

California State University San Marcos
EDUC 350(01): Foundations of Teaching as a Profession
Monday/Wednesday 8:30 – 9:45 a.m. UH 440 CRN 40055
Fall 2011

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Mission of the School of Education at Cal State San Marcos:

The mission of the School 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by SOE Governance Community, October 1997)

Course Description

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.

This course is required for all credential candidates. All students must complete forty (40) hours of supervised fieldwork in K-12 classrooms.

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 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.

Authorization to Teach English Learners:

The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 2002)

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 a 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*, reading and analysis of special education law, and *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations:

Students are approved for services through the Disabled Student Services Office (DSS), CRA 4300. This office can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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:

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

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 student 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 Course6, 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, and some submitted in hard copy as well.

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.

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.

College of Education Attendance Policy:

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. SOE attendance policy states: "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible.

In this section of EDUC 350, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A -; if you miss three class sessions, you cannot receive a B or B-.

Class Discussions and Participation:

Students will engage in student-centered learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Course Requirements

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. 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.

Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. 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). Please note that late assignments will be given reduced points. *Assignments that are turned in a week late will be given a grade of zero.*

Please send email correspondence to the Cougar Course mailbox and not the CSUSM server.

Note: This summer 2011 EDUC 350 is a hybrid class, which means one or more class sessions will be conducted on-line. It is your responsibility to complete the work assigned for a given class session. You will be graded for the content and participation in these required activities.

Required Texts:

Grant, Carl. A. & Gillette, Maureen. (2006). *Learning to Teach Everyone’s Children: Equity, Empowerment*

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936, Approximately \$12 - 20.

Field Work:

In addition to in-class work, assigned readings and projects, students will participate in 45 hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the SOE syllabus webpage, at the top of the list of syllabi for this semester. 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 recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

Assignments and grading:

Grading Scale:

Grades will be determined by the total number of points earned on a scale of 100 possible points:

A = 93-100, **A-** = 90-92, **B+** = 87-89, **B** = 83-86, **B-** = 80-82, **C+** = 77-79, **C** = 73-71, **C-** = 70-72, **D** = 60-69, **F** = 0-59

| | |
|---|-----------|
| Reading Log | 10 points |
| Current Events | 10 points |
| Special Education Inclusion (the Outsider) | 10 points |
| Interview of a Teacher | 20 points |
| Personal Philosophy of Schooling, Learning and Teaching | 20 points |
| Classroom Observation Reports (x 5) | 10 points |
| Contemporary Issue in Education group presentation | 10 points |
| Web based Learning | 10 points |

1. Reading log

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each week. In the reading log, students do not summarize the readings but rather they respond to the readings: agreeing, disagreeing, noting specific insights and ideas, etc. Entries must refer to the readings. Entries should be 1 paragraph in length (approximately 250 words).

Log entries must be submitted via the course Cougar Course site by the due date for each entry in the course schedule. *Bring a copy of the reading log entry with you to class on the due date and be prepared to share it with a partner.*

Individual submissions are not graded; rather, their timely submission is noted and points are assigned on the basis of having completed the assignment. No credit will be given for late reading log submissions. In extraordinary circumstances, if you do not have access to Cougar Course, you may email the log entry to me at egarza@csusm.edu.

2. Current events in education

Students sign up for a date to be responsible for an oral presentation of a Current Event in education (CE) from the week's news in K-12 education (4 minutes maximum). The CE information may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national/, or international educational issues. Students choose a CE of that they believe is of significance.

After presenting, students go to the Cougar Course site and submit a one-sentence report, *a short (50 word) summary of your current event*, under the "CE" ("Current Events") assignment, so that they can receive full credit.

Current Event (CE) presentations should include the items on the following checklist:

| X | Item Needed in CE Presentation |
|---|--|
| | State the source of the CE information |
| | Summarize main points of the CE information |
| | Share one quote |
| | Explain why the information is of significance |

3. Special Education Inclusion (The "outsider")

See detailed description below. Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. Following the procedures written in the detailed description below students write a reflective essay about inclusion. Students submit the assignment on Cougar Course site.

4. Personal philosophy of schooling, learning and teaching

See detailed description below. Students write a 4-5 page paper describing their current philosophy of schooling, learning and teaching following the template provided. The written report is submitted to the instructor via the Cougar Course site.

