

California State University San Marcos
College of Education

EDUC 350: Foundations of Teaching as a Profession

CRN: 10129 Section: 05 Meets: Wednesdays 2:30 – 5:15 3 units Location: UH 441

Instructor: Leslie P. Mauerman, M.S.Ed.
Special Education Faculty, Level II
Phone: Urgent only- 760-846-0401

Office: 456 University Hall
Office Hours: after class + by appt
Email: lmauerma@csusm.edu

This course is a prerequisite for all COE credential candidates. Students must complete forty-five (45) hours of supervised observation/ fieldwork in K-12 classrooms as part of this course.

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.

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)

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.

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, reading and analysis of "School Law & Diversity," and *Creating an Inclusive School*.

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. Each additional missed session will drop your final grade by 1/3 grade point.

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.

Field Work: 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 COE syllabus webpage, at the top of the list of syllabi for this semester. Documentation of these 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 recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

All University Writing Requirements: All courses at CSUSM require a 2500 word writing requirement. In this course, you will be required to write extensively through the following assignments: weekly reading log, teacher interview, choice book report, contemporary issues research, educational philosophy paper, inclusion assignment, field experience reports, and various in-class writing assignments.

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."

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 an educator, it is expected that each student will do his/her own work, and 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, 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. 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, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line 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 said, please be mindful of all e-mail and on-line 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.

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.

NOTE: If you will be absent, notify the instructor via email, as soon as possible, so arrangements can be made to save handouts, etc. You should also submit that day's written assignments via email to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.

Required Texts:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. (GG)
ISBN 0-534-64467-8, Approximately \$ 45 - 65

Villa, Richard A. and Thousand, Jacqueline S. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1-3 + selected "Voices") (VT)
ISBN 0-87120-251-4 Approximately \$12 - 25

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press.
ISBN 0807745936, Approximately \$12 - 20.

EDUC 350 ASSIGNMENTS

Please keep a copy of all submitted assignments for yourself and do not submit papers in binders / folders.

Assignment Detail: (100 points total)

Additional instructions regarding course assignments will be discussed and distributed in class.

- | | |
|--|-----------|
| • Participation and Professional Demeanor | 10 points |
| • Reading Response Logs | 10 points |
| • Classroom Observation Reports | 15 points |
| • Teacher Interview Assignment | 10 points |
| • Nieto Book Review/Presentation | 10 points |
| • Current Events in Education Presentation | 5 points |
| • Inclusion Assignment – The Outsider | 10 points |
| • Contemporary Issues Partner Report | 15 points |
| • Personal Philosophy of Teaching | 15 points |

Participation & Professionalism

(10 points)

This class is designed for hands-on, active learning that requires some “stretching of your comfort zone” in order to better understand the role of teacher and learner. Some of these activities include collaborative partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

Key skills/knowledge observed and evaluated:

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

Reading Response Log

(10 points)

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings. In the log you will be asked to both summarize key points and reflect on what you have read. You will also share your writing with another student at the beginning of each class session. You will begin the semester with full credit. Points will be deducted if submissions are incomplete. Reduced credit will be given for late submissions. Reading Log format is provided later in this syllabus.

Key skills/knowledge observed and evaluated:

- At what level have you comprehended the reading? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?

Classroom Observation Record (log) and 5 Classroom Observation Reports

(15 points)

This assignment is designed to help you to better understand the complexity of today’s classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach. Forms are located on the College of Education website under “Current Syllabi”.

Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will document their field observations, connections to concepts studied in EDUC 350, analyses, and questions through 5 formal written Classroom Observation Reports. The format will be explained in class.

Key skills/knowledge observed and evaluated:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the "big picture" of the classroom, plus specific methods, interaction?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

Interview Assignment**(10 points)**

In this assignment, you will interview a teacher and write a 3-4 page (1,500-2,000 word) summary 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. Questions to be covered 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 and the No Child Left Behind Act? 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.*

Key skills/knowledge observed and evaluated:

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?

- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?

