher Performance Expectations
9. Academic curriculum standards in California public schools
10. Methods of Instruction
   a. Background of lecture, recitation, discussion, tutorial, other methods
   b. Case studies and research
   c. Modern trends

F. Students
1. Being a teacher 24 hours a day
2. Renewal and growth

G. Fieldwork
1. Responsibilities
2. Reports
3. Reflection
4. Reading Tutoring Strategies
5. Practical creative activities that promote literacy

H. Additional topics
1. Values questionnaire
2. Teacher Effectiveness Training (TET) study guide
3. TET chapter discussions
4. Visiting lecturers
5. Key teaching idea report + issue critiques
6. Final tutoring report + fieldwork assignment

LABORATORY CONTENT:
A. A series of workshops to introduce, support, and train students for the field work experience required for this course.
   1. How to be an effective tutor
   2. Interpersonal communication skills related to teaching and tutoring students
   3. Strategies for effective tutors and teachers
   4. Introduction to teaching reading strategies
   5. Background information on developmental reading strategies used by teachers
   6. Tutor planning
   7. Lesson plan design
B. Forty-five (45) hours of focused fieldwork in a public elementary school/classroom, supervised by a credentialed teacher.

METHODS OF INSTRUCTION:
A. Lecture:
B. Lab:
C. Dist. Ed – Delayed Interaction:
D. Online:
E. Field Experience:
F. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments


Out-of-class Assignments


Writing Assignments

1. Fieldwork reports and reflections 2. Educational issues essays 3. Classroom teaching reports 4. Essay examinations 5. Face-to-face and/or online tutor training workshops for filedwork

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Written Assignments
Essay Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations

Demonstration of Critical Thinking:

1. Student will encounter various teaching dilemmas in their fieldwork and determine how to resolve or evaluate them 2. Student will decide on his/her own willingness to adopt and use various educational practices and issues and be able to defend these choices

Required Writing, Problem Solving, Skills Demonstration:


TEXTS, READINGS, AND RESOURCES:

TextBooks:


LIBRARY:

Adequate library resources include: Non-Print Materials

Comments:
Attachments:

Attached Files