5. Interview of a teacher

See detailed description below. Students write a paper based on an interview of a teacher. The written report is due via the Cougar Course site. *Bring a copy of the interview with you on the due date. Be prepared to share it with a partner*

6. Classroom observation reports

Using the classroom observation instrument provided in class, complete the observation reports. Place all 4 reports in one document and submit to Cougar Courses

7. Contemporary issues research group presentation

Choose (1) an issue that interests you (from the topics provided by the instructor) and work with the small group to which you are assigned to prepare a power point presentation. Research the issue together and prepare a collaborative power point presentation. The report should describe and analyze the issue. The power point presentation should follow the template (provided by instructor). *Each* group member must submit an individual reflection (approx. 350 words) that follows the reflection template (provided by instructor) to the Cougar Course site to receive credit for this assignment.

8. Web Based Learning

Students will complete activities online in the Moodle shell (350 Cougar Course). The online readings, discussion forums and activities will be your online sessions indicated in the schedule. Students should make sure to complete all the work. Failure to complete all the work for the online session in its entirety will count as an absence for one day. Work completed during online sessions is evaluated based on the extent to which it meets the requirements for each activity.

Special Education Inclusion (The “Outsider”): Detailed Assignment Description

Many students with special needs come to view themselves as *outsiders* because they are labeled as different from the typical student. But most have experienced some sense of being an outsider during their schooling, K-12.

After reading chapters 1-3 in *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, (from the chapter in the Villa & Thousand text) students write a **reflective essay** (3 pages, double spaced, Times New Roman font, size 11).

Essays must include the components in the following checklist

| X | Components of reflective essay |
|----------|---|
| | Describe and explain the reason(s) for your own (or a friend’s) school experience that caused you to feel like an outsider (such as differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc.) <ul style="list-style-type: none">• What personal characteristics fostered your (or your friend’s) feeling of being different? |
| | Comment on this school experience that caused you to feel like an outsider <ul style="list-style-type: none">• How did you react and cope with the situation?• Did you share your experience with any teachers? Did any teachers assist you?• What could school staff, parents or friends have done to help?• In what ways did this experience change you? What did you “learn” from this experience?• How might this experience make you a more sensitive teacher? |
| | Make at least 1 specific connection to the VT text. |

Interview of a Teacher: Detailed Assignment Description

The purpose of the Interview of a Teacher assignment is to gain insights about the profession of teaching by analyzing the information gathered by interviewing a teacher with a distinct philosophy and experience. First, students interview a teacher and take notes. Second, students use the information from the interview to write a 3–4 page analytical paper that follows the guidelines in the checklist.

FIRST: 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 is the teacher's metaphor for "teaching" or "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 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 were/are the teacher's goals for the education of students? Have these goals changed over the years?
- What are the main features of the teacher's approach toward teaching? How did/does the teacher learn about his/her students' lives and needs? What have been the teacher's experiences with 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 have been the major joys and frustrations of teaching? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now? What does the teacher think of current "hot issues" in education? How does the teacher take action to address new reforms that impact his/her classroom?
- What has the teacher learned from being a teacher?

SECOND: Write Analytical Paper

After gathering information through the interview, students use the guidelines in the checklist below to ensure that their analytical paper contains all required components.

| X | Components of Analytical paper |
|----------|---|
| | Introduction <ul style="list-style-type: none"> • Briefly describe the teacher interviewed • Protect teacher's confidentiality by using a pseudonym and masking identifying details |
| | Describe 1st theme that characterizes the information and analyze it <ul style="list-style-type: none"> • State the theme & state what the teacher said about it • Explain what this information shows about the benefits and challenges of being a teacher • What connection is there to course content? |
| | Describe 2nd theme that best characterizes the information and analyze it <ul style="list-style-type: none"> • State the theme & state what the teacher said about it • Explain what this information shows about the benefits and challenges of being a teacher • What connection is there to course content? |
| | Describe 3rd theme that best characterizes the information and analyze it <ul style="list-style-type: none"> • State the theme & state what the teacher said about it • Explain what this information shows about the benefits and challenges of being a teacher • What connection is there to course content? |
| | Reflect on what you have learned from the interview. How does it confirm or challenge what you have been learning about becoming a teacher? What are the implications of what you have learned through this interview for your thinking about becoming a teacher? |

Philosophy of education paper: Detailed Assignment Description

Write a 4-5-page paper (double-spaced) 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

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.? Describe the level of schooling and subject field(s) you hope to teach.

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 1-2 examples of how this will look in your classroom/career.

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 1-2 examples of how this will look in your classroom.

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 toward meaningful learning activities? Give 1-2 examples of how this will look in your classroom.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position. Give 1-2 examples of how this will look in your career.

