



## Long Beach City College Credit Course Outline

### Face Page

**EDUC 130**

#### Course Information

**School:** School of Language Arts, Communication, and Learning Resources  
**Department:** Reading  
**Subject:** EDUC  
**Descriptive Title:** Intro to Secondary Classroom Teaching  
**Catalog Nbr:** 130  
**Unit:** 2

**Last Revised By:** Jacqueline Romo  
 04/13/2020  
**Last Reviewed By:**  
**Status:** **Adopted**  
**Effective Date:** 08/01/2021

#### Course Attributes

**Top Code:** 080200 - Educational Aide (Teacher Assistant)  
**SAM Code:** D - Possibly Occupational  
**CB08:** N - Course is not a basic skills course  
**CB21:** Y - Not applicable  
**CB05:** C - Not Transferable  
**CB22:** Y - Credit Course  
**CIP Code:** 13.1205 - Secondary Education and Teaching

**CTE: Yes**

#### Course Disciplines

**Discipline(s):** Education

#### Course Detail

**Class Size Max:** 35      **Material Fee:** \$0.00      **Grade Code:** Letter Grade  
**Number Of Hours:** (per week, based on a term of 18 weeks)  
 Lecture: 2    Laboratory: 0    Maximum Contact Hours: 36    Total Supplemental Learning Hours: 0  
 Teaching Units: 2    Out-of-Class Hours: 72

#### Course Requisites

**Pre Requisite(s):**  
 Not Applicable  
**Co Requisite(s):**  
 Not Applicable  
**Recommended Preparation:**  
 Not Applicable  
**Instructor Consent:**  
 Not Applicable

\* See more detail in the Requisites section

#### Course Catalog Description

(This is an overview of course scope, level and topics plus identification of audience. May use up to five lines of text.)

This course introduces students to the concepts and issues related to teaching in middle and high school classrooms. Topics include teaching as a career, historical and philosophical foundations of the American education system, a comprehensive view of contemporary education issues, California's Common Core standards, Next Generation Science Standards and teacher performance standards. In addition to class time, the course requires a minimum of 15 hours of structured fieldwork in public school secondary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully and campus-approved certificated classroom teacher.

#### Course Authorization

Tiare Hotra 01/14/2019

Department Head

Lee Douglas 02/14/2019

School Dean

Peer Reviewer

Jacqueline Romo 12/04/2018

Faculty Author

## Student Learning Outcomes / Objectives

EDUC 130

Course level student learning outcomes and objectives are clear and measurable statements that define what a student knows and/or is able to do at the completion of a course. These learning statements may involve knowledge (cognitive), skills (psychomotor), or attitudes (affective) that display evidence that learning has occurred, at a specified level of competency.

**Outcomes and Objectives:** Student learning can be identified as either outcomes, which are broad, more global statements or objectives, which are narrow, more specific statements. The difference is primarily that the outcomes demonstrate an overarching understanding and/or application of a core subject aspect while the objectives are the small pieces of subject matter, which build up to the learning outcome(s).

Please note that this course must provide instruction for students to develop critical thinking skills. List a limited number of major outcomes and objectives in terms of the observable knowledge, and/or skills to be attained as a result of completing this course. Some of these outcomes and objectives must include college-level critical thinking, and application of concepts-see Bloom's Taxonomy or a comparable taxonomy.

**For Non-Degree Outlines:** Non-degree applicable courses are expected to teach students how to do critical thinking. List a limited number of outcomes and objectives in terms of the observable knowledge and/or skills to be attained as a result of completing this course. Some of these outcomes and objectives must include the acquisition of critical thinking skills-see Bloom's Taxonomy or a comparable taxonomy.

All student learning outcomes and objectives must be addressed in the content, methods of presentation, college-level assignments, and methods of evaluation that follow.

### Outcomes Upon completion of the course the student should be able to:

1. Evaluate and analyze the concepts and issues related to teaching at the secondary level.
2. Summarize practical knowledge of the teaching profession after completing 15 hours of fieldwork in a public secondary classroom.

