

EDUC 2: INTRODUCTION TO ELEMENTARY EDUCATION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	5
Hours:	4 lecture, 4 laboratory per week (96 total per quarter)
Advisory:	One of the following: ENGL 1A or 1AH or ESLL 26 strongly recommended.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Description

This course provides an overview of the American education system for students interested in teaching in grades K-12. Educational philosophies, history of education in the United States, and major economic, political and social policies that have affected the school system will be explored. In addition, the structure of the K-12 school system, the teaching profession, the social and cultural contexts of schooling and an overview of curriculum design will be covered. The course requires a minimum of 48 hours of fieldwork in a public school elementary classroom, under the guidance of an approved credentialed K-5 classroom teacher.

Course Objectives

The student will be able to:

- A. Identify and apply theories to education
- B. Summarize the history of American education
- C. Identify school system structures and operations
- D. Identify major economic, political, and social policies that have affected the American school system
- E. Describe the teaching profession
- F. Analyze the social and cultural contexts of schooling
- G. Describe curriculum and instruction, including development and design
- H. Relate classroom knowledge to fieldwork experiences

Course Content

- A. Identify and apply theories to education
 1. The major educational philosophies
 - a. Perennialism
 - b. Essentialism
 - c. Progressivism
 - d. Constructivism
 - e. Deconstructionism
 - f. Behaviorism
 2. The impact of educational theories on educational practice
 3. Developing a personal philosophy
- B. Summarize the history of American education
 1. American education: European heritage and Colonial experience
 2. American education: From revolution to the 21st century

3. Modern American education: From the Progressive Movement to the present
 - C. Identify school system structures and operations
 1. Types of schools
 - a. Early childhood education
 - b. Elementary and secondary
 - 1) Public
 - 2) Charter
 - 3) Private
 - 4) Homeschooling
 - c. Post-secondary
 - 1) Staff and personnel structures of the school system, including special education
 - 2) Protocols for visiting schools and entering classrooms
 - 3) Methods and ethics of conducting and reporting classroom observations
 - D. Identify major economic, political, and social policies that have affected the American school system
 1. Legal framework and provisions for the public schools
 2. Federal and State policies and their effects on school systems
 3. Governance and financing of elementary and secondary schools
 4. Relationship between school and society
 5. Trends in education, past, present and future
 - E. Describe the teaching profession
 1. Status of the profession
 2. Requirements of the profession
 - a. Standards
 - b. Ethics
 - c. Professionalism
 3. Evaluation of effectiveness
 4. Self reflection practices
 5. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
 6. Understanding of the role of Professional Learning Communities (PLCs) and Communities of Practice in the profession
 - F. Analyze the social and cultural contexts of schooling
 1. Schooling in a diverse multicultural society
 2. Responding to diversity
 3. Students and risk
 - a. Name the predictors of students at risk
 - b. Equity practices
 4. Concepts of multiculturalism assimilation, cultural pluralism, and multicultural educations
 5. Other contemporary issues in schools
 - a. Standards
 - b. Inclusion
 - c. High stakes testing
 - d. Bilingual education
 - G. Describe curriculum and instruction, including development and design
 1. Instructional practices in schools
 - a. Standardized curriculum
 - b. Standards and frameworks
 - c. The role of technology
 2. Bloom's Taxonomy, including revisions
 3. Webb's Depth of Knowledge
 4. Cycles of Inquiry
 5. Overview of the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
 6. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)

7. Overview of contemporary issues in schools, e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
8. Introduction to California Academic Content and Performance Standards
9. Basic strategies for accommodating diverse learning needs
- H. Relate classroom knowledge to fieldwork experiences
 1. Find examples and describe how CSTP and TPEs are used
 2. Identify and evaluate how state-adopted academic content and performance standards are being used in the classroom
 3. Compare and contrast classroom environments
 4. Recognize the uniqueness of students and identify strategies and accommodations that are used to meet their differing needs

Lab Content

The course requires a minimum of 48 hours of fieldwork in a public school elementary classroom, under the guidance of an approved credentialed K-5 classroom teacher.

- A. Relate classroom knowledge to fieldwork experiences
 1. Find examples and describe how California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPEs) are used
 2. Identify and evaluate how state-adopted academic content and performance standards are being used in the classroom
 3. Compare and contrast classroom environments
 4. Recognize the uniqueness of students and identify strategies and accommodations that are used to meet their differing needs

Special Facilities and/or Equipment

When taught online, on-going access to computer with JavaScript enabled internet browsing software, media plug-ins, reliable internet, and relevant computer applications are required.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Methods of Evaluation may include:

- A. Participation in class activities, class discussion, small group and partner work
- B. Participation in fieldwork
- C. Writing of guided reflections
- D. Observation reports and summaries
- E. Adult interviews and summaries
- F. Reaction papers on special topics
- G. Exams
- H. Online discussions and responses

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Instructional methods may include:

- A. Lecture
- B. Cooperative learning exercises
- C. Oral presentations
- D. Electronic discussions/chat
- E. In class discussion
- F. Video viewing
- G. Online reading and response

Representative Text(s) and Other Materials

- Ryan, Kevin, and James Cooper. *Those Who Can, Teach*. 14th ed. Houghton Mifflin Pub., 2015.
- Morrison, George S. *Teaching In America*. 5th ed. Merrill, 2009.
- Kauchak, Don, and Paul Eggen. *Introduction to Teaching: Becoming a Professional*. 5th ed. Pearson, 2013.
- Sadker, David, and Karen Zittleman. *Teachers, Schools, and Society: A Brief Introduction to Education*. 4th ed. McGraw-Hill, 2015.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading and study of the text.
- B. Reading and written response to observations, test questions, assignments, relevant articles, online reading material and online discussions.
- C. Reaction writing assignments to fieldwork, guest speakers, video viewings, and experiences, such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

Discipline(s)

Education