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College of Education

LEARNING and INSTRUCTION
EDMS 526 4 Units Cohort MSBC 18
T/TH 8:00 - 11:50 (8+ weeks)
Fall 2001 UH 237

Instructor:

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Office hours: T/TH 12:00 pm to 1:00 pm; or by appointment.

Mission of the College of Education at CSUSM. The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

CLAD Emphasis. In 1992, the College of Education voted to infuse Crosscultural, 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.

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. If you miss two class sessions or are late (or leave early) more than three sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact one of the instructors as soon as possible.

Course Description:

Introduction to psychology of learning and instruction. Includes learning theories and their application to educational practice through demonstration and discussion of techniques and methods of instruction. This course requires participation in public schools and is designed for prospective elementary school teachers.

Course Objectives:

- Students will demonstrate writing effective (daily, weekly, unit) lesson plans that use SDAIE methodologies to accommodate diverse language and learning differences and that are linked to curriculum standards/frameworks and sequences of instruction.
- Students will interpret major learning theories through various applications in course assignments.
- Students will describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development.
- Student will conceptualize, organize and implement strategies which result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution.
- Students will identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development.
- Students will create assessment plans that are ability, age, language, and task appropriate.
- Students will develop strategies for becoming informed about learners including family , community, and learning styles.
- Students will articulate a personal philosophy in the form of a classroom plan including classroom organization, procedures, discipline and parent contact..

CLAD Competencies covered:

- Test 1, II, B1-(Language Structure and First-And Second-Language Development) Theories and Factors in L1 and L2 Language Development. Psychological factors affecting L1 and L2 Development.
- Test 2, I, A4-(Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.
- Test 2, I, C2-Classroom organization
- Test 2, II, A –(Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development , and content instruction.
- Test 2, II, C –Approaches with a focus on content area instruction(SDAIE)
- Test 2, III, A & B-C-(Language and Content Area Assessment)-Purpose, Methods and State Mandates
- Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment
- Test 3, II, A4-(Culture and Cultural Diversity) Manifestations of Culture:Learning about Students-Learning Styles
- Test 3, II, B & C-How teachers can learn about their students & how teachers can use what they learn about their students(culturally responsive pedagogy)
Test 3, III, C & D-(Cultural Contact) The dynamics of prejudice and strategies for conflict resolution

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REQUIRED TEXTS:

Readings in Learning and Instruction. Second Edition. Edited by Francisco Rios and Janet McDaniel, Pearson Custom Publishing.

Reclaiming Youth At Risk: Our Hope For the Future. Brenttro, Brokenleg and Van Bockern, National Educational Service.

Classroom Teacher's Survival Guide. Partin, Ronald, Merrill Prentice Hall.

COURSE REQUIREMENTS:

NOTE: Details for all of these assignments will be explained and handed out in class within the next several weeks. All required work is expected to be on time. 10% of an assignment grade will be deducted for each class meeting for which it is late. After three class meetings, the assignment will not be accepted.

***Hotlist:** <http://www.kn.pacbell.com/wired/fil/pages/listsamplelna.html> You will be able to find all content standards from this site.

Reflections and Preparation for Class (10%)

Ongoing

The nature of this class relies **heavily** on classroom dialogue. Therefore, attendance and preparation for class are essential. Written reflections and presentations designed to assess attendance in class and preparedness for the class will be due at the beginning of the designated class session. They will reflect on the previous class meeting and the readings assigned for that date. You are expected to take responsibility for your own learning. You benefit most from a class when you have completed the readings in advance and you attend all classes. In the case of a major illness, please contact one of the instructors when possible.

Cultural Plunge (20%)

Due 9/4 & 9/11

This component will help clear the lenses in which we view ourselves and others. It will consist of an articulated cultural identity and presentation; a cultural plunge and a personal reflection on experience.

