

CSU San Marcos	EDUC 350: Foundations of Teaching as a Profession (3 units)
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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 quality 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.
(adopted by COE Governance Community October 1997)

COURSE DESCRIPTION: “Required for all credential candidates. An orientation to careers in K-12 education. Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.” (2002-2004 *General Catalog*, p. 247.)

Course goals and learning expectations: As a former pupil in elementary, middle, and secondary schools, you have formed ideas about what teaching is like, what schools are for, and what teachers need to know. This course is designed to help you begin thinking about teaching and schooling in new ways. This course is intended for individuals interested in becoming teachers, or for those interested in promoting quality education. Upon completion of the course, you should be better able to understand the nature of formal education in the United States, and you should be able to assess your interest in teaching as a career.

Major topics for the course include:

- the role of schools in society
- philosophies and contemporary issues in education
- the roles of teachers in schools
- the qualifications and credentialing process for California teachers
- the student as an individual
- infusion of special education in general education practices
- factors affecting student achievement
- contemporary issues and reform movements in education
- laws which influence teaching responsibilities
- motives for choosing teaching as a career

REQUIRED TEXTS:

- Armstrong D.G., Henson, K.T., and Savage, T.V. (2001). *Teaching Today*. Merrill Prentice Hall.
- Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)
- Essay handout: Thousand, J. “Laws Related to Special Education that Affect Teachers”
- Avi. (1991). *Nothing but the truth*. Avon Books.
- Senter. (1999). *Custom-printed course materials*

One of the following CDE documents and a selected trade book:

- **California Department of Education.** *Elementary makes the grade, Taking Center Stage, or Aiming High*. Sacramento, CA.
- **Trade book for book presentation** (refer to custom-printed course materials for book annotations). Book assignments will be confirmed the second class session.

EXPECTATIONS AND PROFESSIONALISM

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)

Students with disabilities requiring reasonable accommodations. Students are approved for services through the Disabled Student Services Office (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 special accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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

Regarding attendance: Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. COE 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.*” (COE policy adopted 1997) Given the weekend format for this course, “class session” will equate loosely to 2-3/4 hours. 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, your highest possible grade is a **C+**. A minimum grade of **C+** is required in EDUC 350 to qualify as prerequisite for admission to the CSUSM teacher credential program. If extenuating circumstances occur, please contact the instructor as soon as possible. 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 return promptly from breaks, ready to work.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in team 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. Please turn off phones and pagers or set to vibration before entering the classroom.

Regarding assignments. 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. Students are responsible for all assignments, and it is expected that work will be turned in on time. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Absences do not affect due dates. Additionally, keep personal copies of all written work.

Please be prompt with your work. The highest score late work will earn is **B+**, and may be returned without comment/critique. (Scores will be given on a sliding scale over a maximum two-week acceptance period, and will not be accepted after that period.)

***A minimum grade of C+ in this course is allowable; however, CSUSM College of Education requires that students maintain a minimum average of B- for the entire program.*

Regarding Below Standard Work. Students who earn a grade lower than **B-** on a paper may be invited to rewrite it, with prior approval from the instructor. (I will make a note on your original work. 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 expectations for written assignments:

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”—refer to custom resource book for additional information regarding objections and preferred language)
- 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 and peer journal responses, are to be typed, double spaced.

General criteria for grading assignments:

- A** Outstanding work on assignment; excellent syntheses of information and experiences; great insight and application; excellent writing.
- B** Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- C** Completion of assignment; adequate effort; adequate synthesis of information and application of information and experiences; writing is adequate.
- D** Incomplete assignment; inadequate effort and synthesis of information; writing is less than adequate.

General Grading Scale:	A = 100-93%	A- = 92-90%	
	B+ = 89-87%	B = 86-83%	B- = 82-80%
	C+ = 79-78%		

**** A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the CSUSM teacher credential program.**

Please consider this: “The standard of excellence on any job site is defined by the sloppiest piece of work that you will accept.” (F. Jones)

QUICK SUMMARY: COURSE REQUIREMENTS and EVALUATIONS

5%	mini presentation: people, concepts, events, court cases
15%	contemporary issue: inquiry and debate book presentation
15%	school law and diversity
15%	book presentation
15%	initial philosophy of teaching statement
15%	field experience/reflections
20%	participation, in-class activities, attendance, quick writes

ASSIGNMENTS and ASSESSMENTS FOR EDUC 350 (refer to custom-printed course materials for specific assignment details and expectations, and sample forms). Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Absences do not affect due dates. Additionally, keep personal copies of all work written outside class.

