

Educ 350 Introduction to Teaching as a Profession Syllabus: Fall Semester 2001

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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.

CLAD Infusion

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.

- ◆ **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 required for admission.
- ◆ **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.
- ◆ **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.

Required books:

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

Meier, D. (1995). *The power of their ideas: Lessons for America from a small suburban school in Harlem*. Boston: Beacon Press.

One of the following accounts of teaching:

Diver Stamnes, A. (1995). *Lives in the balance*. Albany, NY: SUNY Press.

Michie, G. (1999). *Holler if you hear me*. New York: Teachers College Press.

Paley, V. G. (1989). *White teacher*. Cambridge, MA: Harvard Press.

Rose, M. (1990). *Lives on the boundary*. New York: Macmillan.

One of the following reform reports:

State of California. *It's elementary*.

National Middle School Association. *This we believe*.

State of California. *Second to none*.

Assignments and grading:

Interview of a teacher 15 points
Details will be given in class. The written report is due on Sept. 21

Classroom observation reports 15 points
Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites. Submit five of these on each of the following three dates: Sept. 21, Oct. 26, and Nov 30.

Essay: The Teacher as Stranger 15 points
Prepare a 3-page essay on the theme "The teacher as stranger." Relate the essay to your choice book. How was the teacher in your book a stranger to his/her students? How did the teacher learn about the students and their needs? What did the teacher do to address the students' needs? How does the experience of the teacher relate to the readings and discussions from your coursework this semester? You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching. You will be sharing your choice book in class on Oct. 26, when the essay is due.

Contemporary issues research 15 points
Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. Reports to the class will be spaced out over the class periods from Nov. 2 through Nov. 30. When you present your research orally, provide a one-page summary and a reference list (at least 10 items) for your classmates.

Assignments and grading (cont.):

Personal philosophy of teaching, learning and schooling 15 points
Details will be given in class. A written report or oral presentation is due by Dec 15.

Current events in education 5 points
Sign up for a date when you will be responsible for presenting an item from the week's news. The item may be from television, radio, internet, newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates.

Reading log 10 points
The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be 1 paragraph in length. Log entries must be submitted either by email to dreynold@csusm.edu by Thursday at 3 p.m. each week. In the subject line of the email, use this format:

350 Your Name Req. Reading

For example,

350) George W. Bush SW ch. 1,2

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions. If you do not have access to email, fax the log entry to me by Thursday at 3 p.m. at 760-750-3352 with the same heading, and with my name on the cover sheet.

Participation & attendance 10 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).

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D = 60-69
F = 0-59

Schedule as of 8/24/01

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Aug. 24	Course intro		
Aug. 31	Why teach? Goals of schooling	SW ch. 1, 2	Current events # 1 Bring a photo of yourself
Sept. 7	Schools in the US and world	SW ch. 3, 4, 5	Current events # 2 Bring your reform report
Sept. 14	The lives of children	SW ch. 11, 12	Current events # 3 Bring your reform report Teacher interview due
Sept. 21	Secondary schooling	<i>Second to None</i>	Current events # 4 <i>STN</i> group presentation Bring your choice book in progress
Sept. 28	Elementary schooling	<i>It's Elementary</i>	Current events # 5 <i>IE</i> group presentation Observations 1-5 due Bring your choice book in progress
Oct. 5	School governance	SW ch. 8	Current events # 5 Bring your choice book done Personal philosophy draft 1 due
Oct. 12	Standards and testing	SW ch. 7	Bring your choice book done
Oct. 19	Middle schooling	<i>This We Believe</i>	Current events # 6 <i>TWB</i> group presentation Observations 6-10 due
Oct. 26	The teacher as stranger	Choice book	Current events # 7 Choice book group presentations The Teacher as Stranger essay due
Nov. 2	Educational reform	SW ch. 10,13	Current events # 8 Some issues presentations
Nov. 9	The power of their ideas	Meier	Current events # 9 Some issues presentations Personal philosophy draft 2 due
Nov. 16	Philosophical perspectives	SW ch. 6, 14	Current events # 10 Some issues presentations Observations 11-15 due
Nov. 30	Rights and responsibilities	SW ch. 9, appen. B, C	Current events # 11 Some issues presentations Personal philosophy due
Dec. 7	Planning the next step		TBA
Dec. 14	Coarse wrap up		