Field Observations (3 at 10% each = 30%)

Due TDB

The value of this course rests in your ability to connect theories and principles presented in the course readings and class activities and observe them being applied (or not) in a real classroom. To facilitate this, you are required to turn in 3 reflections which describe observations conducted at your field placement site. We will be discussing the California Standards for the Teaching Profession in class. Your observations will collect evidence of these standards in your field placement classrooms. As beginning teachers, you will be expected to show evidence of these practices in your own teaching. In the narrative, highlight key observations, connect these to class readings and discussions, provide your own assessment of what works (and what doesn't) in the class and how you might do things similarly/differently in your own classroom.

Create a Classroom (10%)

Due 9/27

You will be asked to design your own plan for classroom climate. This is your opportunity to plan out a classroom of your own. It will involve developing goals for classroom discipline, procedures, teaching philosophy, a parent letter, and a classroom map.

Unit Plan (30%)

Due 10/16

An interdisciplinary unit plan will be completed as a group project with a partner. This unit plan will be specific to a grade level, incorporate a theme and will reflect your knowledge of lesson design and organization, as well as content standards in language arts and math with an art emphasis. This is a culminating project and should reflect and refer to our class discussions, your reading, and classroom observations. Your group will be presenting your unit during our last class meeting.

Lesson Plan and Presentation (10 %)

Due 9/20-10/9

Create a meaningful, engaging lesson plan that you can potentially use to facilitate your own students' learning. The detailed lesson can be taken from the three week unit plan that you are required to complete.

Professional Portfolio (10 %)

Due 10/16

Develop a professional portfolio that includes a resume, credential information, samples of lesson plans, letters of recommendation, and any other applicable material. This portfolio will greatly assist you in the hiring process. The portfolio can be turned in anytime throughout the semester.

Reading Logs and Discussions (5%)

Due Ongoing

Written responses to *Reclaiming Youth At Risk* will be due at the designated class session. The log will consist of thoughtful reflection, reaction and possible application of the assigned reading and should be no longer than one page in length. Be prepared to discuss implications of readings in class sessions.

Grading Criteria

In addition to criteria specific to the assignment, all written assignments listed above will also be evaluated based on the following criteria:

NOTE: Please be sure to read assignment descriptions before doing assignment and contact the instructor if you have any questions!!

Accuracy: Doesn't distort the truth/reality and is "on-target" for the assignment as given.

Clarity: Written in style that is clear and understandable. **(Double space and 12 Font)**

Comprehensive yet succinct: Complete in its discussion of the central issues in a concise, crisp way.

Insightful: Shows that the observer/writer has reflected on what has been observed and has begun to analyze those reflections.

Connected: Connects observations to own experience/thoughts/feelings to class discussions/readings.

Overall Impression: Reader's overall impression of the paper.

GRADING SCALE

Total = 125 points

| | | | |
|-----------|----------------|-----------|--------------|
| A | 120-125 | C+ | 95-99 |
| A- | 115-119 | C | 90-94 |
| B+ | 110-114 | C- | 85-89 |
| B | 105-109 | D | 76-84 |
| B- | 100-104 | F | 0-75 |

