

CSU San Marcos	EDMS 512: Teaching and Learning, II (3 units)
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***COE Mission Statement. CSUSM***

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.

**COURSE DESCRIPTION:** This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The course requires participation in public schools and other education-related contexts.

**REQUIRED TEXTS:**

Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.

Woo (2003). *Elementary Teaching and Learning*. Pearson Custom Publishing.  
<http://courses.csusm.edu>

Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

**OPTIONAL TEXTS:**

Charles and Senter. (2005). *Elementary classroom management, 4<sup>th</sup> Ed.*

Charles. (2005). *Building classroom discipline, 8<sup>th</sup> Ed.*

Elementary Grades Task Force Report. *Elementary Makes the Grade.*

**COURSE OBJECTIVES:** Upon completion of EDMS 512, the teacher candidate will demonstrate understanding of:

1. theory and knowledge gained from CSUSM prerequisite and teacher education coursework and observation/participation experiences in public school settings by applying them to activities and applications in EDMS 512.
2. the organization and process of Student Study Teams (SSTs) for meeting student needs by applying the components of an effective SST to successfully meet the needs of a student.
3. the use and design of Individual Education Plans (IEPs) by designing an IEP to meet the needs of a student.
4. parent conferencing by applying appropriate communication and conferencing skills to conference situations.
5. the realities of elementary classroom teaching by preparing and teaching a lesson to students in the field placement setting.
6. personal beliefs related to teaching by refining the philosophy of teaching.

Additionally, upon completion of EDMS 512, the teacher candidate will:

1. appreciate the complexities of the teaching-learning process and of planning.
2. value the realities and rigors of the teaching profession.

## **EXPECTATIONS AND PROFESSIONALISM**

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:** All students are expected to attend all classes and participate actively. **College of Education Attendance Policy:**

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances, contact the instructors *before* class is missed and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a **C**. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

**Note:** 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 ready to work, and return promptly from breaks.

**Dependability.** Come to class prepared to discuss readings and to participate actively in discussions. When involved in group 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.

**Accommodation for Disabilities.** Please discuss your needs with the instructor within the first week of the semester and contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

**Plagiarism.** All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using *American Psychological Association* (APA) manual, 5<sup>th</sup> edition. Failure to do so may result in failure of the course.

**Regarding cell phones and pagers.** As a courtesy to everyone in the class, please turn off phones and pagers or set them to vibration before entering the classroom.

**Regarding assignments.** Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Please be prompt with your work. Absences do not affect due dates. Additionally, please keep personal copies of all written work.

**Regarding Below Standard Work.** Students who earn a grade lower than **B-** on a paper *may* be invited to rewrite it (the instructor will make a note on your original work before it is returned to you). 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.

**Grading Policy** All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an **A** assignment that is submitted one class session late will be marked down to a **B**). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. To this end, students may be asked to show that their work was reviewed by staff in the CSUSM Writing Center. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Grades will be affected negatively as a result of this oversight. Each written assignment will be graded on

content and context (detail, logic, synthesis of information, depth of analysis, etc.) (approximately 80%), and mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.) (approximately 20%). All citations, where appropriate, will use American Psychological Association (APA) format. Consult *American Psychological Association (APA) Manual*, 5<sup>th</sup> edition for citation guidance.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- on-time arrival to all class sessions;
- advance preparation of readings and timely submission of assignments;
- respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- carefully considered, culturally aware approaches to solution finding.

**General criteria for written assignments:**

**Please note assignments are due whether or not you are present in class that day.**

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

As stated earlier, 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.

<b>General Grading Scale:</b>	A = 93-100%	A- = 90-92%	
	B+ = 87-89%	B = 83-86%	B- = 80-82%
	C+ = 77-79%	C = 73-76%	C- = 70-72%
	D = 60-69%	F = below 59%	

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

*Please think about these two things:*

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

*“If you don’t have time to do it right, when are you going to have time to do it over again?”* (Unknown)

**Regarding readings.** Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Students will present assigned chapters using a teaching structure called *Circle the Sage*.

### **Regarding activities, assignments, and assessments**

All activities, applications, and assessments ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each experience requires very focused attention to specific aspects of the inclusive elementary classroom setting. Some are intended to help you process and build foundational information and understanding. Others will be submitted for review and credit. Refer to WebCT for specific assignment details and expectations.

**Application 1, Teaching Demonstration.** Using a structure called *Circle the Sage*, experts will synthesize an assigned chapter from the text or other readings, prepare a one-page chapter overview (icons/mind maps are strongly encouraged), and present the overview to the class. Presentations will be limited to only minutes.

**Application 2: Student Study Team (SST).** Teams will experience and demonstrate the SST process by applying the process to an assigned student description. This application will include both group and individual assessment/grades.

**Application 3: Individual Educational Plan (IEP).** You will prepare a written report that outlines your observations and suggestions/action plan for a child in the public school setting. For this experience, a child on video viewed in class will be the subject of your observation and report.

