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) at 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 Practitioner Guide, including the California State Content Standards 3. Fieldwork and service learning B. Investigation into the qualities of an effective teacher 1. California Standards for the Teaching profession a. Engaging and supporting all students in learning b. Creating and maintaining effective environments for student learning c. Understanding and organizing subject matter for student learning d. Planning instruction and designing learning experiences for all students e. Assessing student learning f. Developing as a professional education 2. National Standards a. NCATE b. National Board for Professional Teaching Standards 3. Haberman’s functions of Star Teachers a. Persistence b. Protecting learners and learning c. Teaching - not sorting d. Fallibility 4. Critical issues in diverse contemporary classrooms a. Strategies and resources needed to teach effectively the diverse students found in contemporary classrooms I. Responsiveness to gender issues ii. Disability iii. Cultural and linguistic diversity issues b. Opportunities and challenges provided by standards-based education c. Challenges and strategies for classroom and behavior management with diverse student populations 5. Fieldwork In preparation for their fieldwork, the students will be introduced to the following topics: a. Observation and practicum with students in diverse contemporary classrooms b. Focused observation on school culture and the qualities of an effective teacher c. Training in effective observational skills

**METHODS OF INSTRUCTION:**

A. Lecture:

B. Independent Study:

**INSTRUCTIONAL TECHNIQUES:**
COURSE ASSIGNMENTS:
  Reading Assignments
  Textbooks

  Out-of-class Assignments
  1. Homework assignments
     2. Participation in discussions
     3. Tests and quizzes
     4. Preparation of professional teaching portfolio
     5. Group and individual presentations
     6. Case studies
     7. Individual field journals
     8. Fieldwork observation

Writing Assignments
  1. Student journal entries of classroom observations
  2. Reflective Practitioner’s Workbook
  3. Written analysis of elementary student behavior and performance by development of a case study
  4. Collection and organization of material for portfolio

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:
  1. Student journal entries of classroom observations
  2. Reflective Practitioner’s Workbook
  3. Written analysis of elementary student behavior and performance by development of a case study
  4. Collection and organization of material for portfolio

TEXTS, READINGS, AND RESOURCES:
  TextBooks:

LIBRARY:
  Adequate library resources include: Non-Print Materials

Comments:

Attachments:
  Attached Files