Modesto Junior College
Course Outline of Record
CLDDV 266

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

CLDDV 266 Mentor Teacher Seminar 0.5 Unit
Formerly listed as: CLDDV - 266: Mentor Seminar
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50.

Master Teachers and Site Supervisors attend seminars to explore issues related to their role as supervisors and mentors of early childhood teachers and child development students.

Four maximum completions.
Field trips might be required. (Non-Graded course) Lecture
Transfer: (CSU)

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Professional ethics
   B. Analysis of mentoring process
   C. Advocacy skills
   D. Working with parents and/or other adults in the program
   E. Strategies for change
   F. Updating diversity training
   G. Professional growth opportunities
   H. Recruitment of mentees (i.e. community college and university level students)

B. ENROLLMENT RESTRICTIONS

1. Advisories

   Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50.

2. Requisite Skills

   Before entering the course, the student will be able to:

   a. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning

   b. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

   c. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. use detail and example to develop and elaborate upon
subtopics selectively, mindful of the relative importance of the point being developed; 3. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 4. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

d. Comment and analyze reading selections in directed class discussion.

C. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
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<th>UNITS</th>
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<tr>
<td>Lect</td>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lectures
2. Guest speakers
3. Field trips
4. Audio-visual media
5. Assigned Readings
6. Participation in class discussions and small group projects
7. Quizzes and/or examinations (including essay examinations)

E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   - Monthly written reflections (4)
   - Professional Growth Activity (1)
   - Recruitment Activities (3)
   - Article review on mentoring strategies (1)

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

   a. Monthly reflection: Briefly discuss the progress of each mentee.
   
   b. Recruitment Activity: Select one child development course to present information on the Mentor Program and recruit mentees from the course.
   
   c. Professional Growth Activity: Select and attend one professional growth activity.

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   successfully mentor Early Childhood Teachers and Child Development students.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Define and support developmental stages of student teachers and child development students.
   b. Analyze positive interactions between student teachers, children, parents and other staff.
   c. Second Completion: Identify and provide an appropriate teaching model and guidance model for student teachers and child development students.
   d. Second Completion: Observe, evaluate and discuss student teacher's and child development student's progress.
   e. Third completion: Identify mentoring strategies.
   f. Third completion: Demonstrate ability to build positive, supportive relationships with student teachers and child development students.
   g. Fourth completion: Identify and participate in professional growth opportunities.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and audio/visual media.
   2. Written in-class and out-of-class homework assignments including research on curricular models, creation of curriculum activities, and observation and assessment, building on their student portfolio.

B. SUMMATIVE ASSESSMENT
   1. Report to demonstrate professional growth.
   2. Multiple choice and/or essay for mid-term and final examination.
   3. Small group presentations