

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: Education 200 - Careers in Teaching

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS:

PREREQUISITE:

COREQUISITE:

RECOMMENDED PREPARATION:

SCOPE OF COURSE: An overview of the teaching profession for those students contemplating a career in education. Foundations of education, critical issues in the classroom, and the history and philosophy of education are addressed. Effective and active learning, diversity in the classroom and teaching profession standards are discussed. Guided classroom observations (45 hours) of a K-12 classroom in a variety of subject areas are a requirement for this course. CSU; UC pending

SPECIFIC COURSE OBJECTIVES: On completion of this course, successful students will:

- A. Create an individual educational philosophy.
- B. Identify the important characteristics of an efficient educator.
- C. Reflect on current trends in the field of education.
- D. Plan an educational and career path that will meet all institution and credentialing competencies and requirements.
- E. Evaluate and analyze educational journals, materials and strategies that promote professional development as an educator.
- F. Analyze guided classroom observations and reflect on effective teaching and learning.
- G. Evaluate and assess issues relating to teaching in a diverse environment.
- H. Demonstrate an understanding of the history of the American educational system.
- I. Analyze the different philosophical and pedagogical approaches to teaching.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

A. The Teaching Profession

1. Becoming a teacher
2. Educational foundations
3. Issues of identity and education
4. Critical and recent issues in education
5. Restructuring and recent legislation
6. California literacy standards
7. Professional Associations
8. Employment outlook

B. Philosophies and Contemporary Issues in Education

1. Contemporary issues in education
2. Building a philosophy of education
3. Philosophy and education
4. Schools of philosophy and their influence on education
5. Using philosophy in the classroom

C. Historical Foundations of Teaching

1. Historical development of American Education
 - (a.) The colonial period
 - (b.) The early national period
 - (c.) The town movement and public schooling
 - (d.) The development of American Secondary Schools
 - (e.) The American College and University
 - (f.) Education in a culturally diverse society
 - (g.) Recent historical trends
2. Reform movements in education
3. Tracing the role of the teacher in the American school
4. Pioneers in education

D. Teaching Credential Requirements

1. Multiple Subject Credential.
2. Single Subject Credential.
3. Special Education Credentials.
4. Required Competencies and Subject Matter Exams
 - (a.) Approved Majors.
 - (b.) California Basic Education Skills Test.
 - (c.) Multiple Subject Assessment Test.
 - (d.) Single Subject Assessment Test.
 - (e.) Reading Instruction Competency Assessment (R.I.C.A.)

E. Evaluating Teaching and Learning

1. Introduction to the California Standards for the teaching profession
 - (a) Engaging and supporting all students in learning.
 - (b) Understanding and organizing subject matter for student learning.
 - (b) Assessing student learning.
 - (c) Creating and maintaining effective environments for student learning.
 - (d) Planning instruction and designing learning experiences for all students.
 - (e) Developing as a professional educator.

2. Introduction to Conditions for Effective and Active Learning in the Classroom
 - (a) Learners are immersed in a variety of texts and genres.
 - (b) Learners receive many demonstrations of how texts are constructed.
 - (c) Active engagement in the literacy learning process is promoted.
 - (1) Interest and/or motivation related to usefulness of the task to occur.
 - (2) A secure environment is established for taking academic risks.
 - (d) High expectations are held for each student.
 - (e) Learners take responsibility for their learning.
 - (f) Students are helped to make decisions related to knowledge construction.
 - (g) Response or feedback is given that is relevant and appropriate.
 - (h) Required practice time and opportunity for meeting diverse needs and appropriate skill development is provided.
 - (i) Approximation, or freedom to learn from mistakes, is a desired learning process.
 - (j) Timely feedback is given which is relevant and appropriate.