**Application 4: Teaching Experience.** This application requires you to videotape yourself so you and peers can analyze your successes and identify things you might do to improve your teaching.

**Application 5: Philosophy Statement.** You will refine your personal philosophy of teaching in light of several specific areas of discussion. This is a dynamic document that will continue to evolve through the program and your career.

**Application 6: Electronic Portfolio/presentation.** Electronic portfolios are living documents of sorts, and you are likely to maintain yours throughout your teacher training

program and career. In light of the portfolio concept of collection, selection, reflection, you will continue to work on your electronic portfolio this semester and present a part of it to the class.

**Possible Extra Credit Opportunities for EDMS 512:** You may submit two of the activities described below to earn up to 3 points for each. While the choice is yours, submission deadlines are firm. Write-ups are to be posted to course mail (WebCT) by 6:00pm of the due date.

- **Teacher INTERVIEW.** An interview is intended to help you investigate and confirm what teachers say about teaching realities and student diversity and inclusion in public schools. An interview also encourages you to examine and consider a veteran teacher's questions, concerns, and expectations. Interview your field placement cooperating teacher. *Expectations:* To earn up to 3 points extra credit, ask *probing* questions and these and the teacher responses to the questions, *along with* your personal reflective critique/reactions to the responses. Questions and reflective remarks must clearly show a high level of understanding regarding the elementary setting.
- **Reflection.** Write a reflection (1-2 pages) regarding *one* of possible events available during the semester (options may include Fred Jones workshop, History Day, Hansen Symposium, a professional or content area conference, fall back-to-school night, or spring open house). *Expectations:* To earn up to 3 points extra credit, include evidence of attendance (such as the admission receipt), a brief summary of the event, *along with* personal reflective critique/reactions to the experience. Remarks should clearly show a high level of understanding regarding the event and its relevance to the elementary setting. (1-2 pages, posted to course mail—check due date.)
- **IEP or SST.** Write about an IEP or SST that you observe (with permission). *Expectations:* To earn up to 3 points extra credit, include a summary of the event, how the experience aligned with the IEP or SST process we explored in class, and what you personally gained from the experience. Also relay your personal reflections and how the experience will transfer/help you in your own class setting.
- **IEP video.** Review and “outline” the IEP video (on reserve in the library media center). *Expectations:* To earn up to 3 points extra credit, create a detailed and accurate “outline” of the video information, in words and appropriate visual representations (icons, mind maps, pictures). Also conclude with a description of how viewing this video will transfer/help you in your own class setting.
- ***Different Just Like Me* by Lori Mitchell.** After reading the children's book, describe specifically how it might transfer to your own classroom/how you will use it with your students. *Expectations:* To earn up to 3 points extra credit, your discussion must clearly show a high level of understanding regarding the message of the book to children in the elementary setting, and describe in detail concrete idea(s) for using the book in the classroom.

***QUICK SUMMARY; GRADED COURSE REQUIREMENTS, EDMS 512 ICP***

10 pts	<b>Application 1:</b> Teaching demonstration (Sage)	_____
15 pts	<b>Application 2:</b> Student Study Team (SST)	_____
15 pts	<b>Application 3:</b> Individual Education Plan (IEP)	_____
15 pts	<b>Application 4:</b> Teaching Experience	_____
15 pts	<b>Application 5:</b> Philosophy of Teaching	_____
15 pts	<b>Application 6:</b> Electronic Portfolio/presentation	_____
15 pts	<b>Other:</b> professional demeanor, participation, group activities, attendance, observations (log, documentation),	_____
<b>100 pts</b>	<b>Total points for course</b>	_____
<i>Plus extra credit</i>		_____

- ***EXCEPTIONAL ACHIEVEMENT***, earned by work that is well presented, well organized, insightful, and technically correct.
- ***COMMENDABLE ACHIEVEMENT***, earned by impressive and interesting work that is more loosely organized, less insightful, and not as informative as the *Exceptional* work.
- ***ADEQUATE ACHIEVEMENT***, earned by work that, while acceptable, does not show good organization or display much critical thinking, insight, involvement, or growth.
- ***MINIMAL EVIDENCE OF ACHIEVEMENT***, earned by work that lacks depth and is weak in content, thought, and presentation.
- ***NO EVIDENCE OF ACHIEVEMENT***, earned by work that is completely off track, reveals no insights or other redeeming qualities, or is not the original work of the student.

***Three Rules of Work***

Out of clutter, find simplicity.

From discord, find harmony.

In the middle of difficulty, find opportunity.

M. Baldwin

***Class Norms . . .***

Honor time

Take responsibility for  
Your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

***CSUSM program core themes***

- Ways of learning and knowing—connected to practice
- Structures and procedures that promote learning
- Differentiated design
- Reflective practice/metacognition
- Teachers as professionals

***California Standards for the Teaching Profession***

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

***INFUSIONS:*****Infused Competencies****Authorization to Teach English Learners Senate Bill (SB) 2042**

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

I have downloaded and read this course syllabus for *EDMS 512ICP*, fall 2004.

Date \_\_\_\_\_