Conclusion

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

EDUC 350 Course Schedule Fall 2011

Schedule is subject to change at the discretion of the instructor

Note: As this is a hybrid course, some class sessions will be conducted online as indicated in the syllabus.

| <u>Date</u> | <u>Topics and activities</u> | <u>Assignment</u> |
|---------------------------------------|--|---|
| Session 1 Monday 29 Aug | Introduction to teaching as a profession Assignment description: Contemporary Issues in Education Cougar course website at http://cc.csusm.edu/ | Readings: GG ch. 6 TPE 12 http://www.csusm.edu/education/advising |
| Session 2 Wednesday 31 Aug | Consider teaching as a profession | Readings: GG ch. 6 TPE 12 Due: <i>Reading log # 1</i> |
| Monday 5 Sept | Labor Day- Campus Closed | |
| Session 3 Wednesday 7 September | Identify & explore the elements of various educational philosophies. Assignment description: Philosophy of Ed paper | Readings: GG ch. 8 GG 61-62 Due: Current events reports |
| Session 4 Monday 12 September | Identify & explore the elements of various educational philosophies. Assignment description: Special Education Inclusion (“outsider”) | Readings: GG ch. 8 GG 61-62 Due: Current events reports <i>Reading Log # 2</i> |
| Session 6 Wednesday 14 Sept | View & discuss F.A.T. City video | Readings: VT ch. 1, 2 & 3 Due: Current events report |
| Session 7 Monday 19 Sept | Special Needs Education Assignment Description: Interview of a Teacher | Readings: VT ch. 1, 2 & 3 Due: Contemp. issue topic <i>Reading Log #3</i> |
| Session 8 Online 21 Sept | online session activities | Due: Sp. Ed. Inclusion paper |
| Session 9 Monday 26 Sept | Identify purposes & goals for education | Readings: GG ch. 1 GG ch. 4 Goals of Ed. article Due: <i>Reading Log #4</i> |

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| Session 10 Wednesday 28 Sept | The purposes & goals for education & their relationship to curriculum Workshop: Contemporary Issues | Readings: GG ch. 1 & GG ch. 4 Goals of Ed. article |
| Session 11 Monday 3 Oct | Identify knowledge, skills & attitudes of effective teachers | Readings: GG ch. 2 Due: <i>Reading Log # 5</i> |
| Session 12 Wednesday 5 Oct | Identify knowledge, skills & attitudes of effective teachers | Readings: GG ch. 2 |
| Session 13 Online 10 October | Online session activities | Due: Philosophy paper check in |
| Session 14 Online 12 October | Online session activities Components of instruction | Readings: GG chapter 5 |
| Session 15 Monday 17 October | Examine and determine relationships among the components of instruction Creativity | Readings: GG chapter 5 Due: Interview of a Teacher <i>Reading Log #6</i> |
| Session 16 Wednesday 19 October | Organizational Structures of schools | Readings: GG chapter 7 |
| Session 18 Monday 24 October | Organizational Structures of schools Workshop: Contemp. Issues in Ed | Readings: GG chapter 7 <i>Reading Log # 7</i> |
| Session 19 Wednesday 26 October | Develop flow chart of structures of US schooling governance & finance | Readings: GG ch. 9 GG ch. 11 |
| Session 20 Online 31 October | Online class activities Research issues in educational finance | Readings: GG ch. 11 |
| Session 21 Wednesday 2 November | Ethics role play activity Compare & contrast teacher rights & responsibilities as well as those of student | Readings: GG ch. 10 Professional Ethics article TPE 12 |
| Session 22 Monday 7 Nov | Ethics role play activity Compare & contrast teacher rights & responsibilities as well as those of student | Readings: GG ch. 10 Professional Ethics article TPE 12 |
| Session 23 Wednesday 9 Nov | Explore the process and role of creativity Workshop: Philosophy of Education | Readings: Cougar course articles |
| Session 24 Monday 14 Nov | Explore schooling in a diverse society and a multicultural student population | Readings: GG pages 13 – 19 |

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| Session 25 Wednesday 16 Nov | Discuss Nieto themes & narratives | Nieto: chapter 1 & 23 selected narrative |
| Session 26 Monday 21 Nov | Compare and share selected Nieto narratives using organizer | Nieto chapter 1 & 23 selected narrative |
| Session 27 Wednesday 23 Nov | Online class Why teach? | Due: TPE 12 activity |
| | Thanksgiving Break – Campus Closed | |
| Session 28 Monday 28 Nov | Becoming a teacher: Mechanics of obtaining a credential: student services information session | Due: Philosophy of Ed. paper |
| Session 29 Wednesday 30 Nov | Workshop: Contemporary Issues in Ed | |
| Session 30 Monday 5 Dec | Contemporary Issues in Education presentations. | Due: Contemp. Issue group presentation & individual reflection |
| Session 31 Wednesday 7 Dec | Contemporary Issues in Education presentations | Due: Contemp. Issues group presentation & individual reflection Classroom observation reports |