TENTATIVE COURSE SCHEDULE: Cohort MSBC 4

R = Rios, McDaniel. *Readings in Learning and Instruction*

Reclaiming = Brendtro, Larry... *Reclaiming Youth At Risk*

SG = Partin, Ronald. *Classroom Teacher's Survival Guide*

| Session/Date | Topic | Assignment | Assignment Due |
|--------------|---|---|---|
| 1 8/23 | Course introduction/Hotlist Icebreaker Content Standards CA Standards for Teachers Video: <i>Freedom Writers</i> | R I:2 R III:9 SG Ch 2 Reflection Cultural Plunge | |
| 2 8/28 | Cognitive Development Teaching Content UP/LP Brainstorm Observations Discussion Cultural Plunge Discussion | R I:3 R I:5 Reclaiming 1-14 | R I:2 Presentation R III:9 Presentation Reflection SG Ch 3 resource |
| 3 8/30 | Individual Variability Personal & Interpersonal Growth Reclaiming ... Discussion Inspiration Demo | R I: 6 R II:6 Reflection Reclaiming 15-34 | R I:3 Presentation R I:5 Presentation Reading Log 1-14 |
| 4 9/4 | Environment and Behavior Personality Factors Reclaiming ... Discussion Cultural Plunge Presentation | R I:7 R I:8 Observation Prep SG Ch 1 | R I:6 Presentation R II:6 Presentation Reading Log 15-34 Reflection Cultural Plunge |
| 5 9/6 | Thinking, Remembering and Problem Solving Social Learning Create a Classroom Discussion | R I:10 R II:5 Reflection | R I:7 Presentation R I:8 Presentation Observation #1 |
| 6 9/11 | Leading Learning-Oriented Classrooms Styles and Strategies Observation #2 Reminder Cultural Plunge Presentation | R III:3 R IV:3 SG Ch 4 (UP) Reclaiming 43-60 Observation Prep | R I:10 Presentation R II:5 Presentation Reflection Cultural Plunge |
| 7 9/13 | Reclaiming... Discussion The Home and Community Context Planning and Conducting Cooperative Activities Unit Plan Session | Reflection R IV:5 R V:7 | R III:3 Presentation R IV:3 Presentation Reading Log 43-60 Observation #2 |
| 8 9/18 | Multiple Methods and Modifications for Diversity Language and Content Area Assessment Observation #3 Reminder | Portfolio Content Observation Prep Reclaiming 69-90 | R IV:5 Presentation R V:7 Presentation Reflection |

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|-----------------|---|---|---|
| 9 9/20 | Reclaiming... Discussion Portfolio Development Lesson Plan Presentations | Reflection | Reading Log 69-90 Portfolio contents Observation #3 |
| 10 9/25 | Group Work – Create A Class & Unit Plan Session | Reclaiming91-131 SG Pgs. 14-17 | |
| 11 9/27 | Reclaiming... Discussion Lesson Plan Presentations | Lesson Plan Reflection | Reflection Reading Log 91-131 Create a Classroom |
| 12 10/2 | Lesson Plan Presentations | | Reflection Lesson Plan |
| 13 10/4 | Lesson Plan Presentations | Reflection | Lesson Plan Reflection |
| 14 10/9 | Escondido Center for the Arts Trip | Overall Course Reflection | |
| 15 10/11 | Group Work – Final Prep for Unit Plan Presentations | | |
| 16 10/16 | CONGRATULATIONS!!!! Unit Plan Presentations | | Unit Plan and Presentation Reflection from 10/4 Overall Reflection Portfolio Check |

Crosscultural, Language, and Academic Development (CLAD) Competencies.

| PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT | PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3: CULTURE AND CULTURAL DIVERSITY |
|--|--|---|
| I. Language Structure and Use: Universals and Differences (including the structure of English) | I. Theories and Methods of Bilingual Education | I. The Nature of Culture |
| A. The sound systems of language (phonology) | A. Foundations | A. Definitions of culture |
| B. Word formation (morphology) | B. Organizational models: What works for whom? | B. Perceptions of culture |
| C. Syntax | C. Instructional strategies | C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures) |
| D. Word meaning (semantics) | II. Theories and Methods for Instruction In and Through English | D. Physical geography and its effects on culture |
| E. Language in context | A. Teacher delivery for both English language development and content instruction | E. Cultural congruence |
| F. Written discourse | B. Approaches with a focus on English language development | II. Manifestations of Culture: Learning About Students |
| G. Oral discourse | C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | A. What teachers should learn about their students |
| H. Nonverbal communication | D. Working with paraprofessionals | B. How teachers can learn about their students |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | III. Cultural Contact |
| B. Psychological factors affecting first- and second-language development | B. Methods | A. Concepts of cultural contact |
| C. Socio-cultural factors affecting first- and second-language development | C. State mandates | B. Stages of individual cultural contact |
| D. Pedagogical factors affecting first- and second-language development | D. Limitations of assessment | C. The dynamics of prejudice |
| E. Political factors affecting first- and second-language development | E. Technical concepts | D. Strategies for conflict resolution |