

**Foundations of Teaching as a Profession**  
**M 2:30PM- 5:15 UH 337**  
**EDUC 350 sec 2: CRN 20039**  
**EDUC 350B sec 1: CRN 20047**  
**California State University San Marcos Spring 2011**

Instructor: Jannis Brandenburg, Distinguished Teacher in Residence  
Office: University Hall 416  
Phone: 760-750-8558  
Fax: 760-750-3352  
Office Hours: W 3:00-4:30 PM and by appointment  
Office email: jbranden@csusm.edu

**Course Description:** This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates 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:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

**This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.**

**Course Prerequisite for EDUC 350B ONLY**

Admission to the Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.

**Mission of the College of Education at Cal State 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, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

**Authorization to Teach English Learners:** The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 2002)

**Special Education Inclusion:** Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City and reading parts of *Creating an Inclusive School*.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). This office can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**College of Education 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. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade. For each additional missed session there will be a 40% grade reduction in this category. With regards to partially missed sessions, for every 20 minutes that a student is not in class, their grade in this category will be reduced by 20%. If you miss four or more class sessions, you will receive an F.

**Please make sure to sign in on the attendance sheet for each session.**

**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 Cal State San Marcos. 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.

**Fieldwork:** 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 settings. Details on the fieldwork are found on the Cougar Courses site and on the College of Education site. The document that candidates need to be familiar with is the EDUC 350 Field Experience Guidelines. Documentation of hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

### **All University Writing Requirement**

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, The Outsider and Reflective Paper.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As a student and future educator, each student is expected to do his/her own work and to contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Many assignments will be submitted online, but not all of them. Please review the Tentative Schedule section of the syllabus for details as to which assignments will be submitted online and which assignments will be submitted via hardcopy. Details will be given in class.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received emails in a timely manner, usually within twenty-four hours. Please be reminded that email and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that noted, please be mindful of all email and online discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Class Participation and Professionalism:** Students will engage in student-centered learning each class session, and will be expected to actively participate. As an assignment, you will self-evaluate your participation and professionalism in class. You will answer the following questions:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

**Course Requirements:** Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. 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).

**Required Texts:**

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.  
ISBN 0807745936, Approximately \$17 - 22.

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.  
ISBN 0-534-64467-8, Approximately \$ 75 - 100

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4,  
Approximately \$21 - 27

## **Assignments and grading:**

### **Reading log:**

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be one paragraph in length per week. Log entries for Monday's class must be submitted via Cougar Courses by the *prior* Friday. See the schedule for readings. The log will be graded holistically; you will either receive full credit or none.

**No credit will be given for late submissions of reading logs.** In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Friday by 11:59 PM at [jbranden@csusm.edu](mailto:jbranden@csusm.edu). Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

### **Personal philosophy of schooling, learning and teaching:**

We will be examining several philosophies of education. Please begin to consider what your philosophy is and describe it in your own words.

Details follow. Please see the rubric on Cougar Courses. The written report is due in class on February 2.

### **Interview of a teacher:**

Details are below. Due in class on February 28.

### **The Outsider** (Inclusion assignment)

Details are below. The written report is due via Cougar Courses before class on March 28.

### **Classroom observation reports:**

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions and is also on the College of Education website at the top of the syllabus webpage. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Submit these via Cougar Courses as instructed before class by March 7 and May 2. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in class on May 2. If you do not complete the classroom observations, you will receive a grade of INC for the course.

### **Contemporary issues research:**

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 in approximately 15 minutes. You will present during the weeks of April 25, May 2, or May 9. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to Cougar Courses to receive credit for this assignment. The one-page handout is due to Cougar Courses by May 9.

**Participation and Attendance:**

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. See details above in “Class Discussions and Participation.” You will submit a self-assessment on Cougar Courses by May 9. The instructor will consider your self-assessment when assigning points for this assignment.

**COURSE REQUIREMENTS AND GRADE DISTRIBUTION:**

Reading Logs	10%
Philosophy of Education	15%
Teacher Interview	15%
The Outsider Report	10%
Observation Reports	20%
Contemporary Issues Research	10%
Reflective Paper	10%
Participation and Attendance	10 %

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100%

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

## **Assignment: Interview of a Teacher**

In this assignment, you will interview a teacher and write a summary (1,000-1,500 words) of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

### ***Gathering information:***

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current "hot issues" in education such as the California High School Exit Exam, the No Child Left Behind Act, and merit pay for teachers? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

**Analysis:**

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

**Criteria for evaluation:**

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, spelling

**Assignment—The Outsider**

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in Villa/Thousand's *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (1,000-1,500 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

What personal characteristics fostered your (or your friend's) feelings of being an outsider?

How did you react to and cope with the situation?

Did you share your experience with any teachers or other school personnel? Did any of them assist you?

What could school staff, parents or friends have done to help?

In what ways did this experience change you? Did you “learn” from this experience?

How might this experience make you a more sensitive and effective teacher?

*Criteria for evaluation:* Exemplary papers are characterized by:

- Addressing the questions above in a thoughtful/analytical manner
- Integration of the Villa/Thousand text in the paper
- Correct grammar, syntax, spelling

## **Assignment: Philosophy of Schooling, Learning, and Teaching**

Write a paper (800-1,200 word) that explains your personal philosophy of schooling, learning and teaching. Follow the guidelines below and self-assess using the rubric that is on Cougar Courses before you turn in the paper. Please print out the rubric, self assess (mark the paper) and submit it attached to your paper. Be sure to include your name on your written paper as well.

