

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

**EDUCATION 526
Learning and Instruction
4 UNITS**

Spring 2002 Monday & Wednesday: 8:00 a.m. 11:45 a.m.
FCB108

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Mission Statement of the College of Education, CSU San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language And Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered In this course are highlighted.

CLAD competencies covered:

- *Test 1, II, B1-(Language Structure and First-And Second-Language Development) Theories and Factors in L1 and L2 Language Development. Psychological factors affecting L1 and L2 Development.
- *Test 2, I, A4-(Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.
- *Test 2, I, C2-Classroom organization
- *Test 2, II, A –(Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development , and content instruction.
- *Test 2, II, C –Approaches with a focus on content area instruction (SDAIE).

- *Test 2, III, A & B-C-(Language and Content Area Assessment)-Purpose, Methods and State Mandates
- *Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment
- *Test 3, II, A4-(Culture and Cultural Diversity) Manifestations of Culture:Learning about Students-Learning Styles
- *Test 3, II, B & C-How teachers can learn about their students & How teachers can use what they learn about their students(culturally responsive pedagogy)
- *Test 3, III, C & D-(Cultural Contact) The dynamics of prejudice and strategies for conflict resolution.

Course Description:

This course for prospective elementary teachers provides an introduction to the psychology of learning and instruction. The course includes an exploration of the foundations of learning theories and their application to their educational practice.

Course Objectives:

- Students will demonstrate writing effective (daily, weekly, unit) lesson plans that use SDAIE methodologies to accommodate diverse language and learning differences and that are linked to curriculum standards/frameworks and sequences of instruction.
- Students will interpret major learning theories through various applications in course assignments.
- Students will describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development.
- Student will conceptualize, organize and implement strategies which result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution.
- Students will identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development.
- Students will create assessment plans that are ability, age, language, and task appropriate.
- Students will develop strategies for becoming informed about learners including family , community, and learning styles.
- Students will articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a classroom

Required books:

Readings in Learning and Instruction Second Edition, Edited by Francisco Rios & Janet McDaniel, Pearson Custom Publishing.

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the required readings, submit required assignments, and to participate in class activities. Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear, and error-free is a priority in the College of Education. It is expected that work will be turned in on time. Late work will affect a student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

Attendance/Participation:

This course is participatory in nature, therefore your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. **If you miss two class sessions you may not receive an A. If you miss three class sessions you cannot receive a grade of B. (Late to class or leaving early constitutes an absence)** The College Of Education attendance policy states, "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 you have extenuating circumstances, please contact the instructor as soon as possible.

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

Written work:

All written work must be typed using size 12-font and doubled spaced.

Late work:

Reading logs will not be accepted late.

Three points will be deducted from all assigned work if turned in late. No work will be accepted more than a week late.

Re-submitted work:

It is optional if you would like to re-submit work one time to improve your grade. Points will be deducted for re-submitted papers.

Reading Response log: (10 points)

The reading log provides an opportunity to reflect on assigned readings. Students should be prepared to present their responses to the readings in the form of a double entry reading response log at each class meeting. ***Re-submitted papers will be given full credit the first time they are re-submitted, second re-submit no credit.***

Unit Plan: (20 points)

You will work with a partner to develop a three-week unit plan.

Re-submitted papers will be given a maximum of 15 points.

Lesson Plan: (15)

You will work with a partner to create a meaningful, engaging lesson plan.

Re-submitted papers will be given a maximum of 10 points.

Lesson Plan Presentation: (10 Points)

You and your partner will develop and orally present a lesson from your unit plan to the class that is age appropriate, and reflects SDAIE methodologies.

4 Classroom observations: (7 points per paper with a total of 28 points)

15 required hours of observation and participation with four formal written papers responding to the required topics.

Re-submitted papers will be given a maximum of 5 points per paper.

Philosophy/Creating a Classroom: (17 points)

You will write your current philosophy of education, physical set up of a typical classroom, management plan, and procedures that are grade appropriate for a classroom.

Re-submitted papers will be given a maximum of 12 points.

All materials that are submitted should include:

- **Title of paper**
- **Your name**
- **Date submitted**

Assignment Values:

Detailed instructions regarding course assignments will be handed out in class.

Reading Response Log	10 points
Unit Plan	20 points
Lesson plan	15 points
Lesson Plan Presentations	10 points
Classroom observations	28 points
Philosophy/Creating a Classroom	17 points

Grading Scale:

A	93-100	C+	78-79
A-	90-92	C	73-77
B+	88-89	C-	70-72
B	83-87	D	60-69
B-	80-82	F	0-59

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

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

Writing Rubric For Grading

For all written work a 5-point rubric will be used to distinguish the levels at which work has been completed.

