

**Education/Multiple Subject (EDMS) 511  
Elementary Teaching and Learning I (3 units)**

***CSUSM COE Mission Statement.*** 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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

*(Adopted by COE Governance Community, October, 1997)*

### **Infused Competencies**

#### **Authorization to Teach English Learners**

This credential program has 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 02)*

#### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

#### **Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

<b>CSU San Marcos</b>	<b>EDMS 511: Teaching and Learning, I(3 units)</b>
<b>Instructor: Dr. Gail Senter</b>	<b>E-mail: via course WebCT</b>
<b>Office: University Hall 321A</b>	<b>Telephone/messages (760) 750-4295</b>
	<b>Fax (760)- 750-3352</b>
<b>Office hours: Thursday, 2:15-3:00 (through March 10), 4:15-5:15</b>	

**COURSE DESCRIPTION:** “[EDMS 511] Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive elementary classrooms. This course is aligned with California’s SB 2042 Standards (*General Catalog 2004-2006* p. 242).”

The course requires participation in public schools and other education-related contexts, and is designed to:

- extend preservice candidates’ understandings about numerous philosophies of teaching and learning;
- inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- encourage further infusion of technology into curriculums.

**Thus, the purposes of this course are threefold:**

- to expand preservice candidates’ knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates’ awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates’ discussion of and experimentation with a variety of techniques and methods of instruction.

### **Teacher Performance Expectations (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards (Multiple Subject) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are primarily addressed in this course

**TPE 6d:** Engaging and supporting all learners (Language acquisition and Student Study Team applications)

**TPE 10:** Creating and managing effective instructional time (Classroom Management application)

These TPEs will be uploaded to TaskStream as part of the course requirements. The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place in your portfolio (more than one per TPE) have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you experience and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you select provides evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: (a) description, (b) analysis, and (c) reflection.

**REQUIRED TEXTS:**

Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1-year minimum).

Choate, J. S. (2004) *Successful inclusive teaching (4<sup>th</sup> Ed.)* Needham, MA: Allyn & Bacon. ISBN:

Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. ASCD ). ASCD Stock No. 195210.

Marion, Valadez, & Woo (2003). *Elementary Teaching and Learning*. Pearson Custom Publishing.

<http://courses.csusm.edu>

Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)

**OPTIONAL TEXTS:**

Charles and Senter. (2005). *Elementary classroom management, 4<sup>th</sup> Ed.* ISBN: 0-205-41266-1.

Charles. (2005). *Building classroom discipline, 8<sup>th</sup> Ed.* ISBN:0-205-41257-2.

**EXPECTATIONS AND PROFESSIONALISM**

Teacher education is a professional preparation program, and students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate, recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and 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 the instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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 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 including examinations. 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.”

### Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to a “B”). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students proofread and edit their assignments prior to submission. [To this end, students may be asked to show that staff in the CSUSM Writing Center reviewed their work.] Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment’s grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult *American Psychological Association (APA) Manual, 5<sup>th</sup>* edition for citation guidance.

Regarding “Professional Demeanor.” Grading also will include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of persons who are entering the education profession. This includes but is not limited to:

- on-time arrival to all class sessions;
- advance preparation of readings and timely submission of assignments;
- respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- carefully considered, culturally aware approaches to solution finding.

Regarding assignments. Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Please be prompt with your work. Absences do not affect due dates. Additionally, please keep personal copies of all written work.

Regarding Below Standard Work. Students who earn a grade lower than **B-** on a paper *may* be invited to rewrite it (the instructor will make a note on your original work before it is returned to you). Rewrites are limited to one assignment per student. The rewrite, along with the original work, will be due one week after the original paper is returned to the student. *Note:* Both grades will be averaged; consequently, reworked papers will not be eligible for an **A** grade.

General criteria for written assignments:

**Please note assignments are due whether or not you are present in class that day.**

While this syllabus and the course calendar are carefully planned, they may be modified in response to the needs and interests of the class.

As stated earlier, you may use the services of the Writing Center to assist you in producing graduate-level papers. In general, the following expectations apply to all written assignments:

- content quality and clarity: depth and breadth, reflection and insights, scholarly discussion
- writing quality and clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and/or racist language are inappropriate and unacceptable.)
- appropriate use of respectful, person-first language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student)
- overall appearance, completeness, timeliness, and inclusion of cooperative worksheet and/or other appropriate forms
- **all assignments**, except for in-class work such as quick writes, are to be typed, 12 point, double-spaced.

