

I. CATALOG DESCRIPTION:

- A. Division: Science and Math
Department: Education/Child Development
Course Title: Introduction to Education
Course I.D.: EDU 290
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: CD 105
Departmental Advisory: Completion of Certificate of Clearance

- B. Catalog and Schedule Description:
Introduction to the field of education, designed to familiarize students with philosophies of education, history of education in America, social, political and legal foundations of education, and contemporary issues in education. The course transfers to CSUSB for students majoring in Liberal studies/Education.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of this course, the students should be able to:

- A. Formulate an understanding of teaching as a profession;
- B. Describe, analyze and assess the attributes of a quality school age educational program;
- C. Articulate and critique how schools are governed, influenced, and financed;
- D. Formulate a personal philosophy of education;
- E. Observe, record and assess children's activities using a whole child, developmental perspective;
- F. Demonstrate the ability to interact with children in a developmentally appropriate way;
- G. List job qualifications and career options in the field of education;
- H. Design strategies to aid in the transmission of diversity within the classroom;
- I. Identify, analyze, and critique the central issues seminal to the development of the American educational system;
- J. Describe, analyze and assess the idea of relevant curriculum;
- K. Identify, debate and assess the elements of educational reform;
- L. Design a classroom management, child guidance plan;
- M. Analyze and critique research relevant to current issues in education such as gender, equal opportunity, social class, race and school achievement, legal implications of teaching, school effectiveness, curriculum development, child guidance and classroom management, and mainstreaming.

IV. CONTENT:

- A. Successful completion of certificate of clearance
- B. Understanding the teaching profession
 1. Why teach?
 - a) Motivation
 - b) Philosophy
 2. Rewards of teaching
 - a) Status/prestige
 - b) Pay
 - c) Trends
 - d) Supply and demand
 - e) Intrinsic rewards
 3. Diversity in the teaching force
 - a) Culture/ethnicity in teaching

- b) Socioeconomical status
- 4. Educational reform and teacher empowerment
- 5. Professionalism
- 6. Teacher organizations
- C. History of American Education
 - 1. Pioneers in education
 - a) Locke
 - b) Dewey
 - c) Piaget
 - d) Vygotsky
 - e) Gardner
 - 2. Historical development of American education
 - a) Colonial period
 - b) Early national period
 - c) Movement toward public schooling
 - d) Development of American secondary schools
 - e) American colleges and universities
 - f) Education in a culturally diverse society
- D. Political, economic and legal foundations
 - 6. Governing and administering public education
 - 7. Financing public education
 - 8. Legal aspects of education
- E. Social foundations of education
 - 1. Culture, socialization and education
 - 2. Social class, race and school achievement
 - 3. Equal educational opportunity
 - 4. Social problems and tension that affect students
- F. Philosophical foundations
 - 1. Special terminology
 - 2. Idealism and realism
 - 3. Constructivism
 - 4. Critical Theory
 - 5. Building your own philosophy of education
- G. Curricular foundations
 - 1. Purpose
 - 2. What is taught?
 - a) Language arts
 - b) Mathematics
 - c) Science
 - d) Social studies
 - e) Foreign languages
 - f) The arts
 - g) Physical education, health and recreation
 - h) Elective courses
 - i) Vocational courses
 - 3. Student academic performance
 - 4. Textbooks
 - 5. Innovative instructional approaches
 - a) Temperament
 - b) Multiple Intelligences
 - c) Learning styles
 - 6. Current curriculum controversies
 - 7. Technology in the classroom

- H. The teacher
 - 1. Classroom management and discipline
 - 2. Dealing with burn out and bureaucracy
 - 3. Continued growth and education
 - 4. Ethical responsibilities to home, school, and community

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Assigned reading and written work
- C. Small group and individual participation in class discussions and activities
- D. Guest speakers
- E. Research and report
- F. Observations and interviews of school life and the school aged child

VI. TYPICAL ASSIGNMENTS:

- A. Observations and interviews of school life to include:
 - 1. Students - Example: Ask a teacher to select a child who you can assist with an independent activity. As you work with this child, focus on how the child is interpreting the task and processing the information. Be prepared to provide the teacher with insights you gained on the student's learning process. Write a 2-3 page paper describing your experiences and your insights.
 - 2. Teachers - Example: Observe a classroom. Focus on student behavior. During your observation time, tally the number of times that students disrupt the class. In addition, note the reactions of the teacher. In a 2-3 page paper, report your findings, comment on the teacher's responses and add your reaction.
 - 3. Administrators - Example: Interview a school administrator to find out what kind of knowledge, skills, and attitudes he/she looks for in a new teacher. Write a 2-3 page paper listing the questions you asked, summarizing the responses, and your reflections on the information.
 - 4. School life - Example: Visit the teachers' lounge in a nearby school. Stay for at least one hour. Write a 2-3 page paper which describes your experiences and how this information affects your decision to become a teacher.
- B. Oral presentation of a research project exploring and critiquing a relevant educational topic
- C. Diversity/cultural exchange project to include but not limited to:
 - 1. Observe a second language learner in class. Focus on this child's interaction with the teacher. Write a 1 - 2 page paper describing at least 2 interventions the teacher used to assist this student with learning.
 - 2. Interview a bilingual teacher to find out what teaching/learning strategies assisted him/her as a second language student. Write a 1 – 2 page paper to share with your classmates.

VII. EVALUATION(S):

- A. Methods of evaluation will consist of components that demonstrate student's proficiency in course objectives. These include but are not limited to:
 - A. Personal philosophy of education statement
 - B. Observation paper focusing on student behaviors and teacher interventions
 - C. Oral presentation presenting research relevant to issues in education
 - D. Mid-term and final
- B. Frequency of evaluation:
 - 1. One mid-term
 - 2. One final
 - 3. One case study
- C. Sample test questions:
 - 1. Essay: Refute or justify the Vygotskian premise that effective learning occurs in a socio-cultural context.

2. Multiple choice: *Lau v. Nichols* stipulated that:
 - a) All students must have equal access to the core curriculum
 - b) Special education testing was forbidden without parental consent
 - c) Women should have equal access to participation in sports
 - d) Students had privacy rights that must not be violated

VIII. TYPICAL TEXT(S):

Those Who Can Teach, 9th Edition, Ryan/Cooper, Houghton Mifflin, 1998, ISBN 0-395-85874-7
Foundations of Education, 7th Edition, Ornstein/Levine, Houghton Mifflin, 2000, ISBN 0-395-95576-9

Becoming a Teacher (with interactive companion website), 5th Edition, Parker/Stanford, Allyn & Bacon/Longman, 2000

Foundations of Education: The Challenge of Professional Practice, 3rd Edition, McNergney/Herbert, Allyn & Bacon/Longman, 2000

IX. OTHER SUPPLIES REQUIRED OF STUDENT: None