Readings. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Additional readings that relate to class content also may be assigned. EDUC 350 is organized loosely by topic. Pace yourself with your readings and come to class prepared to demonstrate your understandings of the readings in a variety of ways, such as journals, quick writes, and *Circle the Sage*.

Minimum 45 hours supervised fieldwork and journal entries (15%).

Record log. During the course, students participate in **forty-five (45) hours** of supervised fieldwork assignments in a variety of public school classroom settings. Approximately half of your time should be spent in one teacher's classroom, and the remainder of the time should be distributed among other classrooms. [A recommendation, usually from the classroom teacher where most of the fieldwork is completed, as well as a Field Experience Form/log with documented hours and teacher verification, are requirements for admission to the CSUSM Teacher Credential programs. Also, a minimum grade of **C+** in this course is required for program admittance.]

Suggestion: Because the College of Education requires documentation forms for program application, make an appropriate number of copies of your field experience record log so this documentation is available to all interested parties.

Journal entries for school observations. 15 journal entries are to be posted in groups of five to course WebCT by noon on specific due dates. These journals are to reflect different settings and experiences of your field observations, and are to be read/critiqued by assigned peers. You may begin your required observations immediately. However, these are to be interactive journals with peers, and details regarding expectations, procedures, and peer responses to these journal discussions will be presented in class.

Mini-chat presentation (5%). This time-limited oral presentation activity gives students a brief opportunity to be the teacher and to practice basic public speaking skills while in that role. For these presentations (*limited to 3-5 minutes*), students will identify, define, or explain persons, concepts, events, court cases, and terms of consequence that affect education and schooling.

Contemporary issue: inquiry/debate (15%). After referring to *Phi Delta Kappan's* Gallup Poll and Armstrong chapter 13, teams will investigate an issue or problem that presently affects education. General topics will be identified early in the semester, and students will be expected to gather current newspaper articles or editorials (public media as opposed to commentaries by “education experts”) related to the issue/concern.

Idea: The inquiry should begin with specific focus questions generated by the team in response to the investigations. Students then will formulate a clear question and respond with their information in the form of a debate or panel discussion. Time allowing, teams will have some brief class time to (a) develop their presentation format/plan, (b) decide on major focus and points to cover, and (c) develop introductory and concluding statements. It is anticipated that each issues presentation will take approximately 30 minutes, and discussion will follow (for total allotted time of one hour).

In addition to research materials (available for instructor’s review, and then returned), completed *cooperative worksheet(s)* must be submitted for this activity. If members concur, one completed collaborative worksheet with every member’s signature indicating this consensus will suffice; otherwise, individually completed worksheets must be submitted when the presentation and written paper. Students who listen to the debate or discussion will be asked to summarize collaboratively and succinctly the points for both sides of the topic for instructor’s review.

School Law and Diversity: (15%), to be posted on course WebCT. After investigating numerous court cases and laws that affect schools and schooling, students will briefly summarize and explain the relevance and/or implications of five laws or court cases that they perceive to be the most important. At least one of the five cases must relate to special education law.

Book presentation/paper (15%). Refer to course materials for annotated book list. Book assignments will be confirmed the early in the semester.

Re presentation: Teams of 3-5 members will *show* the selected book through a skit, collage, poster presentation, or some other creative method (15-20 minutes).

Re written report: Teams will submit to the instructor a short, collaboratively written report that briefly summarizes the book, connects its message to education today. The written report also will include a succinct critique by each team member. Additionally, *cooperative worksheet(s)* must be submitted with the written report. If members concur, one completed collaborative worksheet with every member’s signature indicating this consensus will suffice; otherwise, individually completed worksheets must be submitted when the presentation and written paper. The team portion of the grade (10%) will be based on the presentation and collaborative section of the written report; an individual portion of the grade (5%) will be based on the individual critique/comments.

Initial philosophy of teaching statement: (15%). Given their view of the social context of schooling for 21st century inclusive, multicultural society, students will prepare a 4-5 page essay that articulates their personal philosophy of teaching. Philosophies are dynamic statements that are likely to change with time and student experiences. They will be revisited and refined in later courses. Descriptions of both the EDUC 350 and EDMS 512 (refined) philosophy statements are included in the course *Resource* book.

