COURSE OUTLINE OF RECORD

Number: EDUC G102    TITLE: Teaching Diverse Contemporary Classrooms

ORIGINATOR: Sacha Moore    EFF TERM: Summer 2010
FORMERLY KNOWN AS:    DATE OF
OUTLINE/REVIEW: 12-14-2015
CROSS LISTED COURSE:    TOP NO: 0801.00
CID:

SEMESTER UNITS: 1.0
HRS LEC: 18.0    HRS LAB: 0.0    HRS OTHER: 0.0
CONTACT HRS TOTAL: 18.0
STUDY NON-CONTACT HRS RECOMMENDED: 36.0

CATALOG DESCRIPTION:
Introduction to teaching and learning skills for potential teachers. This course will address the qualities of an effective teacher, components and purposes of an effective professional portfolio and critical issues in diverse contemporary classrooms. Course includes 10 hours of arranged fieldwork.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

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 [X] 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. prepare a portion of the Professional Portfolio showcasing strong connections to California Standards for the Teaching Profession.

2. analyze student/teacher interaction within the K-12 classroom setting.

3. define qualities of an effective teacher in diverse contemporary classrooms.

**COURSE OBJECTIVES:**

1. identify qualities of an effective teacher in diverse contemporary classrooms.
2. compare and contrast strategies and resources needed to effectively teach the diverse students found in contemporary classrooms.
3. analyze personal behavior and communication skills as relate to teacher/student classroom interaction.
4. demonstrate components and purposes of an effective professional portfolio.
5. prepare a portion of a professional portfolio showing strong connections to the California Standards for the Teaching Profession.
6. discuss and reflect on learning styles and strategies as they pertain to the learning process.

**COURSE CONTENT:**

**LECTURE CONTENT:**

A. Introductory course for potential public school teachers as mandated by Teacher and Reading Development Partnership (TRDP) Grant awarded to Coast Community College District. By identifying potential teachers, providing realistic fieldwork and providing pathways to university credential programs, GWC will help meet the need for quality teachers in California. This course is part of a two-year program that will transfer to the Integrated Teacher Education Program (ITEP) a CSULB. A. Introduction to the requirements of the TEACh3 Program. (The first two years of the TEACh3 program are equivalent to CSULB’s ITEP Program.) 1. Scope, sequence and purpose of coursework 2. Introduction to portfolio assessment and Reflective Practioner Guide, including the California State Content Standards 3. Fieldwork and service learning


**METHODS OF INSTRUCTION:**

A. Lecture:

B. Independent Study:

**INSTRUCTIONAL TECHNIQUES:**
COURSE ASSIGNMENTS:

Reading Assignments

Textbooks

Out-of-class Assignments


Writing Assignments


METHODS OF STUDENT EVALUATION:

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

Demonstration of Critical Thinking:

1. Student determines how and why s/he wants to be a teacher, how s/he fits the job 2. Student analyzes elementary student behavior and performance by developing a case study 3. Student selects, shapes, and organizes material for a successful, honest portfolio

Required Writing, Problem Solving, Skills Demonstration:


TEXTS, READINGS, AND RESOURCES:

TextBooks:

LIBRARY:

Adequate library resources include: Non-Print Materials

Comments:

Attachments:

[Attached Files]