

**California State University San Marcos
COLLEGE OF EDUCATION**

**EDUCATION 350B
Foundations of Teaching as a Profession
Spring 2005**

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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, life-long learning, innovative research, and ongoing 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 Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum.

Special Education

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.

Course Description:

This required 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.
- Understand factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Clarification of motives for choosing teaching as a career.

Texts:

REQUIRED: 1. Ryan & Cooper, Those Who Can, Teach – 10th Edition, Houghton-Mifflin
Optional: 2. Wong, The First Days Of School, 2nd Edition, NACS

Course Requirements:

1. Each class member will be expected to attend class regularly and participate in class discussions.
2. Each student will summarize an article on a 5” x 8” card for each class session. The articles can be from newspaper, magazine or education journals. The instructor will provide students with examples of the format.
3. Each student will participate in a group presentation on a major contemporary issue in education. The presentation should provide a description of the issue, analysis of the issue’s implication, with a summary and conclusion. Your group will provide a 250 word abstract and selected reading list (12-15 references) at the time of presentation. The instructor’s copy will include each group member’s name and role in the presentation.
4. Each student will keep a log reflecting 45 hours of field experience as well as a notebook containing at least 12 classroom observation journal entries. The format to be used will be explained in class.
5. Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail; use of the Internet; and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor.

Grading Policy

The following factors will be considered in determining a final grade:

1. Attendance

If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of “A”. If you miss three class sessions, you cannot receive a grade higher than a “C+”. For admission to the CSUSM teacher credentialing program a minimum grade of “C+” is required in this course.

Due to the dynamic nature of this course, all students are expected to attend all classes and participate actively. Should a student miss more than 20% of class time, s/he may be dropped from the course at the discretion of the instructor. Should the student have extenuating circumstances, I urge you to contact the instructor as soon as possible.

2. Class participation
3. Readings
4. Group Reports
5. Field Experience
6. Final Exam
7. Quizzes

Suggested Topics for Group Reports

1. Compare and contrast private and public K-12 education in California
2. Bilingual education
3. Teacher unions and collective bargaining
4. School Safety: Gangs and violence as they relate to public education
5. Public school governance in California - Who's in charge?
6. Education of children of illegal immigrants
7. What's taught? How the curriculum is determined in California public schools
8. Testing in California
9. Special education
10. How do students learn?
11. Classroom Management
12. Technology in the Classroom

Guidelines for Field Experience

Choose the location(s) of your early field experience carefully. Feel free to make copies of the introduction letter if you plan on meeting with more than one principal. Call ahead and ask for an appointment. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. However, remember you need to be with one teacher a significant amount of time if you plan on having them fill out your **Field Experience Form**. Sometimes a principal will place you with one teacher who will see to it that you have some varied experiences. Sometimes, you will need to make all the contact yourself. I encourage you to visit the following educational settings:

1. primary classroom
2. intermediate classroom
3. multicultural or bilingual classroom
4. middle school classroom
5. special education setting
6. high school classroom

You will need to observe in at least three different settings to satisfy this course requirement.

Your observation entries should follow the format below:

- A. description of observation
- B. analysis--comparison with classroom discussions and readings
- C. questions about what you have observed.

The worksheet attached can be duplicated in order that you may write up the 15 observation entries. Your final journal must contain a minimum of 12 observations. Each observation should last at least 30 minutes. Remember that you need to respect the confidentiality of the students and teacher.