Nieto Book Review and Focus Group Presentation

(10 points)

Prepare a 1 to 2 page essay (double spaced) in which you take on the role of “book reviewer.” Assume your audience has read the book (don’t retell the story). Consider the following questions:

- ✓ How has your view of teaching changed as a result of reading this book?
- ✓ What is the most valuable “learning” to be gained from this book? What did the author “miss”?
- ✓ What did the teacher(s) do to address the students’ needs?
- ✓ How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

Group Presentation: All students selecting the same book will work together to prepare a group “dramatic” presentation to share your knowledge and insights with other students.

Key skills/knowledge observed and evaluated:

- Were you able to devise a well written book review that addresses the questions above in a thoughtful/analytical manner?
- Were you able to work well with your peers and develop an engaging group presentation?

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 in education. The item may be from the internet (e.g., www.edweek.org/), 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 in 5 minutes maximum.

Key skills/knowledge observed and evaluated:

- Did you select an article that has depth and importance?
- Can you speak articulately about your article’s content?

Inclusion Assignment—The Outsider

(10 points)

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. Most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 pages, double spaced) wherein you comment on a specific school experience of your own that caused you to feel like an outsider. Precipitating factors could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least 1 specific connection to the VT text. Address each of the following questions:

- ✓ What personal characteristics fostered your feelings of being an outsider?
- ✓ How did you react and cope with the situation?
- ✓ Did you share your experience with any teachers? Did any teachers assist you?
- ✓ What could school staff, parents or friends have done to help?
- ✓ In what ways did this experience change you? What did you “learn” from this experience?
- ✓ How might this experience make you a more sensitive teacher?

Key skills/knowledge observed and evaluated:

- Were you able to devise a cogent written reflection that addresses the questions above in a thoughtful/analytical manner?
- Did you make at least one specific (quote) connection to the VT text and values therein?

Contemporary Issues Research

(15 points)

Choose a major contemporary issue in education (from our list) that interests you and a partner. Research the issue together and prepare an oral report to share in class. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue’s implications (the “so what”), and a summary or conclusion.

At the time of your presentation, each partner group will provide a hard copy, one-page typed abstract as well as a selected reading list (12-15 references in bibliographic form) for each class member. The instructor's copy should include each member's name and a description of each person's role in researching the topic and developing the presentation. Each group will also be responsible for developing a peer and self-evaluation for their presentation that will be given to the instructor after the oral presentation is completed. Selected members of the class will use the peer evaluation, and the group presenting will use the self-evaluation. Additional guidelines, format, and suggested topics will be discussed in class.

Key skills/knowledge observed and evaluated:

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
- Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation—which includes the use of Power Point technology)?
- Did you present your information confidently, creatively, concisely and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Did you develop an appropriate abstract and bibliography?

Personal Philosophy of Teaching, Learning, Schooling & Inclusivity

(15 points)

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, schooling, & inclusivity, and prepare for future interviews, you will be asked to submit a paper in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning and schooling. In preparing this assignment you will develop the paper over the course of the semester and will experience the process of drafting (two drafts are required for in-class work), giving and receiving reader response, and revision as stages of the writing process (experiencing firsthand what you should do as a teacher with your students). More information about the paper will be given in class.

Key skills/knowledge observed and evaluated:

- Did you draw on all your resources/experiences (not just the book) to write your philosophy?
- Are you clear about your own beliefs? Did you address the needs of all learners?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, schooling and inclusivity?

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

A = 95-100 B+ = 85-89 B- = 80-82 C = 73-76 D = 60-69
A- = 90-94 B = 82-84 C+ = 77-79 C- = 70-72 F = 0-59

A Holistic View of Grades and Performance

This course will be the starting point in preparing you for a career in which you will significantly impact human lives. No amount of training will ever be enough, as this is a career which demands life-long learning at the core. Giving less than 100% is not sufficient for the course or for the profession in general. Therefore, your instructor anticipates that everyone enrolling in the course will aim to perform at his/her highest possible level, in order to be recommended to continue in the CSUSM Credential Program.