- *EXCEPTIONAL ACHIEVEMENT*, earned by work that is well presented, well organized, insightful, and technically correct.
- *COMMENDABLE ACHIEVEMENT*, earned by impressive and interesting work that is more loosely organized, less insightful, and not as informative as the *Exceptional* work.
- *ADEQUATE ACHIEVEMENT*, earned by work that, while acceptable, does not show good organization or display much critical thinking, insight, involvement, or growth.
- *MINIMAL EVIDENCE OF ACHIEVEMENT*, earned by work that lacks depth and is weak in content, thought, and presentation.
- *NO EVIDENCE OF ACHIEVEMENT*, earned by work that is completely off track, reveals no insights or other redeeming qualities, or is not the original work of the student.

**General Grading Scale:**

	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 = below 59%	

You must maintain a **B** average (3.0GPA) with all grades at a **C+** or better in your teacher education courses to receive a teaching credential from the State of California.

Regarding attendance: All students are expected to attend all classes and participate actively. **College of Education Attendance Policy:**

“Due to the interactive nature of courses in the COE [and the value placed on the contributions of every student], all students are expected to [prepare for and] 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.” *(Adopted by the COE Governance Community, December, 1997).*

Additional expectations/clarification: If a student misses three classes, the highest possible grade earned will be a *C*. Classes will begin on time; consequently, arriving late or leaving early will affect the final grade as well. Generally, no distinction is made between excused/unexcused, and notification of absences does not allow students to assume they are automatically excused from class or making up missed class. If possible, for extenuating circumstances contact the instructor *before* class is missed and make arrangements to make up what was missed.

**Note:** Attendance will be recorded by the instructor on nametags distributed at the beginning and collected at the end of every class meeting.

Punctuality. Please be on time to class and ready to work, and return promptly from breaks.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in group projects, share your resources and accept responsibility and accountability for the final outcome by fulfilling your obligations.

Collaboration. Work together in a supportive and mutually beneficial way.

**Regarding cell phones and pagers.** As a courtesy to everyone in the class, please turn off phones and pagers or set them to vibration before entering the classroom.

<b><i>QUICK SUMMARY: GRADED COURSE REQUIREMENTS. EDMS 511</i></b>		
10 pts	<b>Application 1:</b> Teaching Demonstration (Sage)	_____
15 pts	<b>Application 2:</b> Language Acquisition/Cummins	_____
15 pts	<b>Application 3:</b> Lesson planning overview	_____
20 pts	<b>Application 4:</b> Student Study Team (includes Electronic Portfolio work) (combined score: group and individual)	_____
20 pts	<b>Application 5:</b> Classroom management	_____
20 pts	<b>Other:</b> professional demeanor, participation, class and group activities, attendance	_____
<b>100 pts</b>	<b>Total points for course</b>	_____
	<i>Plus extra credit</i>	_____

Regarding readings. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Students will be responsible for and present assigned readings using a structure called *Circle the Sage*.

Regarding activities, assignments, and assessments.

- *Activities:* generally, application experiences done in class.
- *Application and Assessments:* individual and small and large group projects or presentations.

All activities, applications, and assessments ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each experience requires very focused attention to specific aspects of the inclusive elementary classroom setting. Some are intended to help you process and build foundational information and understanding. Others will be submitted for review and credit. Specific assignment details and expectations will be posted to the course WebCT.

**Application 1, Teaching Demonstration (10%).** Using a structure called *Circle the Sage*, experts will synthesize an assigned chapter from the text or other readings, prepare a one-page chapter overview for notetaking (nonverbal/icons/mind maps are strongly encouraged), and present the overview to the class. Presentations will be limited to 10 minutes. Relates to TPE 6D, 9, and 10.

**Application 2, Language Acquisition/Cummins (15%).** Expert teams will provide overview or transitions to language acquisition based on work/text by Cummins (accessible on WebCT). To help us experience the four stages of language learning, experts for each of the “quadrants” of the Cummins’ model will create and direct a language arts lesson based on the children’s book by Baker called *I Thought I Heard*. Relates to TPE 6D.