### Objectives Upon completion of the course the student should be able to:

1. Establish goals to develop a personal teaching identity;
2. Articulate basic purposes of schooling and trace the history of their development;
3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students;
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits;
5. Demonstrate an understanding of educational issues in a global context and current accountability movement in American education;
6. Demonstrate knowledge of the impact of cultural contexts on learning;
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges;
8. Relate course content to real classrooms through satisfactory completion of a minimum of 15 hours of approved fieldwork including structured assignments, observations, and reflections.

**Course Content****EDUC 130**

Outline all concepts / topics to be covered in the class. Please use a heading/subheading format.

<b>Concept / Topic</b>	<b>Approx. Hours / Weeks</b>
I. Introduction to Secondary Classrooms	4 Hour(s)
A. Course overview	
II. The History of Education	4 Hour(s)
A. Themes in American Education	
B. American's struggle for educational opportunities	
III. Developing as a Professional	6 Hour(s)
A. Motives for Teaching	
B. Teacher Effectiveness	
C. Teaching Professionalism	
IV. Fieldwork Experience	3 Hour(s)
A. Fieldwork protocols	
B. Placement	
V. Teaching Practices	6 Hour(s)
A. What is curriculum?	
B. Common Core State Standards & Next Generation Science Standards (NGSS)	
C. Lesson design	
D. Assessment	
VI. Teaching in the 21st Century	4 Hour(s)
A. Schools as cultures	
B. Teaching students in a diverse society	
VII. Special Populations	4 Hour(s)
A. English language learners	
B. Gifted & talented	
C. Diverse abilities	
VIII. Professional Portfolio	5 Hour(s)
A. Philosophy of Education	
B. Teaching Practices	
C. Learning Styles	

## Methods of Instruction and Active Learning (Format 1 Option)

EDUC 130

Choose either format 1 (this tab) or format 2 (Instruction 2 tab) to complete this section.

Identify and describe the typically used instructional methods as they relate to the student learning outcomes and content of this course. Instructors may use other equivalent methodologies, as appropriate, to achieve the student learning outcomes.

### Lecture \*

Lecture will include instructor-led power point presentations using content supported by educational articles and/or the course textbook.

### Laboratory / Studio / Shop / Clinical \*

The fieldwork component will serve to illustrate differences among students and identity strategies used to address these differences in a classroom setting.

### Demonstration

Demonstrations will include effective teaching practices and hands-on learning based on course content. Additional demonstrations will include creating a positive classroom community and applicable activities for fieldwork experience.

### Discussion

Students will engage in student-led conversations in both small and whole group settings based on specific topics presented by the instructor or relevant articles.

### Tutorial

N/A

### Technology

The use of technology such as power point presentations will be used regularly as a learning tool to engage students and enhance the overall understanding of specific topics.

### Video Presentation

Instructors will use relevant video clips of teaching and learning to support student learning.

### Collaborative Learning

Students will engage in collaborative learning to develop community among students and encourage purposeful collaboration in the classroom.

### Other / Supplemental Learning (specify)

N/A

\* See tab titled Face Page

**Methods Of Instruction And Active Learning (Format 2 Option)**

EDUC 130

Choose either format 1 (Instruction 1 tab) or format 2 (this tab) to complete this section.

Provide a comprehensive narrative describing the typically used instructional methods as they relate to the student learning outcomes and content of this course. Describe how the instructor will integrate these instructional methods. Instructors may use other equivalent methodologies, as appropriate, to achieve the stated student learning outcomes.

**Instruction Method**

See instruction tab 1

## College Level Assignments For In And Out Of Class

EDUC 130

**Degree Applicable Outlines:** Describe suggested assignments and class activities that will assist students in achieving the student learning outcomes previously listed on the outcomes page. Assignments must include higher level critical thinking skills and application of concepts-see Bloom's Taxonomy or a comparable taxonomy. Two hours of appropriate outside assignments are required for every one hour of lecture. (Not all types of assignments listed below may be appropriate for this class.)

