



COURSE OUTLINE : CHLDV 101

D Credit – Degree Applicable

COURSE ID 010338

Cyclical Review: February 2020

COURSE DISCIPLINE : CHLDV

COURSE NUMBER : 101

COURSE TITLE (FULL) : Introduction to Elementary Classroom Teaching

COURSE TITLE (SHORT) : Introduction to Elementary Classroom Teaching

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : EDUC 200 - Introduction to Elementary Classroom Teaching

CATALOG DESCRIPTION

CHLDV 101 introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Transitional Kindergarten through Grade 6. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of supervised fieldwork in public school elementary school classrooms that represent California's diverse student population, and includes cooperation with at least one campus approved and selected certificated classroom teacher.

Total Lecture Units: 2.00

Total Laboratory Units: 1.00

Total Course Units: 3.00

Total Lecture Hours: 36.00

Total Laboratory Hours: 00.00

Total Laboratory Hours To Be Arranged: 54.00

Total Contact Hours: 90.00

Total Out-of-Class Hours: 72.00

Recommended Preparation: ENGL 101.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	CHLDV	135	Child Growth And Development	analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies	No
2	CHLDV	135	Child Growth And Development	analyze how cultural, economic, political, historical contexts affect children's development; explore contemporary social issues that impact children's development	No
3	CHLDV	135	Child Growth And Development	compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages	No
4	CHLDV	135	Child Growth And Development	apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies	No
5	CHLDV	135	Child Growth And Development	differentiate characteristics of typical and atypical development at various stages	No
6	CHLDV	135	Child Growth And Development	analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development	No
7	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
8	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
9	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
10	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
11	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
12	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



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EXIT STANDARDS

- 1 state their philosophy of teaching, including demonstrating a deepening understanding of how their own knowledge of the subject, values, beliefs, and implicit biases may inform their practice;
- 2 observe and record children in a diverse elementary school setting and demonstrate an understanding of the various types of observations and how to use them;
- 3 relate the history of education in the United States to the current state of education;
- 4 recognize the impact of federal legislation having to do with elementary education;
- 5 demonstrate an understanding of the role of education and various education philosophies on a global level;
- 6 demonstrate knowledge of implementing an age-appropriate anti-bias curriculum;
- 7 describe the role of the teacher in a developmentally appropriate elementary school setting;
- 8 demonstrate skill in observing and participating in a classroom setting.
- 9 relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to: recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs; observe the use of state adopted academic content and performance standards; compare and contrast classroom environments; and recognize and describe individual differences among students and identify strategies and accommodations used to address these differences.

STUDENT LEARNING OUTCOMES

- 1 identify their philosophy of teaching as well as the role of the teacher in an elementary classroom;
- 2 produce various types of observations and assessments used by educators;
- 3 integrate new information on the history of education and current issues in education, both in the United States and globally, to what they're seeing in the elementary school classroom;
- 4 apply what they've learned about how children develop to a classroom setting.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Elements of effective classroom environments consistent with the CSTP and state adopted TPEs	3	0	3
2	Examination of one’s beliefs and assumptions about and experiences with teachers and teaching	3	0	3
3	The teaching profession, including an emphasis on professional standards, ethics and professionalism	3	0	3
4	The history, governance and finance of public schooling	3	0	3
5	Purposes and roles of schooling and their community contexts	3	0	3
6	Overview of contemporary issues in schools <ul style="list-style-type: none"> • Standards • Inclusion • High stakes testing • Bilingual education • Social issues • Standardized curriculum • Standards and frameworks 	6	0	6
7	Roles and functions of teachers and other school personnel both in general and in special education	2	0	2
8	Protocols for visiting schools and entering classrooms	2	0	2
9	Methods and ethics of conducting and reporting classroom observations	2	0	2
10	Overview of the CSTPs and the TPEs	6	0	6
11	Introduction to California Academic Content and Performance Standards	1	0	1
12	Basic strategies for accommodating diverse learning needs	2	0	2
13	Laboratory Participation <ul style="list-style-type: none"> • Observations (15 hrs) • School visits (15 hrs) • Student portfolio (10 hrs) 	0	54	54
				90



OUT OF CLASS ASSIGNMENTS

- 1 Participating in school visits, classroom visits and observations;
- 2 Classroom environment assessment (e.g., complete appropriate environment assessment tool in laboratory classroom);
- 3 Observing and recording behavior of teachers during laboratory hours using a variety of observation methods and recording strategies;
- 4 Reflective writing assignments (e.g., upon completion of three observations review your data and write a reflection about the experience: what did you learn about the elementary school classrooms, children and teachers?);
- 5 Written observations of teachers and classrooms (e.g., focus on observing behaviors of teachers during instruction, transitions and support);
- 6 Online lessons completed with through a learning management system;
- 7 Presentations and projects (e.g., plan and present an electronic portfolio (PowerPoint presentation) demonstrating the role and function of teachers in the classroom).

METHODS OF EVALUATION

- 1 Quizzes and exams;
- 2 Field experience and reflective writing that includes how the student is processing the field experience;
- 3 Written assignments about classroom observations, reflective writing, and statement of philosophy;
- 4 Portfolio development (e.g., students will create a “child study” portfolio, where they will observe a child over the course of several weeks);
- 5 Group presentations (e.g., in small groups students will research, using outside sources and their experience in the classroom, to document and present the role of the teacher in an elementary school classroom).



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METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Becoming a Teacher	Required	Pearson	10	Print	Forrest W. Parkay	978-0134016092	2016