### **Guidelines:**

Describe the level of schooling and subject field(s) you hope to teach.

Illustrate your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8, online surveys and class discussions.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

### **Role of schooling/ role of teacher**

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Role of the learner**

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from

Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Nature of the teaching/learning process**

Describe what you believe is the nature of the teaching/learning process?.

What do you believe counts as knowledge and how should it be presented?

How will you as a teacher use subject matter and other experiences to guide student meaningful learning activities?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Teacher dispositions and actions**

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

### **Conclusion**

Recap your philosophy (but do not restate it verbatim)

What are your outstanding questions/concerns/thoughts about becoming a

teacher? Final thoughts.

### **Criteria for Self- Assessment of Philosophy Paper**

As stated, use the rubric to self- assess your paper, but also keep in mind that exemplary papers have the following characteristics:

**Ideas:** The paper is clear and focused. It holds the reader's attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

**Organization:** The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

**Connections:** The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

**Voice:** The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

**Sentence Fluency:** The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

**Conventions:** The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little editing.

**Tentative Schedule as of 1/24/11**  
**Schedule is subject to change at the discretion of the instructor**

<u>Week</u>	<u>Topics</u>	<u>Details</u>	<u>Assignments</u>
1 January 24:	Course intro Why teach?	Read the field experience guidelines at <a href="http://www.csusm.edu/coe/index.html">http://www.csusm.edu/coe/index.html</a> You will find this at the top of the Fall 2010 syllabi webpage, "EDUC 350 Field Experience" Bring questions with you January 31	Access the Cougar Courses website at <a href="http://cc.csusm.edu/">http://cc.csusm.edu/</a>  <b>Read:</b> Grant and Gillette Chps. 1 & 6 <b>Due:</b> Log 1 by January 28 (CC)
2 January 31	<ul style="list-style-type: none"> <li>• Educational Philosophy</li> <li>• Historical Perspectives</li> </ul>	Complete the "What is Your EP?" survey in Grant/Gillette pp. 300-305 as well as other online surveys to assist you with your educational philosophy.	<b>Read:</b> Grant and Gillette Chp. 8 <b>Due:</b> Log 2 due by January 28.
3 February 7	<ul style="list-style-type: none"> <li>• Historical Perspectives (cont)</li> <li>• Middle Schools</li> </ul>	Middle School Presentation	<b>Read:</b> Grand & Gillette Chp. 2 <b>Due:</b> Log 3 by Feb 4 <b>Due:</b> Educational Philosophy (paper copy)
4 February 14	Historical Perspectives (cont)	Waiver requests for field experience hours must be turned in during class today	<b>Read:</b> Grant and Gillette Chp.7 <b>Due:</b> Log 4 by Feb 11
5 February 21	Landmark Cases		<b>Read:</b> Nieto
6 February 28	Classroom Management	<b>Special Presentation 3-5 PM</b> <b>Location TBA</b>	<b>Read:</b> Grant & Gillette Chp 3 <b>Due:</b> Log 5 by Feb 25 <b>Due:</b> Teacher Interview (paper copy)
7 March 7	The lives and work of teachers	Guests: Experienced Teachers Bring in a copy of the questions that you wrote for the panel.	<b>Due:</b> Observations 1 & 2 (CC) <b>Due:</b> Log 6 by March 4 (Panel questions)
8 March 14	School finance & governance	Guest: School administrator	<b>Read:</b> Grant & Gillette Chp. 11 <b>Due:</b> Log 7 due by March 11.

March 21	Spring Break		
9 March 28	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Inclusion</li> </ul>	FAT City	<b>Read:</b> Grant & Gillette Chp. 4 <b>Read:</b> Villa & Thousand Chps 1-3 <b>Due:</b> Log 8 by March 25
10 April 4	No class meeting this week	Work on your issues presentation.	<b>Due:</b> The Outsider (CC)
11 April 11	<ul style="list-style-type: none"> <li>• Inclusion (cont)</li> <li>• Teacher Planning &amp; Assessment</li> <li>• Governance of Education</li> </ul>	Debrief WASC visit	<b>Read:</b> Grant & Gillette Chps 5&9 <b>Due:</b> Log 9 by April 8
12 April 18	No class meeting this week	Work on your observations and current issues presentations	<b>Read:</b> Ten Commandments of Education (on CC) <b>Read:</b> Grant & Gillette chp. 10 <b>Due:</b> Log 10 by April 16
13 April 25	<ul style="list-style-type: none"> <li>• Rights and Responsibilities</li> <li>• Parental and Family Involvement</li> </ul>	Some issues presentations	<b>Read:</b> Grant & Gillette Chp. 12. <b>Due:</b> Log 11 by April 22
14 May 2	Presentations	Some issues presentations  Fieldwork time sheet and record due in class	<b>Due:</b> Observations 3,4, and 5 <b>Due:</b> Fieldwork timesheet and record <b>Due:</b> Participation self-evaluation (CC)
15 May 9	Presentations	Some issues presentations	<b>Due:</b> Issues presentation handout (CC) <b>Due:</b> Reflective Paper (in class)
16 May 16 Finals week	Presentations Course Review	Some issues presentations Catch up as necessary	