F. Diversity in Learning

1. Impact on engagement in learning
2. Impact on reading comprehension
3. Cultural literacy in the classroom
 - (a) Cultural literacy levels and stages of development.
 - (b) The influence of implicit cultural assumptions upon knowledge construction
4. Second language acquisition
 - (a) Basic interpersonal communication skills
 - (b) Cognitive/Academic language proficiency
5. Learning disabilities, language disorders, and developmental disability

G. The Professional Educator

1. Maintaining a collection of relevant educational materials and research
2. Reflecting on teaching practices and current educational issues
3. Establishing professional goals
4. Identifying opportunities to grow professionally

REQUIRED READING: (At least one of the following as determined by the instructor.)
 Readings may include, but are not limited to, college level textbooks, and reference articles such as:

1. Books on Educational Reform, such as:
 - It's Elementary, California Dept. of Education, 1987.
 - Caught In the Middle, California Dept. of Education, 1992.
 - Second to None, California Dept. of Education, 1992.
 - Guide to the California Reading Initiative, 1996-1999, Calif. Dept of Education, 1999.
 - California Language Arts Content Standards, Calif. Dept. of Education, 1999.
 - In The Middle, Nancie Atwell, Boynton Cook Publishing, 1998.
2. Books that portray a daily account of the teaching profession, such as:
 - Among School Children, Boston, Tracy Kidder, Houghton Mifflin, 1989.
 - My First Year as a Teacher, Pearl Kane, Penguin Books, 1991.
3. Authors who are critical of the American educational system:
 - Inside American Education, Thomas Sowell, The Free Press, 1993.

Bad Teachers, Guy Strickland, Pocket Books, a division of Simon & Schuster, 1998.
Conspiracy of Ignorance; Failure of the American Public School System, Martin Gross, Harper Row, 1999.

4. Books that provide reading strategies and guides to aid content area teachers:
Guiding the Reading Process; Techniques and Strategies for Successful Instruction in K-8 Classrooms, Booth, David, York, Maine; Steinhouse Publishers, 1998.
Content Area Reading: An Integrated Approach, John Readence, Kendall/Hunt Publishing, 2001.
5. Books that include an overview of the teaching profession including historical perspective and philosophical perspective, such as:
Introduction to Education: Teaching in a Diverse Society, Segall and Wilson, Prentice Hall, 1998
Foundations of Education, Allen Ornstein, Daniel Levine, Houghton Mifflin, 2000.
America's Teachers: An Introduction to Education, Joseph W. Newman, Allyn and Bacon/Longman 2001.
Introduction to the Foundations of American Education, James A. Johnson, Allyn and Bacon, 1999.
Philosophical and Ideological Perspectives on Education, Gerald L. Gutek, Allyn and Bacon/Longman, 1997.

SUGGESTED READING:

Educational Psychology

Multicultural Education

Journal of Research on Computing in Education

Learning and Leading with Technology

Education Week

Teacher Magazine

Reading Research Quarterly

The Journal: Technological Horizons in Education

REQUIRED WRITING:

Writing assignments may include but are not limited to:

- A. Composing a resume that integrates a personal philosophy of education.
- B. Reading response journals that reflect on at least 3 articles from one or more of the educational journals listed under suggested reading.
- C. Create an educational and career plan for becoming a certified teacher.
- D. Respond to guided classroom observations in an observation log.
- E. Summary and analysis of a school board meeting.
- F. A 3-5 page essay reflecting on a career in education and the multicultural classroom.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Students are required to complete 45 hours of guided classroom observation in a variety of subjects and variety of levels K-12.

INSTRUCTIONAL METHODOLOGY:

Lecture, cooperative learning, and guided classroom observation.

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes _____ No

If yes, check all that apply.

- _____ Television Course (Video one-way, e.g. ITV, video cassette, etc.).
- _____ Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.).
- _____ Two-Way Video Conferencing (Two-way interactive video and audio).
- _____ One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- _____ Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

- 50% Completion of 45 hours of guided classroom (K-12) observation in a variety of subject areas with a completed, detailed observation log.
- 25% Tests on lecture and textbook reading
- 25% Writing assignments

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes ___ No Number of times course may be taken for credit: _____

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: Sue Musgrove, Reading Services ext. 2764.

SIGNATURES ON FILE