Following are characteristics of an "A" student. An "A" student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.

- produces papers that reveal a commitment to self-discovery and learning.
- produces papers at a professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.
- completes the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- completes all field experience work (45 hours, 3 different settings, & 5 written reports) with high quality analysis and reflection, and a willingness to "stretch" beyond what s/he already knows.

EDUC 350 – Spring 2009 – Mauerman W/ 2:30-5:15
Tentative/Anticipated Schedule

Wk	Date	Topics/Activities	Readings (Logs)	Assignments Due
1	1/21	Course Introduction/ Overview -Why Teach?	Read Syllabus WebCT: Read Student Resources	Purchase texts Photo posted in WebCT
2	1/28	-Teaching & Learning for 21 st Century	GG: 1, VT: Preface	GTKY posted in WebCT <i>Current Events (CE) # 1</i>
3	2/4	-Becoming an Effective Teacher	GG: 2, Nieto: Begin	FIND Classroom to observe <i>CE # 2</i>
4	2/11	-Developing a Professional Stance; The Credentialing Process: Guests	GG: 6, Nieto	Tchr Interview Assignment <i>CE # 3</i>
5	2/18	- Organizing Structures of Schools	GG: 7, Nieto	<i>CE # 4</i>
6	2/25	-Forming Philosophical Perspectives	GG: 8, Nieto	Philosophy of Ed – Draft 1 <i>CE # 5</i>
7	3/04	-Including Inclusion: Guest speaker	VT: 1,2 , Nieto	Classrm Obs Reports 1 & 2 <i>CE # 6</i>
8	3/11	Online Class: Contemporary Issues partner work- part 1	Library Research of your Topic	Meet with partner
9	3/18	-Lives & Work of Teachers –Nieto Focus group book reviews		<i>CE # 7</i> Nieto Presentations
10	3/25	-More on Inclusion F.A.T. City	VT: 3 + 2 Voices	<i>CE # 8</i> Outsider reflection
Week of 3/31 – Spring Break				
11	4/08	-Online Class: Contemporary Issues partner work – Part II	Library Research	Meet with partner Classrm Obs Rptrs 3 & 4
12	4/15	-Governing the Educational System	GG: 9	Cont Issues Pres: _____
13	4/22	-Understanding Rights/Responsibilities	GG: 10	Cont Issues Pres: _____ Ed Philosophy—Final
14	4/29	-Financing Teachers and Schools	GG: 11	Cont Issues Pres: _____ Classrm Obs Report 5
15	5/6	☺ Final Discussions ☺ Celebration	All work Submitted	Cont Issues Pres: _____ Classrm Obs Log, Docs signed. All work Submitted

Notes/ Changes /Additions:

**EDUC 350
READING LOGS**

Your reading log will take the format of a conversation with yourself in which you will both summarize and comment on the week's assigned readings. By reflecting on your readings in this manner, it is expected you will both better remember what you have read, as well as become more focused on the issues you feel are the most important, intriguing, usable or questionable.

FORMAT

*Reading Logs must be typed.

*Divide your paper down the middle to form two columns.

*Enter headings according to the example below, including your name, the course number, your nickname, the date, the chapter/author.

*Use the left column to write a summary of the reading. This may include quotes (note page number), prose and bulleted points of information. Choose the key points that YOU feel are most essential. Include 4 to 6 points.

*Use the right column to record your comments, thoughts, impressions, questions, etc. These comments should directly correspond to what you have written in the left column, so try to line up the corresponding pieces of text.

*Leave a bit of space at the end for reviewer comments.

RESPONSE TO READING LOGS

At the beginning of each class, we will routinely find a colleague and exchange logs. Take a few minutes to read what your partner has written, and then write a one or two sentence response. This will give you the opportunity to view the readings from another perspective.

Note: Reading Logs submitted late and/or without reviewer comments will not receive full credit.

****Example Format for Headings****

Suzy Smarts
EDUC 350
1/27/09
Reading: GG - Chapter 8

SOURCE	COMMENTS

Other work samples will be reviewed in class.