**Non-Degree Outlines:** Describe suggested assignments and class activities that will assist students in achieving the learning outcomes previously listed on that page. Assignments must include the opportunity for students to acquire critical thinking skills-see Bloom's Taxonomy or a comparable taxonomy. The scope and intensity of assignments will require students to study outside of class time. (Not all types of assignments listed below may be appropriate for this class.)

### **Substantial college level writing assignment\*, such as: essay(s), written homework, term/research paper, and/or other (specify)**

Students will complete written homework in response to academic articles pertaining to course topics on a weekly basis. Students will be expected to write responses based on the article's main points and reflect on their own philosophy of education.

### **Substantial non-degree level writing assignment, such as: summary(s), written homework, research paper, and/or other (specify)**

Not Applicable

### **Substantial college level reading assignment, such as: textbook, journal article(s), literature, and/or other (specify)**

Students will be assigned various articles to read and annotate in preparation for a class discussion. The readings will be chosen to support the content and subjects taught in the textbook. Additional chapters will be assigned from the course textbooks to inform their learning during class lectures and support their observations in the fieldwork experience.

### **Substantial non-degree level reading assignment, such as: textbook, journal article(s), literature, and/or other (specify)**

Not Applicable

### **Lab or field activity, product, and/or report**

Students will be required to complete 15 hours of field work experience in a public secondary classroom.

-5 hours of observation of a secondary classroom teacher with ongoing visits for 1-2 hours at a time, participating in a variety of experiences such as observing, tutoring, or aiding at the discretion of the teacher.

-5 hours of observation in other areas of the school including: a classroom with other secondary teachers in the same content areas (or other content areas), observing in the library, in the cafeteria, or in the attendance office.

-5 hours of observation in other areas such as: attending a school board meeting, attending a school activity (sports event, school dance, music recital, etc.), observing an after school enrichment program, (tutoring, test-prep, academic club, etc.), attending an educational conference, or attending a staff development workshop or staff meeting.

### **Class presentation**

Each student will present his or her portfolio to the class in the final weeks of the semester. Students will use google slides (or similar) to design and present their final professional portfolio to the class during the final weeks of the course.

### **Group assignment**

During each class session, students will be asked to complete a structured activity, participate in a small group/class discussion and exhibit knowledge of required readings. All students are expected to demonstrate their ability to reflect and think critically about each course topic to show evidence of their learning throughout the semester.

### **Reading Assignment**

Not Applicable

### **Journal**

Students will reflect on each classroom visit and record observations in in their observation log. Reflections may include educational processes, lesson design, student activities classroom management, specific strategies to accommodate special populations of learners and state adopted academic content/performance standards and questions regarding specific content discussed in class.

### **Portfolio**

By the end of the semester, students will create a professional portfolio including a philosophy of education, and a reflection on the purpose of education in regards to the roles of teachers and students. Based on their fieldwork observations the portfolio will include the beliefs about how students learn and effective instructional strategies for students. Each student will present his or her portfolio to the class in the final weeks of the semester.

### **Other / Supplemental Learning (specify)**

Students will work in small groups during class meetings to discuss and reflect on teaching strategies and other content learned throughout the course. Students will also work collaboratively in discussing common observations during fieldwork experience.

**\* Substantial college level writing assignments are required**

## Methods of Evaluation

EDUC 130

Explain how the instructor will evaluate the students' work (refer to assignment page) and how these evaluations demonstrate that students have met the expected outcomes for this course (see listing on outcomes page). The evaluation of higher level critical thinking skills should be emphasized-see Bloom's Taxonomy or a comparable taxonomy. A course grade may not be based solely on attendance.