5 POINTS:

- Addresses the topic thoughtfully and clearly.
- Ideas are connected with previous learning.
- Coherently organized: provides relevant, substantial, and concrete evidence to support major claim(s); elaborates thoughtfully and effectively.
- Has exceptional control of sentence structure with precise and appropriate use of language and word choice.
- Is generally free from errors in grammar, usage and the conventions of written English.
- Proofreading has been done and general appearance is outstanding.

4 POINTS:

- Addresses the topic effectively and is well organized.
- Presents a worthwhile and interesting idea and the idea is supported by sound evidence presented.
- Has strong control of sentence structure with appropriate use of language and word choice.
- Generally free from errors in grammar, usage and the conventions of written English.
- Does not contain unexpected digressions.
- Paragraphs have one main idea and are organized well.

3 POINTS:

- Covers the topic adequately.
- Is organized and provides reasonable evidence to support information.
- Elaborates with some purpose and some degree of specificity.
- Has adequate control of sentence structure with appropriate use of language and word choice.
- May have a few errors in grammar, usage, and conventions of written English but these errors do not cause confusion.
- Proofreading has not been adequate.

2 POINTS:

- Topic is covered in a basic manner without much thought
- Has some organization; provides superficial evidence or uses listed generalities as evidence to support simplistic claim(s)
- Has basic control of sentence structure with simplistic word choice.
- May have some grammar, usage, or the conventions of written English; these errors may lead to some confusion.

- Proof reading and presentation is not evident.

1 POINT:

- Addresses some aspects of the topic and has limited organization.
- Provides limited or irrelevant evidence to support claim(s).
- May have inadequate control of sentence structure with limitations in word choice.
- May have repeated grammar, usage, and conventions of written English, these errors lead to confusion.
- Not presented appropriately, appears that it has been written in haste.

Reading Response Log: (10 points)

GOAL: To reflect critically on the required readings for the course.

Requirements:

1. You may choose 10 out of the 14 chapters of the book to write your reading response log. Make sure you have read all chapters prior to coming to class.
2. Use a dialectical journal or double entry journal format for recording information or ideas you are responding to.
3. Each log must be typed and include 3 important topics, issues, or principles of reading in the left column.
4. In the left column record quotations from the text with page numbers.
5. Use the right column to record your comments, thoughts, reflections impressions, questions, and connections to course and field-work, etc. These comments should directly respond to what you have written in the left column. Skip some space between entries so it is clear when you are writing a new point of reference.

No reading response logs will be accepted late

Sample Format of Dialectical Journal:

Reading in Learning & Instruction	
Source (quotes, ideas, etc) From reading	Response (comments, thoughts, etc.)
“ _____ _____ _____ _____ _____ _____” Pg. _____	This makes me think of when I was in school and there were very few students who.....
“ _____ _____ _____ _____ _____” Pg. _____	New England Colonies impact on education was not appropriate because.....

Key Skills/knowledge that will be evaluated:

- At what level have you comprehended the reading?
- Is your writing reflective of the issue and your thinking?
- What connections and relationships have you been able to make with the reading, prior class discussions, fieldwork and class activities?
- Did you generate questions that pushed you forward in your thinking?

Unit Plan (20 points)

GOAL: To create a meaningful, engaging unit of study that you can potentially use to facilitate your own students' learning.

Requirements:

1. Work with a partner to create an original 3-week unit plan of instruction in any content area that is appropriate for a sheltered, elementary classroom.
2. Unit should clearly communicate:
 - **Objectives:** Each day will have a clearly stated objective based student learning outcomes that directly relate to the state content standards.
 - **Content standards:** Will be identified to match the lesson along with the number of the content standard. A thematic approach to content standards will be used.
 - **Instructional Strategies:** Each day will have the instructional strategies that will be used to meet the objective.
 - Be sure to address:*
 - How you will engage students in the lesson (e.g. motivate, interest, & excite them)*
 - Instructional strategies will you use each day.*
 - How you will address the various learning styles of your students*
 - How you will ensure that students with special needs achieve the same high standards*
 - Instructional strategies that are age appropriate*
 - **Special Needs Students:** How the lesson will meet the needs of special needs students through modifications and differentiated strategies in each lesson. Select one special needs group to address throughout the unit plan.
 - **Instructional Materials:** What books, games, handouts, software, equipment, or other materials will the students use in order for them to acquire the desired learning objectives? What sources will you use to deepen your understanding of the material and get ideas for effective activities? Materials should include all supplies you will use to teach that lesson
 - **Assessments:** How will you have students demonstrate their skills and knowledge acquired on a daily basis during the unit? What pre, formative, and summative assessment will be given, when appropriate, during the unit plan.

Lesson Plan (15 points)

GOAL: To create a meaningful, engaging lesson that you can potentially use to facilitate your own students' learning.