TENTATIVE SCHEDULE

<u>Date:</u>	<u>Subject:</u>
01/24/05	Introductions, course overview, “Why do you want to be a teacher? Historical Foundations of American Education - Ryan pp. 295-306; pp.330-331
01/31/05	Characteristics of Effective Teachers - Read Ch. 5, Ryan; Explain Journal Assignment
02/07/05	Teacher Credentialing
02/14/05	Teacher Ethics, Roles and Responsibilities - Read Ch. 7, Ryan
02/21/05	The Governance of Public Education - Read Chap 10, Ryan; Group #1 reports
02/28/05	School Finance and Laws - Review Chap.10, Ryan; Group #2 reports
03/07/05	All About Schools and Teaching - Guest Speaker
03/14/05	Curriculum Trends - Read Ch. 4, Ryan; Group #4 reports
03/21/05	The Art of Teaching; Group #5 reports
03/28/05	SPRING BREAK - NO CLASS
04/04/05	Teaching as a Profession and Teacher Unions - pp, 470-478, Ryan; Group #6 reports
04/11/05	Student Diversity, Bilingual Education—Read Chap. 2, Ryan; Group#7 reports
04/18/05	Video Presentation
04/25/05	Field Experience Discussion; Journals Due; Discussion of final exercise; Course review & summary
05/02/05	Last Class; Wrap-up and return journals

Debold, Elizabeth. "Helping Girls Survive the Middle Grades." Principal.
January 1995 [Vol. 74 (No. 3)] p:22-24.



Mixed messages at home and school make the road to adolescence a difficult journey for many girls. It has been documented that girls experience greater distress than boys in adolescence. However, little research has been done covering the preadolescent middle-grade years. The Harvard Project on Women's Psychology and Girl's Development has shown culture has a higher impact on adolescent girls life, more so than biological changes as once thought. The critical and ideal time for intervention in girl's lives is the late elementary and middle school years. Intervention at this age by teachers and administrators can make a real difference in the future lives of young women.

The author of this article covers three key points which are fundamental in the healthy development of a young girl to a young woman. The key points are as follows: The struggles of adolescent girls, the "perfect girl" image and lastly, resisting the "perfect girl" image.

In 1991, the American Association of University Women (AAUW) released the results of a nation-wide survey that confirmed the findings of the Harvard Project. While most girls seem to think well of themselves in the primary grades, the majority suffer a severe decline in self-esteem by the age of 12.

In addition, research from around the country shows that adolescent girls experience greater stress than boys and are twice as likely to be depressed and commit suicide compared to boys. The girl's depression is attributed to negative feelings about their outward appearance. Poor body image and disordered eating habits is much more prevalent in girls than boys. Due to many girls obsessive behavior about their appearance and relationships with boys, it is easy to pass off their behavior as hormonal. Interestingly, what is often overlooked is that adolescence is a period of intellectual development as well as physical development. It is the cognitive changes that lead girls to conclusions about what is expected of them as adults.

Race factors were also presented in this article. For example as the AAUW study shows, African American girls do not suffer the same decline in self-esteem as white or Latina girls. This is due to the fact that African American girls often learn from their parents how to deal with racism and as a result are able to maintain a strong belief in themselves. The downside to this is that African American girls lose faith in schools and represent a higher school drop out rate.

Preadolescents learn from women they view as role models. Their observations of their role models becomes the foundation for their own struggles in adolescence. When they become "boy crazy," they are playing at what they see many women do: placing relationships with men at the center of their lives. Girls also learn the power struggles between men and women by observing the adults in their lives. Girls quickly learn that if they want to be loved and protected by men, they have to watch what they say and do.

To become the "perfect girl" young adolescents are taught by women role models, strategies to get along in a world based on what men want. A middle class girl at the age of ten has compiled all the messages they have received into the "perfect girl", who is pretty, kind, obedient, and never has bad thoughts or feelings. This attitude toward their behavior promotes an inability to express anger and to assert themselves.

Resisting the "perfect girl" image in preadolescence is the conflicting knowledge of equality and the demands of compliance at home and at school. Their complaints of the unfairness is an expression of their resistance to the perfect girl standards.

I found this article to be very interesting concerning preadolescent girls. As a young girl growing up I remember that the one thing I wanted from adults was for them to take me seriously. It became apparent that power was not shared equally between men and women yet democracy, equality and justice are symbols of American life. As a future middle school teacher I would encourage girls to work through their conflicts rather than suppress them. To increase their self-esteem, it would be important to let them know that it's okay for two people to be angry and disagree as long as they followed the rules for fair verbal fighting.