



**EDUC 350 (Section 4) and EDUC 350B (Section 1)**  
**Foundations of Teaching as a Profession**  
**CRN #45596 and 45560**  
**Mondays**  
**2:30 pm – 5:15 pm**  
**Academic Hall 104**  
**Fall 2013**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours: Mondays 1:00 pm – 2:00 pm, or By Appointment

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**School of Education Mission & Vision Statement**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

EDUC 350: Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.*

EDUC 350B: An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. *Participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classrooms settings. Course is intended for students who are considering applying to the Integrated Credential Program.*

OCHANJI: This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates 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:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

### **Course Prerequisites for EDUC 350B ONLY**

Pre-req admission to the Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.

### **Credential Program Recommendations**

As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

### **Required Texts**

- Nieto, Sonia. (2006). *Why We Teach*. Teachers College Press. ISBN 0807745936, Approximately \$17 - 22.
- Sadker, D. and Zittleman, K. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education*. (3rd ed), McGraw Hill. ISBN 13-9780077378387, Approximately \$120, also available by rental at CSUSM bookstore.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4, Approximately \$21 - 27

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02)

**Special Education Inclusion:** Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City and reading parts of *Creating an Inclusive School*.

### **STUDENT LEARNING OUTCOMES**

#### **Teacher Performance Expectation (TPE) Competencies**

A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing 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.

#### **Teaching Performance Assessment for Developing as a Professional Educator**

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the School of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

#### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and The Outsider.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

**Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

**Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

**Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Course Requirements and Grading Standards**

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. 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 School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Fieldwork: 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 settings. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

**Assignments and grading:**

**1. Participation**

**5 points**

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. In order for this course to be successful in meeting the learning goals of this course, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. You will need to come to class prepared to discuss assigned readings/topics and to be a cooperative participant consistent with teaching professional dispositions.

**Key skills/knowledge I’ll be evaluating:**

- How do you participate in class discussions productively, sharing your knowledge and understandings?
- How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- How do you contribute appropriately to group work—do you “do your share”?
- How do you demonstrate that you are able to accept others’ opinions?
- How do you demonstrate that you are supportive of others’ ideas?
- How do you support your peers during their presentations?
- How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

**2. Reading log (See schedule for due dates)**

**10 points**

The reading logs provide an opportunity to reflect on learning about teaching through the assigned readings for each session. In the log you will be asked to reflect on what you have read. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be one paragraph in length per week. Log entries for Monday’s class must be submitted via the Cougar Courses site by the prior Sunday at 11:55 PM. See the schedule for readings. The log will be graded holistically; you will receive either full credit or none. No credit will be given for late submissions of reading logs.

**3. Current events in education (Sign up for due dates)**

**5 points**

Current events (CE) on education in the media reflect the underlying issues in education at a given time. These issues impact the decision teachers make relative to curriculum and teaching. As part of this course, each student will make a presentation on a current event about education. Sign up for a date when you will be responsible for presenting an item from the week’s news in K-12 education (5 minutes maximum). The CE information may be from television, radio, internet (e.g., [www.edweek.org/](http://www.edweek.org/)), newspaper, or magazine, and may pertain to local, national, or international educational issues. Students choose a CE of that is of significance and/or interest to them. Use the following template to share their CE information. The CE should not exceed one page. Students share their CE with their group members. Group members will listen and comment on each CE report by each of the group member. It is recommended that comments focus on the interests, issues and questions that the CE raises for you. Be sure that you make a connection to future teachers in California if the news is from afar.

Checklist and Template for CE presentations

X	Items Needed in CE Report Presentation
	State the source of the CE information <b>The source of my CE is...</b>
	Summarize at least 1 and no more than 3 main point(s) of the CE information <b>A main point of the CE is...</b> <b>Another main point is...</b>
	Share one quote from the source <b>One quote from the source is...</b>
	Explain why the CE is of significance and/or interest to you <b>This CE is of significance and/or interest to me because...</b>

#### 4. Classroom observation reports (see schedule for due dates)

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 document their field observations, connections to concepts studied in EDUC 350, analyses, and questions through 5 formal written Classroom Observation Reports.

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Each written observation should be 500-750 words. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in last class session. If you do not complete the classroom observations, you will not pass the course.

##### **Key skills/knowledge I'll be evaluating:**

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the “big picture” of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

#### 5. Assignment: Interview of a Teacher – 10 points Due 9/30

In this assignment, you will interview a teacher and write a summary (1,500-2,000 words) of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

##### **Gathering information:**

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

- Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?
- What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?
- What were/are the teacher's goals for the education of students? Have these goals changed over the years?
- What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?
- What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?
- How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with “culture shock” in working with students from different backgrounds?
- What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?
- What does the teacher think of current “hot issues” in education such as the California High School Exit Exam, the No Child Left Behind Act, and merit pay for teachers? How does the teacher take action to address new reforms that impact his/her classroom?