Requirements:

1. You and your partner will create a lesson plan from the 3-week unit plan that you wrote for a sheltered, elementary classroom.
2. Lesson Plan should include but not limited to:
 - **Objectives:** Clearly stated student learning outcomes based on the state content standards.
 - **Standards:** Identify content standards and the number you are addressing.
 - **Instructional Strategies:** You will develop these strategies that relate to the objectives. These instructional strategies will be based on appropriate strategies to meet the objectives of the daily lesson.
 - **Special Needs:** The strategies you will use to differentiate the lesson to meet the needs of second language learners, GATE, and special education students. All three must be addressed.
 - **Instructional Materials:** A list of materials that you and your students will need to successfully complete the lesson.
 - **Assessment:** How are you going to assess the students for this lesson? What types of assessment will you use? What pre, formative and summative testing will be used.

The plan should be detailed enough that a principal or substitute teacher could teach your lesson. They would know what to say and do as the teacher, and they would know what you expect the students to do. They would know what the “point” of the lesson is, and they would know how they could tell when the students “got it.” They would also know the sources you used to create the lesson.

Lesson Plan Presentation (10 points)

GOAL: To complete an oral presentation of the lesson plan you and your partner wrote from your unit plan

Requirements:

1. Fifteen minute oral presentation of the lesson you selected from the unit plan.
2. You will give a brief overview of what happened prior to the lesson
3. Explain the objectives for student learning outcomes and what content standards will be addressed.
4. Explain the instructional strategies you will use to engage the students in the lesson.
5. Discuss differentiated strategies you will use for the lesson based on second language learners, GATE, special education, regular education students.
6. What instructional materials will be used? You may explain or have samples for the class to see.
7. Assessment: What pre, formative and summative assessment should be done during the lesson or what assessment will you use to know if student learning has taken place.
8. At the conclusion you will explain what will be taught next so we can see the continuity to the lesson.

You and your partner will turn in the lesson plan prior to or on the day you orally present your lesson.

Key skills/knowledge that will be evaluated:

- Integrate elements of effective lesson plans
- Communicate good interact with the students in the class.
- Reinforce respectfully interaction among students & provide a positive atmosphere for including students with special needs
- Use strategies, activities, and materials that build upon students' prior knowledge
- Incorporate several styles of learning, such as oral, written, pictorial, and tactile
- Motivate students by using stimulating activities, reinforcement techniques, & feedback
- Assess achievement and communicate it effectively to students.
- Develop critical thinking and problem-solving skills in students through effective questioning strategies and other techniques
- Promote self-esteem among students

4 Classroom Observations (6 points for each observation total of 30 points)

GOAL: To connect theories and principals presented in the course readings and class discussions with observations of elementary classrooms.

Requirements:

1. Observe 15 hours of elementary school classes that include regular, second language learners, special education, and GATE students.
2. Connect your observation by directly stating what you observed and how it is related to what you have read in your text and discussed in class. **All observations have relationships to chapters that we have discussed in class and you must make the connection or no credit will be given.**
3. Submit four 3-page papers addressing the topics described below. Explain, through your own reflection, what you perceived to work effectively, and what did not (and why). Consider what you might incorporate or do differently in your own classroom (except for the “play” observation).
 - **Observation: Children at Play.** Observe young children (4-9 year olds) in a naturalistic play setting (e.g. park, recess, beach). Make an assessment about the cognitive and/or moral development according to Piaget, Vygotsky, Kohlberg, or Gilligan. Do not select just one theorist but address your observation to several.
 - **Observation: Classroom Management.** Describe and analyze the formal and informal classroom management strategies the teacher uses to ensure that students remain on-task throughout the lesson and do not disrupt their classmates’ learning. You need to connect what you observe to your learning by using quotes from the book or from lecture. If you observe negative classroom management you need to address how you would change what you observed using strategies and classroom management plans you have learned during class.
 - **Observation: Questioning & Higher Order Thinking.** Analyze the questioning strategies and other techniques employed by the teacher to elicit high levels of critical thinking from all students. If not evident state what you observed and discuss how you would change the lesson to engage students in critical and higher order thinking skills.
 - **Observation: Differentiation Strategies.** Discuss the curriculum adjustments that are made to meet the needs of all students. What you observed that addressed differentiation based on the strategies you have learned in class and what you have read. If differentiation is not evident address how you could change the lesson to meet the needs of all students and site which differentiated strategy you would use and why.

Key skills/knowledge that will be evaluated:

- Apply the theories and principles presented in this course to observations of real classroom. Each paper should refer explicitly to theories presented in the assigned readings and those gleaned from class discussions.

- Communicate your observations and reflections clearly with resources stated that reflect your thinking.

Philosophy/Creating a Classroom: (15 points)

GOAL: To be able to relate the philosophical theories to the practical classroom methodologies. You will develop your current philosophy of education using theories you will embrace in your classroom.

