

EDUC 350: Foundations of Teaching as a Profession
California State University San Marcos
FALL 2008: CRN 40255 Sec: 1
T/R 9:00 –10:15

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Class Location: UNIV 444

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. Each student must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

Mission of the College of Education at Cal State San Marcos: 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.
(adopted by COE Governance Community, October 1997)

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 College 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, reading and analysis of "School Law & Diversity," and *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). 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.

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College 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. COE 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 following attendance policy will apply: 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.

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.

Field Work: 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 COE 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.

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

All University Writing Requirement: All courses at CSUSM require a 2500 word writing requirement. In this course, you will be required to write extensively through the following assignments: weekly reading log, teacher interview, contemporary issues research, educational philosophy paper, inclusion assignment, field experience reports, The Outsider, and various in-class writing 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 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 a student and future educator, each student 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.

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 College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

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 College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

NOTE: If you will be absent, notify the instructor via email, as soon as possible, so arrangements can be made to save handouts, etc. You should also submit that day's written assignments via email to avoid deduction of points. Assignments are downgraded by 10% for each day late – after one week assignments receive no credit. Also, if you are given the option to revise your work, you must resubmit by the next class session.

Required Texts:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. **(GG)**
ISBN 0-534-64467-8, (approximately \$45 – 65)

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

Villa, Richard A. and Thousand, Jacqueline S. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. **(VT)**
ISBN 0-87120-251-4, (approximately \$12 – 25)

ASSIGNMENTS...

Please keep a copy for yourself of all submitted assignments and do not submit papers in binders / folders.

➤ **Participation & Professionalism (10 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. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a cooperative participant.

Key skills/knowledge to be evaluated:

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

➤ **Reading Response Log (10 points)**

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings. In the log you will be asked to both summarize key points and reflect on what you have read. You will also share your writing with another student at the beginning of each class session. You will begin the semester with full credit. Points will be deducted if submissions are incomplete. Reduced credit will be given for late submissions. Reading Log format is provided later in this syllabus.

Key skills/knowledge to be evaluated:

- At what level have you comprehended the reading? Is your work reflective of the issues and your thinking?
- What connections and relationships have you been able to make with the reading and prior class discussions, fieldwork, and class activities?

➤ **Classroom Observation Record (log) and 5 Classroom Observation Reports (20 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. Forms are located on the College of Education website under “Current Syllabi”.

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. The format will be explained in class.

Key skills/knowledge to be evaluated:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe 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?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

➤ **Interview Assignment (10 points)**

Select one of the following individuals to interview:

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

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

Key skills/knowledge to be evaluated:

- Were you able to arrange, organize, and conduct an interview that yielded useful and interesting information?
- If you were not sure of answers, did you ask your interviewee for clarification so you understood? Did you use follow up questions to probe for deeper responses?
- Were the questions you created thought provoking?
- Were your analyses and reflections based on information you have learned in EDUC 350 and prior knowledge?
- Were you able to explicitly connect the interview to your own thinking about becoming a teacher?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

➤ **Current Events in Education (5 points)**

Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education. The item may be from television, radio, the internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local or national/international issues. You will summarize and present the importance of the news for your classmates in 5 minutes maximum. Be sure that you make a connection to future teachers in California if the news is from a distance away from the state.

Key skills/knowledge to be evaluated:

- Did you select an article that has depth and importance to future teachers in southern California?
- Can you speak articulately about your article's content?
- Can you answer questions related to the article?

➤ **Inclusion Assignment—The Outsider (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 *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (2 to 3 pages, double spaced) wherein you comment on your own (or a friend's) school experience that caused you to feel like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least 1 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 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?

Key skills/knowledge to be evaluated:

- Were you able to devise a cogent written reflection that addresses the questions above in a thoughtful/analytical manner?
- Did you make at least one specific (quote) connection to the VT book?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

➤ **Contemporary Issues Research (20 points)**

Choose a major contemporary issue in education that interests you and a partner. Research the issue together and prepare an oral report to share in class. The presentation should provide a description of the issue, its pros and cons, an analysis of the issue's implications (the "so what"), and a summary or conclusion.

