

**California State University San Marcos**  
**College of Education**

**EDUC 350: FOUNDATIONS OF TEACHING AS A PROFESSION**  
**And Early Field Experience**  
**Fall 2002**

**Class Meetings:** Fridays 10:00 – 12:45pm

**Room:** UH443

**Instructor:** Dr. Fran Chadwick

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**Office Hours:** Mondays 11-12:30, Tuesdays, 10:00-10:30, Wednesdays 1:30-2:30 and by appointment

**Course Description:** This required course serves as an orientation to careers in elementary, middle, and high school education. Upon completion of this course, the student 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:

1. understanding the role of schools in society;
2. exploring philosophies and contemporary issues in education;
3. assessing the roles of teachers in schools;
4. understanding the qualifications and credentialing process for California teachers;
5. understanding and appreciating the student as an individual;
6. understanding factors affecting student achievement;
7. understanding critical issues in curriculum and instruction;
8. understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools;
9. clarification of motives for choosing teaching as a career.

**College of Education 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.

**CLAD Infusion**

In 1992, the College of Education voted to infuse Crosscultural, 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.

### 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.

#### Texts:

#### **Required:**

Armstrong, David; Henson, Kenneth and Savage, Tom (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.

Essay Handout: Thousand, J. "Laws Related to Special Education that Affect Teachers"

Additional articles to be handed out in class

#### **Choose one of the following accounts of teaching:**

Avi, *Nothing But the Truth*. Avon Publishing.

Codell, *Educating Esme*. Alongquin Publishing

Kidder, *Among School Children*. Avon Publishing.

Michie, *Holler if You Hear Me*. Teachers Publishing.

Paley, *White Teacher* 2<sup>nd</sup> edition. Harvard Publishing.

## **Course Requirements**

### Professionalism

Professionalism and work ethic in this class will not only affect your course grade, but will indicate readiness for a credential program. 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

This course is participatory in nature, therefore your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. **More than one absence will jeopardize your grade in the following manner: the final grade will drop by one-third letter for every absence.** COE 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 me as soon as possible. Also, **late assignments** will receive a 10% reduction in points for every day late. After one week, late assignments will receive no grade.

### **Field Experience**

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 classroom settings. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification are requirements for admission to the CSUSM Teacher Credential programs.

### **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.

### **Creating the Inclusive Classroom**

Students will demonstrate a knowledge of laws and dispositions relating to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and the analysis of "School Law & Diversity," and/or "Creating an Inclusive School".

### **Teaching Performance Expectation (TPE) for EDUC 350**

A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE is expected to be met during this course:

TPE 12: *Professional, Legal and Ethical Obligations:*

*Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.*

*Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.*

### **ASSIGNMENTS...**

#### **⇒ *Participation***

This class is designed for hands-on, active learning that requires some "stepping out" in order to better understand the role of teacher and learner. Some of these activities include 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. Come prepared to discuss assigned readings/topics and to be a cooperative participant in class.

**Key skills/knowledge to be evaluated:**

- 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?
- Did 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 and reflect on what you have read. You will also share your writing with another student at the beginning of each class session.

**Key skills/knowledge to be 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?
- To what degree have you explored various options for responding to text or fine-tuned a couple of particular approaches?

⇒ *Field Experience Form (log) and 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.

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 maintain a journal documenting their field observations, connections to concepts studied in EDUC 350, analyses, and questions. A minimum of 15 field observation reports is required. The format to be used will be explained in class.

**Key skills/knowledge to be evaluated:**

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe pertinent details and see both the “big picture” of the classroom as well as focus in on specific methods, interactions, etc.?
- Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your classwork and reading to your observations and provide insightful analysis about that relationship?

### ⇒ *Interview Assignment* (10 points)

Select one of the following individuals to interview:

- ✓ *K-12 Public School Teacher*: One way to better understand what it is like to be a teacher is to talk to a real one! Interview one with at least 3 years of experience or one who has retired in the last year.
- ✓ *Senior Citizen*: Find someone 60 years of age or older and compare/contrast schooling in the past and at present!
- ✓ *Public School District Personnel Officer*: Go straight to the top and find out what the key local issues are as well as what districts are looking for when they hire new teachers!