Requirements:

1. Develop your philosophy of education based on learning and instruction.
2. You will write a 6 page paper.
3. This paper will have 4 components:
 - You will write your philosophy by writing about key characteristics of learning (as you see them) and the implications for how you will teach. This will provide you with an opportunity to consider the principles upon which your instruction will be based.
 - Drawing your classroom (drawing of classroom does not count as one of the pages) – you will develop your classroom and how it would look based on the theories that you have studied. This can be drawn or written, whichever you are most comfortable with. If you draw the classroom write specific reasons why you have designed it to have optimal learning.
 - Management plan – you will write a classroom management plan that you could send home to parents at the beginning of the school year. Clearly stating your plan and how the parents can assist in supporting your plan. Include positive and negative consequences for expected behavior.
 - Procedures of the classroom – you will create a plan for everyday procedures (e.g. passing out paper, collection of materials, etc). This would be routine expectations that students follow to make transitions smooth.

Key Skills/knowledge that will be evaluated:

- Is your writing clear about key characteristics of learning?
- Are you clear about the philosophy that you have incorporated?
- Would your principal know what learning and instruction techniques are used?
- Does your classroom have a variety learning configurations based on the instruction you are using?
- Is your management plan clear, age/grade appropriate, and not complicated to implement?
- Are the procedures that you developed consistent and age appropriate for students to understand? Would they be easy to implement as a routine for the class?

TENTATIVE COURSE SCHEDULE
EDUCATION 526: LEARNING AND INSTRUCTION

Monday & Wednesday 8:00-11:50

Session	Date	Topic	Reading	Assignment due
1	M-2/4/02	Introduction		
2	W-2/6/02	Cognitive development. Personal/interpersonal growth	Pg 2-36 Pg 37-74	
3	M-2/11/02	Individual variability in class	Pg 75-111	Obs. Children at Play
4	W-2/13/02	Leading learning oriented classroom	Pg 214-258	
5	M-2/18/02	Environment & behavior Planning & conducting cooperative activities	Pg 112-140 Pg 369-412	Obs. Classroom management
6	W-2/20/02	Styles and strategies	Pg 259-289	
7	M-2/25/02	Thinking, remembering, & problem solving	Pg 141-180	Obs. Differential strategies
8	W-2/27/02	Curriculum through art		
9	M-3/4/02	Multiple methods & modification for diversity Social learning	Pg 413-457 Pg 181-213	
10	W-3/6/02	Unit/lesson plan workshop		
11	M-3/11/02	Language & content area assessment	Pg 458-472	Obs. Higher Order Thinking Skills
12	W-3/13/02	Personality factors	Pg 290-320	
13	M-3/18/02	Home & community context	Pg 321-338	Unit plan
14	W-3/20/02	Teaching content: developing academic language & competence	Pg 339-368	Philosophy paper
15	M-3/25/02	Presentations of lesson plans		Lesson plan & presentations
16	W-3/27/02	Presentations and Final reflections		Lesson plan & presentations

10 Reading Logs are required and must be turned in on the day the chapter is discussed in class to receive credit.

Schedule of days for Ginny and Pam

PAM

DATE	TOPIC
<i>F – 8/24/01</i>	<i>Introduction</i>
<i>T – 8/28/01</i>	<i>Cognitive development & Personal/interpersonal development</i>
<i>F – 8/31/01</i>	<i>Individual variability in the class</i>
<i>F – 9/7/01</i>	<i>Environment and Behavior</i>
<i>F – 9/14/01</i>	<i>Thinking, remembering, & problem solving</i>
<i>F – 2/21/01</i>	<i>Unit/lesson plan workshop</i>

<i>T – 9/25/01</i>	<i>Language & content area assessment</i>
<i>F – 10/5/01</i>	<i>Home & community context</i>
<i>T – 10/9/01</i>	<i>Teaching content: developing academic language & competence</i>
<i>F – 10/12/01</i>	<i>Presentations of lesson plans</i>
<i>T – 10/16/01</i>	<i>Presentations and final reflections</i>

GINNY

Date	Topic
<i>F – 8/24/01</i>	<i>Introduction</i>
<i>F – 8/31/01</i>	<i>Styles and strategies</i>
<i>T – 9/4/01</i>	<i>Differentiation</i>
<i>F – 9/7/01</i>	<i>Planning and conducting cooperative activities</i>
<i>T – 9/11/01</i>	<i>Leading learning oriented classroom</i>
<i>T – 9/18/01</i>	<i>Multiple methods & modification for diversity Social learning</i>
<i>F – 9/21/01</i>	<i>Lesson/unit plan workshop</i>
<i>F – 9/28/01</i>	<i>Personality factors</i>
<i>T – 10/2/01</i>	<i>Curriculum through art</i>
<i>F – 10/5/01</i>	<i>Home and community context</i>
<i>F – 10/12/01</i>	<i>Presentations of lesson plans</i>