At the time of your presentation each partner group will provide a one page typed abstract as well as a selected reading list (12-15 references in bibliographic form) for each class member. The instructor's copy should include each member's name and a description of each person's role in researching the topic and developing the presentation. Each group will also be responsible for developing a peer and self-evaluation for their presentation that will be given to the instructor after the oral presentation is completed. Selected members of the class will use the peer evaluation, and the group presenting will use the self-evaluation. Additional guidelines, format, and suggested topics will be discussed in class.

Key skills/knowledge to be evaluated:

- Do you understand a major issue affecting education and can you speak intelligently to your peers?
- Did you read from enough sources to gather relevant information and then present this in a synthesized manner?
- Are you able to organize resources (materials, people, etc.) in support of a goal (in this case, your presentation—which includes the use of Power Point technology)?
- Did you present your information confidently, creatively, concisely and in an organized manner?
- Are you able to apply what you've learned about effective teaching to engage your audience during your presentation?
- Did you develop an appropriate abstract and bibliography?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

➤ **Personal Philosophy of Teaching, Learning, Schooling & Inclusivity (15 points)**

To summarize your learning in this course, help you to clearly articulate your emerging beliefs about teaching, learning, schooling, & inclusivity, and prepare for future interviews, you will be asked to submit a paper in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning and schooling. In preparing this assignment you will develop the paper over the course of the semester and will experience the process of drafting (two drafts are required for in-class work), giving and receiving reader response, and revision as stages of the writing process (experiencing firsthand what you should do as a teacher with your students). More information about the paper will be given in class.

Write a 4-5 page 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.

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 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

Recap your philosophy.

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

Criteria for Self- Assessment and Instructor Assessment of Philosophy Paper

Self-assess your philosophy paper using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the same criteria that I will use 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.

Key skills/knowledge to be evaluated:

- Did you draw on all your resources/experiences (not just the book) to write your philosophy?
- Are you clear about your own beliefs? Did you address the needs of all learners?
- Can you articulate your ideas fluently and coherently with correctness?
- Is it clear you have had enough exposure to schools to write your current philosophy?
- Did you address the areas of teaching, learning, schooling and inclusivity?
- Does your writing incorporate a professional level of writing skills (grammar, syntax, spelling)?

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 | |

Assignment Values: (100 points)

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

- Participation and Professionalism 10 points
- Reading Response Logs 10 points
- Classroom Observation Reports 20 points
- Interview Assignment 10 points
- Current Events in Education 5 points
- Inclusion – The Outsider 10 points
- Contemporary Issues Report 20 points
- Personal Philosophy of Teaching 15 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.

EDUC 350 -- Anticipated Schedule (subject to possible changes)

| Wk | Date | Topic | Reading (Logs) | Assignment |
|-----------|----------------|--|-----------------------------|---|
| 1 | 8/26 8/28 | Course Introduction Why Teach? | | |
| 2 | 9/02 9/04 | Teaching & Learning for 21 st Century | GG: 1 | <i>Current Events (CE) # 1</i> Small photo for me to keep ☺ |
| 3 | 9/09 9/11 | Becoming an Effective Teacher | GG: 2 | <i>CE # 2</i> |
| 4 | 9/16 9/18 | Developing a Professional Stance The Credentialing Process | GG: 6 | <i>CE # 3</i> Interview Assignment due |
| 5 | 9/23 9/25 | Organizing Structures of Schools | GG: 7 | <i>CE # 4</i> |
| 6 | 9/30 10/02 | Forming Philosophical Perspectives Middle Schools Then and Now | GG: 8 | <i>CE # 5</i> Ed Philosophy – Draft 1 due |
| 7 | 10/07 10/09 | Including Inclusion F.A.T.City | VT: 1, 2 | <i>CE # 6</i> Classrm Obs Reports 1 & 2 due |
| 8 | 10/14 10/16 | Contemporary Issues - partner work - Part I Library Research | | Nieto (skimmed) |
| 9 | 10/21 10/23 | Lives & Work of Teachers Reaction to Nieto Panel of teachers | Bring Nieto Review GG: 2 | <i>CE # 7</i> Write 2 questions for the panel |
| 10 | 10/28 10/30 | Contemporary Issues - partner work – Part II – Presentation Development w/ Power Point | | |
| 11 | 11/04 11/06 | More on Inclusion Understanding Rights and Responsibilities | VT: 3 GG 10 | <i>CE # 8</i> CI Groups # _____ Inclusion – The Outsider due |
| 12 | 11/11 11/13 | Veteran's Day –campus closed Governing the Educational System | GG: 9 | CI Groups # _____ Ed Philosophy--Draft 2 due |
| 13 | 11/18 11/20 | Financing Teachers and Schools Guest speakers | GG: 11 | CI Groups # _____ Classrm Obs Reports 3 & 4 due |
| 14 | 11/25 11/27 | High School Stories Thanksgiving Break | | CI Groups # _____ Ed Philosophy Final Paper due |
| 15 | 12/02 12/04 | ☺ Final Discussions ☺ | | CI Groups # _____ Classrm Obs Report 5 due Classrm Obs Record (Log) due |