**For non-degree outlines:** Explain how the instructor will evaluate the students' work (refer to assignment page) and how these evaluations demonstrate that students have met the expected outcomes for this course (see listing on outcomes page). The evaluation of the acquisition of critical thinking skills should be identified-see Bloom's Taxonomy or a comparable taxonomy.

### Written Evaluation, such as

#### Essay Exam(s):

Students will be asked to write short answer responses to questions based on articles, textbook chapters and discussions. The written exams will be used to evaluate the student's analysis and application of the material presented in lecture and the assigned readings.

#### Term or Other Paper(s):

Not Applicable

#### Laboratory Report(s):

Fieldwork journals will be evaluated using a writing rubric that will assess the student's ability to reflect on their classroom observations and make connections to course content. The rubric will be based on the following criteria: observations, connections to content, and mechanics.

#### Written Homework:

Not Applicable

#### Reading Report(s):

Written responses will be evaluated using a writing rubric that will assess the student's ability to respond to the argument presented in an article. The rubric will be based on the following criteria: comprehension, critical thinking, and mechanics.

#### Non-degree: Short Answer Exam(s):

Not Applicable

#### Non-degree: Essay Paper(s):

Not Applicable

#### Other (specify):

Not Applicable

### Computational or Non-Computational Problem-Solving Demonstrations, such as

#### Exam(s):

Students will take a comprehensive final examination to assess their overall comprehension of the content covered throughout the semester.

#### Quizzes:

Students will take short quizzes on assigned textbook readings to assess their overall knowledge of the content as well as assess their ability to connect content to the hands-on fieldwork experience. Students will also show their understanding of the course material with several short answer quizzes throughout the semester based on the assigned chapters from the textbook.

#### Homework Problem(s):

Not Applicable

#### Laboratory Report(s):

Not Applicable

#### Fieldwork:

Students will complete 15 hours of fieldwork experience based on teacher and student observations, school board meeting and other school areas (library, office, etc) The fieldwork experience will evaluate the student's ability to recognize and apply a basic understanding of the content studied during class lectures.

#### Other (specify):

Not Applicable

### Further Methods of Evaluation, such as

#### Skill demonstrations, such as: class performances(s), fieldwork, performance exam(s):

Not Applicable

#### Objective examinations, such as: multiple choice, true/false, matching items, completion:

Not Applicable

#### Portfolio:

The professional portfolio is graded based on content, reflection and presentation.

#### Oral Presentation(s):

Oral presentations will center on the professional portfolio and assess the student's ability to express their depth of learning based on lectures, observations and discussions.

#### Other / Supplemental Learning (describe and explain):

Not Applicable

## Representative Textbooks and Materials

EDUC 130

List representative college-level texts which are appropriate to the content of the course (include the title of text, author, edition, publisher and year). Textbooks are not limited to the following, but alternatives must be equivalent to those listed here.

**Sample:** The Necessary Shakespeare. David Bevington. 3rd Edition. Pearson/Longman. 2009.

**\*Note,** the Chancellor's Office requires that texts be no more than 5 years old. If an older text is used, an explanation must accompany.

### Required

Those who can, teach. K. Ryan and J.M. Cooper. 14th edition. Cengage. 2016.

### Recommended

Kaleidoscope: Contemporary and Classic Readings in Education. K. Ryan and J.M. Cooper. 13th edition. 2012.

### If instructor-designed materials or supplemental learning materials are used, describe their scope

Instructor will provide selected academic articles available on CANVAS for students to print.

## Requisites and Recommended Preparation

EDUC 130

After appropriate faculty content experts inspected the detailed course syllabi, outlines of record, commonly used texts, related instructional materials, evaluation instruments, assignments and grading criteria for the courses listed below, we believe that a student who has not met the prerequisite preparation is highly unlikely to receive a satisfactory grade.

We find that the following exit skills, concepts, and/or information are acquired in the **Requested Prerequisite / Corequisite / Recommended Preparation Course and Instructor Consent**. We believe that these skills, concepts, and/or course information are necessary entry skills.

Not Applicable