Ideas for questions will be provided and you are encouraged to design your own questions. You will share your findings in class and turn in a written summary of the interview results that will analyze the responses and provide personal reflections based on readings and class discussions.

#### **Key skills/knowledge to be 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?

### ⇒ *Choice Book Report/Presentation* (15 points)

Prepare a 2-3 page (double-spaced) report and group oral presentation.

Relate the book review to the theme, “the teacher as stranger.”

- ✓ How was the teacher(s) in your book a stranger to his/her students?
- ✓ How did the teacher(s) learn about the students and their needs?
- ✓ What did the teacher do to address the students’ needs?
- ✓ How does the experience of the teacher relate to the readings and discussions from your coursework this semester?

You must make explicit connections to coursework, and you must relate the book to your own thinking about teaching. All students selecting the same book will work together to prepare a group presentation to share your knowledge and insights with other students.

#### **Key skills/knowledge to be evaluated:**

- Were you able to create a book report/presentation that addressed the theme/questions listed above in a thoughtful and analytical manner?
- Were you able to work well with your peers in developing a group presentation?
- Was the group presentation engaging for the audience?

### ⇒ *Contemporary Issues Research* (15 points)

Choose a major contemporary issue in education that interests you (from topics provided). Research the issue thoroughly and take a position, i.e., *What is your opinion on this issue?* Write a persuasive paper (approximately 5 pages double spaced) demonstrating your in-depth understanding of the issue, providing a clear defense for your position, and indicating an understanding of the issues from the opposing side. Cite a minimum of three references, using correct bibliography format, with

footnote/endnote where appropriate. When your topic is due, you should be prepared to support/defend either side in a panel discussion/debate.

**Key skills/knowledge to be evaluated:**

- Do you understand a major issue affecting education and can you speak intelligently to your peers so they understand the issue?
- Did you read from enough sources to gather relevant information?
- Are you able to synthesize information to present a concise yet thorough report?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation)?
- Did you present your information confidently, creatively, and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Are you able to develop an appropriate abstract and bibliography?

⇒ ***Personal Philosophy of Teaching, Learning and Schooling (20 points)***

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, and schooling, and prepare for future interviews, you will be asked to submit a paper (approx. 4 to 6 pages, typed, double-spaced) 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, 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 to be evaluated:**

- Did you draw on all your resources/experiences to write your philosophy and not just the book?
- Are you clear about your own beliefs?
- 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, and schooling?

⇒ ***Law and Diversity Assignment***

You will apply your understanding of the legal context of inclusive education and laws which influence teaching responsibilities.

**Study the following chapters and web sites:**

Thousand, J.S. (passed out in class) Laws related to special education that affect teachers.

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Read all of Chapter 2.

U.S. Disability Law. Internet address:

[www.law.cornell.edu/topics/disability.html](http://www.law.cornell.edu/topics/disability.html)

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address:

[www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA)

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

### ***Reflection and Applications:***

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities by:

1. In writing, identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law. Give a rationale for each selection. Why is it important to you? How might they affect your teaching?
2. Be prepared to share selections and rationale for selection of the laws and decisions during our next class.

**NOTE:** *Keep digital copies of all assignments for your Credential Program Electronic Portfolio.*

### **Assignment Values:**

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

|   |           |
|---|-----------|
| ◆ Participation / Field Experience Observations | 15 points |
| ◆ Reading Response Log                          | 15 points |
| ◆ Interview Assignment                          | 10 points |
| ◆ Choice Book Report/Presentation               | 15 points |
| ◆ Contemporary Issues Report                    | 15 points |
| ◆ Personal Philosophy of Teaching               | 20 points |
| ◆ Law and Diversity                             | 10 points |

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## **Holistic View** **Grading Rubric: EDUC 350**

The following are the 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 (or almost 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 a final that reveals significant understanding of the complexities of the education profession and demonstrates learning around the goals of the course.
- completes all field experience work (45 hours, 3 different settings, & 15 journals) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