**EDUC 350
READING LOGS**

Your reading log will take the format of a conversation with yourself in which you will both summarize and comment on the week's assigned readings. By reflecting on your readings in this manner, it is expected you will both better remember what you have read, as well as become more focused on the issues you feel are the most important, intriguing, usable or questionable.

FORMAT

*Reading Logs must be typed.

*Divide your paper down the middle to form two columns.

*Enter headings according to the example below, including your name, the course number, the date, the author and chapter.

*Use the left column to write a summary of the reading. This may include quotes (note page number), prose and bulleted points of information. Choose the key points that YOU feel are most essential. Include 3 to 5 points.

*Use the right column to record your comments, thoughts, impressions, questions, etc. These comments should directly correspond to what you have written in the left column, so try to line up the corresponding pieces of text.

*Leave a bit of space at the end for reviewer comments.

RESPONSE TO READING LOGS

At the beginning of each class, find a colleague and exchange logs. Take a few minutes to read what your partner has written, and then write a one or two sentence response. This will give you the opportunity to view the readings from another perspective. One point will be given for each of the ten reading assignments.

Note: Reading Logs submitted late and/or without reviewer comments will not receive full credit.

Reading Response

Suzy Smarts
EDUC 350
8/30/07
Reading: GG - Chapter 8

SUMMARY

COMMENTS/RESPONSE

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

| PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3: CULTURE AND CULTURAL DIVERSITY |
|---|--|--|
| I. Language Structure and Use: Universals and Differences (including the structure of English) | I. Theories and Methods of Bilingual Education | I. The Nature of Culture |
| A. The sound systems of language (phonology) | A. Foundations | A. Definitions of culture |
| B. Word formation (morphology) | B. Organizational models: What works for whom? | B. Perceptions of culture |
| C. Syntax | C. Instructional strategies | C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures) |
| D. Word meaning (semantics) | II. Theories and Methods for Instruction In and Through English | D. Physical geography and its effects on culture |
| E. Language in context | A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction | E. Cultural congruence |
| F. Written discourse | B. Approaches with a focus on English language development | II. Manifestations of Culture: Learning About Students |
| G. Oral discourse | C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | A. What teachers should learn about their students |
| H. Nonverbal communication | D. Working with paraprofessionals | B. How teachers can learn about their students |
| I. Language Change | | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | III. Cultural Contact |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | A. Concepts of cultural contact |
| B. Psychological factors affecting first- and second-language development | B. Methods | B. Stages of individual cultural contact |
| C. Socio-cultural factors affecting first- and second-language development | C. State mandates | C. The dynamics of prejudice |
| D. Pedagogical factors affecting first- and second-language development | D. Limitations of assessment | D. Strategies for conflict resolution |
| E. Political factors affecting first- and second-language development | E. Technical concepts | IV. Cultural Diversity in U.S. and CA. |
| | | A. Historical perspectives |
| | | B. Demography |
| | | C. Migration and immigration |