



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDEL 100-01

Introduction to Teaching and Learning in Diverse Contemporary Classrooms

Spring 2021

Department of Teacher Education

Course Information

Instructor: Dr. Rita Suh

Email: rita.suh@csulb.edu

Class Days/Times

This is an asynchronous course. There are NO class meetings.

Virtual Office Hours

Mondays @ 2:30-3:30

<https://csulb.zoom.us/j/84261075623?pwd=ZFhoNCt5c1NEd0F6L1VBRnZRcHNPZz09>

Meeting ID: 842 6107 5623

Passcode: Suh

Catalog Course Description

Prerequisite: Acceptance in the Integrated Teacher Education Program. This course will provide ITEP students with an introduction to teaching as a profession. Addresses the qualities of an effective teacher, components and purposes of an effective professional portfolio website, and critical issues in diverse contemporary classrooms. Ten (10) hours of field experience. Letter grade only (A-F).

Syllabus:

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on BeachBoard. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

Course Student Learning Outcomes and Goals

SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)

3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Students are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4) activity: how to show parents how to do a read-aloud

Required Text

*Griffin, S.A. & Suh, R. (2021). Introduction to education: Establishing equitable learning opportunities for all students. Great River Learning. ISBN#: 9781644965856

**This text will be available digitally as a “Day One Digital Access” on the first day of class. The text must be accessed via BeachBoard, and by the add/drop deadline. You will have the opportunity to purchase the digital text for a significantly reduced price.*

Mode of Delivery and Communication Requirements

Mode of Delivery and Technical Requirements

This course is completely asynchronous which means that there will be no Zoom sessions. All documents for the semester have been posted on BeachBoard. Asynchronous classes allow you to work on your own time and at your own pace, as long as you adhere to posted deadlines. Self-motivated and disciplined students can thrive in this learning environment. Each participant must be willing to take a proactive approach to learning. Your professor is the facilitator for the class.

To access this course on [BeachBoard](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID

password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). **Please do not email the instructor with technology issues.**

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

- **Please do not** email the instructor or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser.
- When contacting the instructor, **include the title and section of the course** you are inquiring about. Be sure to use professional language for all correspondence (For example: *Dear Professor Suh, My name is _____ and I am enrolled in class/section number. I have a question about _____.*) **When emailing, you are required to use your CSULB account.**
- We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to **check BeachBoard a minimum of twice per week**, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of twice per week to receive important communications about the course from the instructor or other enrolled students.

Textbook Support

If you encounter technical issues with the textbook, open the "Textbook Support" document in BeachBoard for specific directions.

Course Policies and Services

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We

encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

If you require accommodations you must advise the instructor on the first day of class.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Course Components and Grading

S4 @ The Beach

- ALL credential candidates are required to log their fieldwork hours on S4@ The Beach. Due to the pandemic, we will use alternative assignments (creating an E-Portfolio) to meet the requirements.
- Information on how to complete the time log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4.
- **Please note: Students will not receive credit for this class without the completed S4 Verification. Falsifying information on the Verification Forms will result in failing the class and referral to the Department Chairperson.**

Assignment Expectations and Late Work/Make-up Policy

- All assignments that are uploaded to Dropbox must be in Microsoft Word or PDF.
- All assignments, except Textbook Chapter Assignments, are to be uploaded to BeachBoard except when otherwise indicated.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.
- ****LATE WORK WILL NOT BE ACCEPTED****
- **All assignments are due Fridays @ 11:59pm of the corresponding week.**

DESCRIPTION OF ASSIGNMENTS

“Getting to Know My Group” Assignment

The purpose of this assignment is to build meaningful connections with others in our course so they can become resources for you throughout this semester. Your group members will be ones you rely on to ask questions and provide feedback on any assignments/activities. This assignment can be conducted via emails, discussion/chat forums, or any video conferencing app (Zoom, Google Duo, FaceTime, etc.).

Textbook Chapter Assignments

Each chapter includes surveys, reflections, and/or activities. Students will receive full credit for each chapter (5 points per chapter) if ALL assignments are completed and meet the criteria as stated in the chapter. Incomplete assignments or assignments that don't meet the criteria will receive zero points.

E-Portfolio Website

After reading each chapter you will contribute to your own E-Portfolio website. You will submit your website by pasting the link in a document and uploading the document to BeachBoard's Dropbox.

*Further instructions are in the textbook's Appendix A, Appendix B, and in BeachBoard's "Important Documents" folder.

Fieldwork Assignment (Alternative Assignment):

In response to the global pandemic, this course has been modified. Instead of working with a small group of students, you will complete *Alternative Assignments* (completing each tab in your E-Portfolio). Detailed descriptions of each lesson will be at the end of each chapter in the textbook.

