

EDUC 350: Introduction to Teaching as a Profession
Syllabus: Summer Semester 2001
June 18- July 12
M.T.W.R. 6:00- 8:50 UH-237

Instructor:

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Mon. 5:00-5:55 and
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CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Required books:

Segall, W. E., and Wilson, A. V. (1998). *Introduction to education: Teaching in a diverse society*. New York: MacMillan.

Avi. (1991) *Nothing but the Truth*

Choice: One of the following Reform Reports:

State of California. *It's Elementary*.
State of California. *This we Believe*.
State of California. *Second to None*.

Mission Statement of the College of Education, CSU San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

Course description: This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course, the student should understand the nature of

formalized education in the United States and be able to assess his or her interest in teaching as a career.

Major topics include:

1. Understanding the role of schools in society.
2. Exploring philosophies and contemporary issues in education.
3. Assessing the roles of teachers in schools.
4. Understanding the qualifications and credentialing process for California teachers.
5. Understanding and appreciating the student as an individual.
6. Understanding factors affecting student achievement.
7. Understanding critical issues in curriculum and instruction.
8. Understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools.
9. Clarifying of motives for choosing teaching as a career.

- **Course requirements:** In addition to in-class work, assigned readings, and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school classroom settings. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification are requirements for admission to the CSUSM Teacher Credential programs. A minimum grade of C+ in the course is also required.
- **Professionalism:** It is expected that students will come to class prepared to discuss the required readings, submit required assignments, and to participate in class activities. Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents and administrators, writing that is original, clear and error-free is a priority in the College of Education. It is expected that work will be turned in on time. Late assignments will receive a 10% reduction in points for each day late. Absences do not change due dates.
- **COE Attendance Policy:** Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. In this section of EDUC 350, the instructor has adopted this additional policy:). If you miss two class sessions, you cannot receive a grade of A or A -; if you miss three class sessions, you cannot receive a grade of B+ or B. A minimum grade of B- is required in EDUC 350 to qualify as a prerequisite for admission to the CSUSM teacher credential programs. EDUC 350 instructors provide feedback to the College of Education admissions committee.
- **Credential program recommendations:** As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at CSUSM. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Assignments and grading:

MAJOR ASSIGNMENTS

General Considerations

- √ Be sure every assignment includes your full name, assignment title, date, EDUC 350- Frambaugh—in the upper right hand corner or cover sheet.
- √ Be certain all written assignments are typed and proofread carefully.
- √ Any evidence of cheating or plagiarism of the words or ideas of others as you own will result in a failing grade for that assignment and possibly a failing grade for the course.
- √ Notify me immediately should you have special needs that warrant modification of any assignment.
- √ Do not hesitate to see me before an assignment is due if you need additional explanation or support.

Field Experience Observation Log/Journal- 30
points

Students will maintain a log of hours-spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will maintain a journal documenting assumptions/expectations, interesting observations, and connections to concepts studied in EDUC 350, analyses and questions. **A minimum of 15 journal entries is required.** The format to be used will be explained in class.

Key skills/knowledge I'll be evaluating:

- v Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- v Can you observe pertinent details, and see both the "big picture" of the classroom as well as focus in on specific methods, interactions, etc.?
- v Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours?
- v Can you relate your **class work and readings** to your observations and provide insightful analysis about that relationship?
- v Can you move from passive observer to participant in your field experience, getting your "hands dirty"?

TURN IN DATES:

Logs 1-5 Wed. June 28

Logs 6-10 Thurs. July 5

Logs 11-15 – Thurs. July 12th Last class

**State Reform Documents Group Oral Presentation-
10 points**

Sign up -**Guidelines and format for this assignment will be explained in class**

It's Elementary-
Caught in the Middle-
Second to None-

Due: Mon. June 26

Due: Tues. June 27

Due: Wed. June 28

Educational Article Analyses: 20 points

Each student will analyze two articles, from popular and professional press (newspapers, magazines, and journals) and will provide the instructors with the following:

v **titles, sources, and dates of articles**

v **analysis of articles (how article relates to concepts studied in EDUC 350 (Article guidelines and format for this assignment will be explained in class)**

Due Dates:

Thurs. June 21

Mon. July 2

**Personal philosophy of teaching, learning and
schooling- 20 points**

In place of a final exam, you will be asked to submit a paper (approx. 3-5 pages, double spaced) in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning, and schooling. Additional handouts will be provided.

Due Date: July 11

**Contemporary/Controversial Issues- Group
Presentation 15 points**

Additional handouts will be provided later.

Due Date: Sign up for date July 9th- 11th

Attendance/Participation- 5 points

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.

Students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement. Please read the university policy on academic honesty in the student guidebook. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

The total number of points earned (100 points possible) will determine grades:

A = 93-100	C+ = 78-79
A- = 90-92	C = 73-77
B+ = 88-89	C- = 70-72
B = 83-87	D = 60-69
B- = 80-82	F = 0-59

Assignment Values:

Field Experience Observational journal:	30
State Reform Documents-oral presentation-	10
Educational Article Analysis	20
Personal philosophy	20
Controversial Issue Presentation	15
Participation	5
Total	100

SCHEDULE: (Subject to changes)

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments</u> (Readings are due on the date that they are opposite.)
Mon. June 18	Introductions Course Overview	
Tues. June 19	Who are Teachers? Why teach? Where do you fit in?	S.W. Chap. 1&2

Wed. June 20	A multicultural nation: Where have schools fit in?	S.W. Chap. 3 <u>Check-In:</u> Field Experience Arrangements
Thurs. June 21	Coming of age: 20 th Century Issues Guest Speaker: Student Services/ Credentialing	SW Chap. 4 Guest Speaker Questions First Educational Article Due
Mon June 26	Global Schools: Putting it into perspective Guest Speaker: Elementary Ed. Program	SW. Chap. 5 Guest Speaker Questions It's Elementary Due: Group presentation-It's Elementary
Tues. June 27	Contemporary Issues: What will you need to deal with? Guest Speaker: Middle School Program	SW. Chap. 6 Guest Speaker Questions Due: Group presentation- This We Believe
Wed. June 28	Learning and Teaching What and how do we teach? Guest Speaker: High School Program	SW. Chap. 7 Guest Speaker Questions Due: Group presentation- Second to None Due: Field Experiences Logs 1-5
Thurs. June 29	Class Cancelled	
Mon . July 2	Who's In Charge?	SW. Chap. 8 Due: Second Educational Article Due
Tues. July 3	Right's and Responsibilities	SW. Chap.9 <i>Avi-Nothing But The Truth</i> Due

Wed. July 4	NO CLASS	
Thurs. July 5	It Doesn't Grow on Tress! School Finance	SW. Chap. 10 Due: Field Experience Log 6-10
Mon. July 9	Who Are Our Children? Where do our children live? Guest Speakers: Teacher Panel	SW. Chap. 11 DUE-Group presentations for educational issues
Tues July 10	Reform in Education Work Session	SW. Chap. 12 Due: -Group presentations for educational issues
Wed. July 11	Making it better Reform Documents/Standards	SW. Chap. 13 DUE: Personal Philosophy of Education DUE-Group presentations for educational issues
Thurs. July 12	LAST CLASS Final Reflections	SW. Chap. 14 Due: Field Experience Log 11-15