### Anticipated Schedule

| Session | Topic   | Readings Due                                       | Assignment Due  |
|---------|---|--|---|
| 9/6     | Introductions, Course Overview, Norms, Teaching in an Age of Change, Why Teach?<br>Field Experience details<br>Panel, Choice Book decisions     |  |   |
| 9/13    | Becoming a Professional Educator<br><br>Legal Issues  | TT2<br><br>TT3                                     | Small photo   |
| 9/20    | Laws Related to Spec Ed<br>Law and Diversity<br><br>Field Experience “Check”<br><br>Including all Learners: Credo for Support                   | Thousand, “Essay...”<br><br>162-67, Villa Thousand |   |
| 9/27    | Exceptional Learners, Learning Differences<br><br>FAT City  | TT5  | <b>Law and Diversity</b>  |
| 10/4    | Panel Discussion #1 <i>Will more federal involvement result in better education?</i><br><br>Understanding the Rationale for Inclusive Education | Villa/Thousand 1<br><br>Villa/Thousand 2,3         | <b>Panel #1, Contemporary Issues</b>  |
| 10/11   | Multiculturalism<br><br>“Road to Brown”<br>Understanding Education Laws   | TT4  | <b>Field Experience Journals, 1-5</b><br><br><b>Book Choice Reports Group 1,2</b> |
| 10/18   | Classroom Management<br><br>Assessing Learning  | TT8  | <b>Teacher Interview</b><br><br><b>Panel #2, Contemporary Issues</b>              |

|       |  |                  |  |
|-------|--|------------------|--|
|       | Panel #2, <i>Do high stakes assessments improve learning?</i>  |                  |  |
| 10/25 | Field Experience Opportunity   |                  |  |
| 11/1  | Relationships Among Society, Schools and Learners<br><br>Learners Rights and Responsibilities<br>Web Exploration: Student Activism, Ed Leadership, 12/01 | TT10<br><br>TT6  | <b>Field Experience Journals, 6-10</b><br><b>Book Choice Reports Group 3, 4</b>        |
| 11/8  | Historical Roots of American Education<br><br>Theories of Education  | TT11<br><br>TT12 |  |
| 11/15 | Who is John Dewey?<br>Effective Instruction<br><br>Guest Speaker: Kathy Seemann<br>School Funding, Staffing, and Organization                            | TT7<br><br>TT15  | <b>Book Choice Reports, Group 5</b>  |
| 11/22 | Leslie Rodiles, Credential Advising<br>Janet McDaniel (11:20)<br>Adolescent Development, The Middle Level Concept  |                  |  |
| 11/29 | Holiday  |                  |  |
| 12/6  | Panel #3: <i>Should bilingual education be abandoned?</i><br><br>Challenges of School Reform   | TT13             | <b>Panel #3, Contemporary Issues</b>   |
| 12/13 | The Influence of Curriculum<br>Panel #4 <i>Are vouchers an appropriate choice mechanism?</i>   | TT14             | <b>Panel #4, Contemporary Issues</b><br><b>Personal Philosophy of Teaching</b>         |
| 12/20 | Wrapping it all up.....  |                  | <b>Field Experience Journals (complete)</b><br><b>Reading Response Log (final log)</b> |

*Happy Holidays!*



EDUCATION 350: FOUNDATIONS OF TEACHING  
**Motives for Teaching....What are Yours?**



Ryan and Cooper, *Those Who Can, Teach*, discuss four important points to keep in mind when considering teaching as a profession:

1. A superficial motive to teach can, and often does, lead to failure and disappointment.
2. Clarifying your motives helps you to better identify your strengths as a person, and as a prospective teacher, as well as to cope with your shortcomings.
3. It is important to gain a greater understanding of how you and a career in education might fit together – before you begin that career.
4. Most of us have mixed motives about the majority of things that are important to us.

*Why Become a Teacher?*

**Motives For:**

**Motives Against**

| Motives For: | Motives Against |
|--------------|-----------------|
|              |                 |
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