**Applications 3: Lesson planning (15%).** This application is a first step in lesson planning, intended to guide you through multiple considerations of backward design/universal lesson planning, toward a successful outcome for you and all your students. For this application, you will follow *exactly* the outline of key considerations of backward/universal design as you think about a 20-minute lesson/teaching/learning experience (language arts or math, depending on your content methods course(s) this term). The hope is that you begin to internalize these elements and considerations now in order to more easily plan lessons when you are teaching. Relates to TPEs 9 and 10.

**Application 4: Student Study Team (20%).** Teams will experience and demonstrate the SST process by applying the process to an assigned student description. This application includes both team and individual assessment/grades. Electronic portfolios are living documents of sorts, and you will maintain yours throughout your teacher-training program. In light of the portfolio concept of collection, selection, reflection, you will begin your electronic portfolio this semester with your reflection and supporting documentation of the SST application as they demonstrate your understanding of TPE 6D.

**Application 5: Classroom Management (20%).** This application requires you to consider aspects of classroom management, and has both team and individual accountabilities.

It is possible that you will be able to include/highlight your work for this application in your electronic portfolio, as it relates to TPE 9 and/or TPE 10.

### Other Activities for EDMS 511.

- Disabilities Characteristics Matrix. Via Internet resources, partners will investigate one of the 13 identified disabilities and post their findings to the course discussion board so others can download the information as part of a personal resource file.
- Observation report. Students will collaborate in teams to draft a report that outlines observations and suggestions/action plan for a child in the public school setting. For this experience, a child on video viewed in class will be the subject of your observation.
- F.A.T. City: Students may view portions of the video *F.A.T. City*, and engage in activities that will deepen their understanding of the challenges of having a learning disability and the potential impact of a disability on a person’s schooling and life. The video also is available at the library media reserve desk.
- Questioning skills. Time allowing, students will participate in a series of activities related to questioning skills. To prepare, students are to read *The Velveteen Rabbit*.



### Extra Credit opportunities for EDMS 511.

You may select from the activities described below to earn up to 6 points extra credit. Submission deadlines are firm. Except for the short lesson plan, write-ups are to be sent via course mail (WebCT) by 6:00pm of the due date.

- Short lesson plan. Move beyond your overview thinking to another stage of lesson planning. To earn up to 6 points extra credit, you may synthesize your thinking/work for **Application 3** into a very short, concise version of a lesson plan (one cover page of relevant information and one plan page). Because in reality several developmental steps are likely to occur between the overview thinking of Application 3 and this option, it is hoped that you will apply your Application 3 thinking to write a longer, more thorough version of the lesson plan for your methods class. For this short version of a lesson plan to be complete, it is to contain the essential elements of a lesson plan (simply without many of the elaborating details). Review Application 3 for a reminder of these essential parts. For extra credit consideration, this complete short lesson plan will be handed to the instructor one week after the return of Application 3.

It is possible that you also will be able to include/highlight your lesson planning work in your electronic portfolio, as it relates to TPE 9 and/or TPE 10.

***OR***

- Teacher interview. Interview a teacher or administrator. To earn up to 3 points extra credit, ask *probing* questions and these, along with the responses, are written and submitted *along with* personal reflective critique/reactions to the responses to the questions. These reflective comments should include a description of how the interview will transfer/help you in your own class setting. Questions and reflective remarks must clearly show a high level of understanding regarding the elementary setting. This will be sent via course mail.
- Reflection. Write a reflection regarding *one* of possible events available during the specific term (for example, History Day, Hansen Symposium, a professional or content area conference, spring open house). To earn up to 3 points extra credit, include evidence of attendance (such as the admission receipt), a brief summary of the event, *along with* personal reflective critique/reactions to the experience. These reflective comments should include a description of how the event will transfer/help you in your own class setting. Remarks (1-2 pages) should clearly show a high level of understanding regarding the event and its relevance to the elementary setting. *Note:* "Evidence" should be given/shown to instructor in class, although remarks are to be sent via course mail.

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

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

### CSUSM program core themes

- Ways of learning and knowing—connected to practice
- Structures and procedures that promote learning
- Differentiated design
- Reflective practice/metacognition
- Teachers as professionals

### California Standards for the Teaching Profession

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

### *Class Norms . . .*

Honor time

Take responsibility for  
Your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

I have downloaded and read this course syllabus and the WebCT resource file materials for *EDMS 511*, spring 2005.

\_\_\_\_\_  
Student's name printed

\_\_\_\_\_  
Spring placement

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date