OTHER ACTIVITIES.

F.A.T. City: Students will view sections 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.

Credo: After reading an assigned chapter in *Creating an inclusive school* and watching the short video *Credo for support*, students will discuss the sections of the video and the verses of the written text.

Nothing but the truth: Students are to read the book.

Movie: During the semester, students are to view a movie (refer to course *Resource* book for title options), giving close attention to the culture of the school and the representation of the teacher(s).

Quick writes. Quick writes are in-class, time-limited reflective writings to a specific topic. They may be used to focus attention to the assigned readings, to direct reflective/reactive thinking, and to provide individual writing samples of students applying to the CSUSM teacher education program. Students will write to several unannounced prompts during the term.

Class Norms . . .

Honor time

Take responsibility for
your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

INFUSIONS:

CLAD. 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 [or in course materials] and the competencies covered in this course are highlighted. *(approved 12/9/97)*

Special Education. Consistent with the intent to offer a seamless teaching credential in the College of Education, students will be expected to demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities.

Technology. This course infuses technology competencies to prepare our candidates to use technologies, emphasizing use in both teaching practice and student learning. Further, 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.

EDUC 350: Foundations of Teaching as a Profession

Tentative Calendar: Topics/activities, Related Readings, Assignments

(weekends) fall 2003

Date	Topics/Activities	Related Readings	Assignments due + Notes/comments	Mini Chats
<p>Weekend</p> <p>1: 11/7, 11/8</p>	<ul style="list-style-type: none"> • Introductions • Course preview: syllabus, textbooks • Cooperative learning concepts • Computer lab • <i>Where do we come from?</i> • <i>What are current issues?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 11 <input type="checkbox"/> Chapter 12 <p>Gallup Poll</p>	<p><i>Make assignment: mini chats</i></p> <p><u>Resource Book</u>—<i>Content Reading Inventory</i></p> <p>will meet in computer lab for assigned time (have user name and password)</p> <p><i>Make assignment: issues teams</i></p>	
<p>2: 11/14, 11/15</p>	<ul style="list-style-type: none"> • <i>Who will we teach</i> • <i>What will we teach?</i> • <i>What does CA say?</i> • <i>How will we teach?</i> 	<p>Chapters 1, 4</p> <p>Chapters 5, 10</p> <p>appropriate CA doc</p> <p>Chapters 7,8</p>	<p>Circle the Sage: Chapters 1, 4; 5, 10; 7, 8</p> <p><i>Begin Mini chats</i></p> <p><i>Elementary Makes the Grade; Taking Center Stage, or Aiming High</i></p> <p><i>Make assignment: book teams</i></p>	

*11/21			Teacher interview: post to WebCt by noon, 11/21 (5) Observation journals due (5 pts): post to WebCT by noon, 11/21	
11/24-30	THANKSGIVING			
3: 12/5, 12/6	<ul style="list-style-type: none"> • <i>How will we assess?</i> • Issues: prep time • Book planning time 	Chapters 9, 14 Chapters 6, 15 <input type="checkbox"/> Chapter 13	<i>Circle the Sage: Chapters 9, 14; 6. 15</i> Law and Diversity (15 pts): post to WebCT by class, (5) Observation journals (5 pts): post to WebCT by class, 12/6	
4: 12/12, 12/13	<ul style="list-style-type: none"> • <i>F.A.T. City</i> • <i>Book presentations</i> • <i>Who are we?</i> • <i>Closure activities</i> 		Books: presentation, group paper, and cooperative worksheet due (15 pts) (5) Observation journals (5 pts): post to WebCT by class, 12/13 Philosophy due (15 pts): hard copy at start of class, 12/13	
*12/17	<ul style="list-style-type: none"> • 		Field experience log hard copy due by noon, 12/17	

Notes: Observation journals are due by indicated dates. Submit by course WebCT (posted by start of class), along with comments from peer partner. On each due date you begin with 5 points (1 point per journal). Points will be deducted if journals are incomplete—they have little reflection or do not include comments from peer partner. Appropriate additional points will be given if more than 5 journals are submitted.

Chapter is to be read by everyone.