- What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

**Analysis:**

- After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. Protect your teacher's confidentiality by using a pseudonym (e.g., Mr. Sunshine or Ms. Biology or Mr. Standards) and masking identifying details (e.g., “taught fifth grade in a suburban school district in southern California” or “moved from Suburban Middle School to Central City Elementary School”).
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- In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include multiple references to the readings/discussions we have in class.

**Criteria for evaluation:**

- Exemplary papers are characterized by:
- Clarity of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, and spelling

**6. Nieto Book – Why We Teach Group Presentations 10 points – Due 10/14**

To gain a more personal look into the experiences of teachers, you will read the Introduction and Conclusion sections of *Why We Teach*, as well as an assigned section.

Prepare a 1 page essay (double spaced) in which you take on the role of “book section reviewer.” Identify the section you read and then consider the following questions:

- ✓ How has your view of teaching changed as a result of your reading in *Why We Teach*?
- ✓ What is the most valuable “learning” to be gained from this book?
- ✓ What did the teacher(s) do to address their students’ and their own needs?
- ✓ How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

Group Presentation: All students assigned to the same section of *Why We Teach* will work together to prepare a group “dramatic” presentation to share your knowledge and insights with other students.

**Key skills/knowledge I’ll be evaluating:**

- Were you able to devise a well-written essay that addresses the questions above in a thoughtful manner?
- Were you able to work well with your peers and develop an engaging group presentation?

**7. The Outsider (Inclusion assignment) – Due 11/04**

**10 points**

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in Villa/Thousand’s *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (1,000-1,500 words) in which you comment on your own (or a friend’s) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

What personal characteristics fostered your (or your friend’s) feelings of being an outsider?  
 How did you react to and cope with the situation?  
 Did you share your experience with any teachers or other school personnel? Did any of them assist you?



What could school staff, parents or friends have done to help?  
In what ways did this experience change you? Did you “learn” from this experience?  
How might this experience make you a more sensitive and effective teacher?

*Criteria for evaluation:* Exemplary papers are characterized by:  
Addressing the questions above in a thoughtful/analytical manner  
Integration of the Villa/Thousand text in the paper  
Correct grammar, syntax, spelling

**8. Contemporary Issues Research Due Nov. 25**

**15 points**

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. You will present in November or December. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to the Cougar Courses site to receive credit for this assignment. The one-page handout is due to Cougar Courses on November 25.

**9. Personal philosophy of schooling, learning and teaching - Due Dec. 2**

**20 points**

A major learning outcome of this course is for you to develop a personal philosophy of teaching learning and schooling. Write a paper (2,000-2,500 word) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

*Paper Introduction*

Describe the level of schooling and subject field(s) you hope to teach.  
Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.  
Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you’ve seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

*Nature of Schooling*

Describe what you believe is the purpose of schooling in a democracy  
How will you as a teacher help achieve these purposes?  
Give at least one concrete example of how you will interact with your students in light of your beliefs.

*Nature of the Learner*

Describe what you believe is the nature of the learner  
What are your thoughts about the students you will teach? What do they need from a teacher?  
Give at least one concrete example of how you will interact with your students in light of your beliefs

*The nature of the teaching/learning process*

Describe what you believe is the nature of the teaching/learning process  
What do you believe counts as knowledge and how should it be presented?  
How will you as a teacher use subject matter and other experiences to guide students towards meaningful learning activities?  
Give at least one concrete example of how you will interact with your students in light of your beliefs.

*Teacher dispositions and actions*

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.  
Give at least one concrete example of how you will conduct yourself in light of your beliefs.

*Conclusion*

Summarize and Recap your philosophy  
What are your outstanding questions/concerns/thoughts about becoming a teacher?

## Criteria for Assessment of Philosophy Paper

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

**Ideas:** The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

**Organization:** The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

**Connections:** The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

**Voice:** The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

**Sentence Fluency:** The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

**Conventions:** The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

### Assignment Values: (100 points)

• Participation and Professionalism	5 points
• Reading Response Logs	10 points
• Classroom Observation Report	15 points
• Current Events in Education	5 points
• Interview Assignment	10 points
• Nieto Essay/Presentation	10 points
• Inclusion – The Outsider	10 points
• Contemporary Issues Report	15 points
• Personal Philosophy of Teaching	20 points

### A Holistic View on Grades and Performance

This course will begin to prepare you for a career in which you will significantly impact human lives. No amount of training will ever be enough. Giving less than 100% is not sufficient. Therefore, your instructor assumes everyone in the class will aim to perform at the highest level possible.

