

CSU San Marcos	EDUC 350: Foundations of Teaching as a Profession (3 units)
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CSUSM 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 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: “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.” (2004-2006 *General Catalog*, p. 246.)

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 intended for individuals interested in becoming teachers, or for those interested in promoting quality education, and is designed to help you begin thinking about teaching and schooling in new ways. 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 a society
- philosophies, contemporary issues, and reform movements in education
- the roles of teachers in schools
- the student as an individual
- infusion of special education in general education practices
- factors affecting student achievement
- laws which influence teaching responsibilities
- the qualifications and credentialing process for California teachers
- motives for choosing teaching as a career

Something to think about:

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

REQUIRED TEXTS:

- Armstrong D.G., Henson, K.T., and Savage, T.V. (2005). *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.
- *Phi Delta Kappa* (September issue) Gallup Poll...Details available in class.
- **Trade book for book presentation** (refer to course WebCT for book annotations). Book assignments should be confirmed by the third class session.

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. Students enrolled in EDUC 350, a prerequisite course to this program, are expected to adhere to these standards as well.

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 return promptly from breaks, ready to work.

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, 5th 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*, 5th edition for citation guidance.

Grading also will include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of persons 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.

Stated another way:

- 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.

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)

General Grading Scale:

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%	

A minimum grade of **C+ in this course is allowable; however, CSUSM College of Education and the State of California require that students maintain a **B** average (3.0GPA) with all grades at a **C+** or better in the teacher education courses to receive a teaching credential from the State.

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%	other: professional demeanor, attendance, participation, in/outside class activities

ASSIGNMENTS and ASSESSMENTS FOR EDUC 350 (refer to course WebCT 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. [*Remember*: 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 3, 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 may 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 issue presentation will take approximately 30 minutes, and discussion will follow (for total allotted time of one hour).

Additionally, team members are to write individual, succinct critiques of the issue, and describe how their investigation and findings of the topic will transfer/help them in their own class setting.

Finally, a 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.

Note: Teams may be asked to provide instructor with their research materials. (These will be returned after the presentations.)

Students who listen to the presentation 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 WebCT 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 (approximately 15-20 minutes).

Re written report: Teams will submit to the instructor a concise, collaboratively written report that briefly summarizes the book and 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 with 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 will be posted to WebCT.

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: To prepare for class discussion, students are to read the book.

Movie: During the semester, students are to view a movie (refer to WebCT details 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.

Class Norms . . .

Honor time

Take responsibility for
your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

I have downloaded and read this course syllabus for *EDUC 350*, fall 2004.

Date _____