Field Experience Alternative Assignment Equivalency Hours	
“Home” “Conclusion” and “Contact” tabs in E-Portfolio	1 hour
“Effective Educators” tab in E-Portfolio	1 hour
“Classroom Ecology” tab in E-Portfolio	1 hour
“Social and Emotional Well-Being” tab in E-Portfolio	1 hour
“Equitable Learning Practices” tab in E-Portfolio	1 hour
“English Language Learners” tab in E-Portfolio	1 hour
“Learning and Physical Differences” tab in E-Portfolio	1 hour
“Advanced Learners” tab in E-Portfolio	1 hour
“Gender Differences and LGBTQ+” tab in E-Portfolio	1 hour
“Subject Matter” tab in E-Portfolio	1 hour
Total Hours:	10 hours

Grading

Assignment Description	Points
Syllabus Scavenger Hunt	5
“Getting to Know My Group” Assignment	10
Textbook Chapter Assignments: Surveys, Reflections, and/or Activities (5 points per chapter)	55
<u>E-Portfolio Website:</u> <ul style="list-style-type: none">• Week 1: “Home” page completion (5 points)• Week 8: E-Portfolio review (10 points)• Week 14: E-Portfolio is completed (10 points)	25
Fieldwork Assignment: Submit fieldwork hours to S4 @ The Beach, then upload confirmation page to Dropbox. Students will <u>not</u> receive credit for this class without the completed S4 Verification.	5
TOTAL	100

Grading Scale

100 - 90 Points	=	A	Mastery of the relevant course standards.
89 - 80 Points	=	B	Above average proficiency of the relevant course standards.
79 - 70 Points	=	C	Satisfactory proficiency of the relevant course standards.
69 - 60 Points	=	D	Partial proficiency of the relevant course standards.
59 - 0 Points	=	F	Little or no proficiency of the relevant course standards.

EDEL 100 Course Calendar:

All assignments are due Fridays @ 11:59pm.

****LATE WORK WILL NOT BE ACCEPTED****

Week	Course Topics	Assignments
W-1 1/19-1/22	<p>Welcome!</p> <p>1. Review syllabus</p> <p>2. Read files in BeachBoard’s “Important Documents” folder</p> <p>3. Read Appendix A and Appendix B in textbook</p> <p>**“Syllabus Scavenger Hunt” due to Dropbox</p> <p>*E-Portfolio: Complete the “Home” page</p>	
W-2 1/25-1/29	<p align="center">Ch. 1: Qualities of Effective Teachers in Diverse Classrooms</p>	<p>DUE:</p> <p>*Read Ch. 1 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete your “Effective Educators” tab.</p> <p>*Group assignments for “Getting to Know My Group” will be posted in BeachBoard.</p>
W-3 2/1-2/5	<p align="center">Ch 2: Classroom Ecology</p>	<p>DUE:</p> <p>*Read Ch. 2 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete the “Classroom Ecology” tab.</p>
W-4 2/8-2/12	<p align="center">Ch. 3: Supporting Social and Emotional Well-Being</p>	<p>DUE:</p> <p>*Read Ch. 3 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete the “Social and Emotional Well-Being” tab.</p> <p>**“Getting to Know My Group” Assignment</p>
W-5 2/15-2/19	<p align="center">Ch. 4: Historical Structural and Institutional Racism</p>	<p>DUE:</p> <p>*Read Ch. 4 and complete all assignments in the chapter</p>
W-6 2/22-2/26	<p align="center">Ch. 5: Conscious and Unconscious Bias</p>	<p>DUE:</p> <p>*Read Ch. 5 and complete all assignments in the chapter</p>
W-7 3/1-3/5	<p align="center">Ch. 6: Instructional Approaches for Cultural and Linguistic Differences</p>	<p>DUE:</p> <p>*Read Ch. 6 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete the “Equitable Learning Practices” tab.</p>
W-8 3/8-3/12	<p align="center">Ch. 7: Instructional Approaches for English Language Learners</p>	<p>DUE:</p> <p>*Read Ch. 7 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete the “English Language Learners” tab.</p> <p>*Completed E-Portfolio tabs for Chapters 1-7.</p>
W-9 3/15-3/19	<p align="center">Ch. 8: Instructional Approaches for Students who have Learning and/or Physical Differences</p>	<p>DUE:</p> <p>*Read Ch. 8 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete the “Learning and Physical Differences” tab.</p>
W-10 3/22-3/26	<p align="center">Ch. 9: Instructional Approaches for Students who are Academically Advanced</p>	<p>DUE:</p> <p>*Read Ch. 9 and complete all assignments in the chapter</p> <p>*E-Portfolio: Complete the “Advanced Learners” tab.</p>
W-11 3/29-4/2	<p>Spring Break – No Class</p>	
W-12 4/5-4/9	<p align="center">Ch.10: Inclusive Approaches for</p>	<p>DUE:</p> <p>*Read Ch. 10 and complete all assignments in the chapter</p>

	Students with Gender Differences or Students who Identify as LGBTQ+	*E-Portfolio: Complete the “ Gender Differences and LGBTQ+ ” tab.
W-13 4/12-4/16	Ch. 11: Assessing and Communicating Student Progress	DUE: *Read Ch. 11 and complete all assignments in the chapter *E-Portfolio: Complete the “ Subject Matter ” tab.
W-14 4/19-4/23	Complete E-Portfolio	*E-Portfolio: Complete the “ Conclusion ” and “ Contact ” tab. *Completed E-Portfolio Website
W-15 4/26-4/30		DUE: *Submit 10 hours to S4 @ The Beach *Confirmation of S4 Submission due to Dropbox
W-16 5/3-5/7	All Assignments Completed! 😊 **LATE WORK WILL NOT BE ACCEPTED**	

***COURSE CALENDAR SUBJECT TO CHANGE**