Following are 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 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 the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- completes all field experience work (45 hours, 3 different settings, & 5 written reports) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

**Grading Scale:**

Grades will be determined by the total number of points earned (100 points possible):

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 = 0-59

**Schedule as of 8/25/13**  
**Schedule is subject to change at the discretion of the instructor**

Week	Date	Details	Assignments
1	Aug 26	Course intro, learning outcomes and assignment descriptions	<ul style="list-style-type: none"> <li>- Access the Cougar Courses website at <a href="http://cc.csusm.edu/">http://cc.csusm.edu/</a></li> <li>- Read the field experience guidelines at <a href="http://www.csusm.edu/education/Syllabus/syllabus.html">http://www.csusm.edu/education/Syllabus/syllabus.html</a></li> <li>- Sign Up for CE presentation</li> <li>- Review sample reading logs</li> </ul>
2	Sept 2	LABOR DAY - Campus closed	- No Class
3	Sept 9	The teaching profession and you  Different ways of learning  Teacher Interview Assignment Description	<ul style="list-style-type: none"> <li>- Reading TSS:1 &amp; 2</li> <li>- <b>Reading Log #1 on either TSS 1 or TSS 2</b></li> <li>- <b>Current Event #1, #2</b></li> </ul>
4	Sept 16	Teaching Diverse Students  Student Life in School and at Home  Why we Teach Assignment Description  Waiver requests for field experience hours must be turned in during class today	<ul style="list-style-type: none"> <li>- Reading TSS:3 &amp; 4</li> <li>- <b>Reading Log #2 on either TSS 3 or TSS 4</b></li> <li>- <b>Current Event #3, #4</b></li> <li>- <b>(Waivers Due)</b></li> </ul>
5	Sept 23	Multicultural Education  Inclusion Assignment Description  Advising session with John Bowman, Educational Service Center (350) or Sujeith Oroñez (350B)	<ul style="list-style-type: none"> <li>- Reading TSS:5</li> <li>- <b>Reading Log #3 on TSS 5</b></li> <li>- <b>Current Event #5, #6</b></li> </ul>
6	Sept 30	Philosophy of Education. - Bring the results of your “Inventory of Philosophies of Education” survey in TSS pp. 181-83 to class today. -Personal Philosophy Assignment Description -Work on 1 <sup>st</sup> draft of personal Philosophy	<ul style="list-style-type: none"> <li>- Reading TSS:6</li> <li>- <b>Reading Log #4 on TSS 6</b></li> <li>- Complete and bring to class “Inventory of Philosophies of Education” survey in TSS pp. 181-83.</li> <li>- <b>Current Event #7, #8</b></li> <li>- <b>Interview Assignment Due</b></li> </ul>
7	Oct 7	Lives and work of teachers  Guests: Experienced teachers	<ul style="list-style-type: none"> <li>- Read Nieto Chapter 1</li> <li>- <b>Current Event #9, #10</b></li> </ul>

8	Oct 14	Creating Inclusive schools Why We Teach - Nieto presentations in class today	<ul style="list-style-type: none"> <li>- Reading VT:1 &amp; 3</li> <li>- <b>Reading Log #6 on either VT 1&amp;3</b></li> <li>- <b>Current Event #11, #12</b></li> <li>- <b>Nieto Group Presentations II, III, IV &amp; V Due Oct 14</b></li> </ul>
9	Oct 21	School finance & governance  Contemporary Issue Assignment Description  Guest: School administrator	<ul style="list-style-type: none"> <li>- Reading TSS:7</li> <li>- <b>Reading Log #7 on TSS 7</b></li> <li>- <b>Current Event #13, #14</b></li> <li>- <b>Observations Reports 1 &amp; 2 due October 21</b></li> </ul>
10	Oct 28	Teachers Rights and responsibilities  Reforming American schools	<ul style="list-style-type: none"> <li>- Reading TSS:8 &amp; 9</li> <li>- <b>Reading Log #8 on either TSS 8 or 9</b></li> <li>- <b>Current Event #15, #16</b></li> <li>- Philosophy Paper Draft Due for partner feedback</li> </ul>
11	Nov 4	Inclusive Curriculum  Teaching Performance Standards	<ul style="list-style-type: none"> <li>- Reading VT:6</li> <li>- <b>Reading Log #9 on VT 6</b></li> <li>- <b>Current Event #17, #18</b></li> <li>- <b>Inclusion - The Outsider Assignment due Nov 4</b></li> </ul>
12	Nov 11	Veterans Day – Campus Closed	<ul style="list-style-type: none"> <li>- No Class</li> </ul>
13	Nov 18	Curriculum, Standards and Testing  Becoming an Effective Teacher	<ul style="list-style-type: none"> <li>- Reading TSS:10 &amp; 11</li> <li>- <b>Reading Log #10 on either TSS 10 or 11</b></li> <li>- <b>Observations 3 and 4 due Nov 18</b></li> </ul>
14	Nov 25	Some contemporary issues presentations	<ul style="list-style-type: none"> <li>- <b>Contemporary Issues presentation handout due Nov 25</b></li> </ul>
15	Dec 2	Some contemporary issues presentations	<ul style="list-style-type: none"> <li>- <b>Participation self-evaluation due Dec 2</b></li> <li>- <b>Personal Philosophy due Dec 2</b></li> <li>- <b>Observation Report 5 due Dec 2</b></li> <li>- <b>Fieldwork time sheet and record due Dec 2</b></li> </ul>
16	Dec 9	Finals Week	