

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**Education 604: Knowledge Construction and Accomplished Teaching  
Fall 2008**

**Room: University Hall 440  
Thursday, 5:30- 8:15 p.m.**

**Professor:** Gilbert Valadez, Ed.D.  
**Phone:** (760) 750-8514  
**E-Mail:** gvaladez@csusm.edu  
**Office:** University Hall 300  
**Office Hours:** By appointment

---

**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and 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).*

---

**Course Description**

This course provides an overview of a selection of educational philosophies, leads teachers through an examination of their personal philosophy of teaching and learning, and considers how philosophies shape educational practice.

This course plays a central role in the introduction of an “aesthetic of knowing” that is the foundation for the Teaching, Learning & Leadership Master’s Option. Topics include various ways of knowing, the impact of context on knowledge construction, and an ethic of life-long learning via reflective practice. Questions of equity, inclusion, leadership, community, collaboration, and systematic inquiry form the core of the course.

**Course Objectives**

This course is specifically designed to provide reflection on theory of learning and instruction, positioning of oneself in a theoretical framework, and application of philosophy to one’s teaching practice. Students will articulate their educational philosophy and create an electronic portfolio of pedagogical examples of their philosophy in action.

## **Required Texts**

- Greene, M. (1995) *Releasing the Imagination: Essay on Education, the Arts, and Social Change*. Jossey/Bass.
- Palmer, P. (1998). *The Courage to Teach*. SF: Jossey-Bass.
- Wiggins, G. and McTighe, J. (1998) *Understanding by Design*. Association for Supervision and Curriculum Development.

## **Recommended Texts**

- *Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)* Washington D.C.: American Psychological Association. (www.apa.org)

## **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. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

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

Students 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 5205, and 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.

## **Plagiarism**

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

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.

## **Readings**

Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

## **Course Load**

In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

## **Professional Demeanor**

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

- Attendance;
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

If instructor has to address any of the above with you – you most likely will not earn full credit.

## **Course Requirements**

**Reading Logs (20 points)** For all assigned reading you are required to complete a reading log which will describe your understanding of the content of the reading and how the reading contributes to your teaching philosophy. The form for these logs is in the appendix. Please type your entries into the form. The forms will be collected at various times during the semester.

**Ideologies Report (30 points)** You will be assigned a group or groups to present information about a specific educational ideology covered in the course. The presentation will require your group to disseminate pertinent information about the ideology, its significance to education, etc. Your presentation group will also be asked to conduct thoughtful discussion with the class about your educational ideology. In addition to the dissemination of pertinent information, your group will present a teaching strategy that best fits the key elements of your ideology. Question to consider when presenting your strategy could include: How does this teaching strategy best reflect our educational ideology? What key concepts and understandings are evident in this teaching strategy?

**Philosophy Paper (30 points)** You will write a ten page philosophy in which you will both articulate your personal ideological position and create a lesson plan or plans that best fit your ideological position. This paper will consist of two sections. Section one is a literature review that best describes your philosophical (ideological) position. It is likely that your philosophy may incorporate more than one ideological position. This is acceptable, as this assignment requires you to make connections with other educational thinkers in a synthetic manner and will serve as basis for uncovering your own deep beliefs about the nature of teaching and learning.

The second section of this paper will consist of a fully developed teaching strategy that best illustrates your philosophy of education. Standard elements of the plan will include lesson objectives, key concepts and understanding, strategies for the assessment of the learning, a description of prior learning, etc. Note: The template for this lesson plan is located in the Wiggins' text. In addition to this plan, you will be required to write a summary statement in which you articulate how this lesson plan fits into your particular philosophical or ideological position. You are required to refer to the literature, as this will be a scholarly discussion about your teaching practice.

The style elements for this paper are as follows. The paper will be written in APA format, typed, ten to fifteen pages. At a minimum, there should be six articles or books cited in your paper. Research citations should be incorporated into both sections of the paper. Three of the citations should be from works not assigned in the course as required reading.

Attendance/Participation (20 points) Attendance is critical to this course. You will be asked to complete a reflection sheet for each class session. The reflection sheet will require you to write out your thoughts and impressions about what transpires during our time together. The reflection form is included in the appendix of this syllabus. Please type out your responses. Reflection sheets from any given class session will be collected at the start of following class session. In this way you will have time to respond more deeply.

In this course you will be asked to participate in workshops, discussions, and other activities. As always, please respect the presenters by giving your full attention and regard. This class belongs to you, the students, and will no doubt be made richer by full participation of all stakeholders.

### **Grading Standards**

<b>Assignment</b>	<b>Point Value</b>
Reading Logs	20
Ideologies Presentation/Workshop	30
Philosophy(Ideology) Paper	30
Participation	20
<b>Total</b>	<b>100</b>

A= 93-100, A-=90-92, B+= 87-89, B= 83-86, B-= 80-82, C+= 77-79, C= 73-76, C-= 70-72, D= 60-69, F=0-

### **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.

## Tentative Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignment (if any)</b>
<b>Session 1</b> <b>8/ 28 /08</b>	Course Overview (Syllabus, Assignments & Class Norms) Define Conceptions of Knowledge	Read Syllabus Sign Up for a Ideologies Presentation. Confirm Class Schedule & Assignments
<b>Session 2</b> <b>9//4/08</b>	Understanding Understanding: The six facets of understanding. Class discussion and small group lesson development	Read: Wiggins, Chapters one to six. Note: Complete a reading log for chapters 1-3 and 1-6 respectively.
<b>Session 3</b> <b>9/11/08</b>	Understanding understanding continued.	Read: Parker Palmer, Chapters one to three
<b>Session 4</b> <b>9/18/08</b>	Eco- Feminist Workshop Deconstructing curriculum to find an ideological perspective(s).	Read: Parker Palmer, Chapters four to six
<b>Session 5</b> <b>9/25/08</b>	Parker Palmer discussion. Activity: Teaching courageously- a moment in time	Read: Maxine Green, Chapters one to four. Complete a reading log for the four chapters. Bring two reading logs for Palmer to class
<b>Session 6</b> <b>10/02/08</b>	Discussion: Greene- Creating possibilities Activity- Define three core educational belief and give examples of how you demonstrate these in your teaching	Read: Maxine Green, Chapters seven, eight, eleven and thirteen. Be prepared to bring an artifact to class next week that best illustrates your best teaching Bring two reading logs for Green to class
<b>Session 7</b> <b>10/09/08</b>	Discussion: Green- Illuminations and epiphanies Sharing: Artifacts- what they say about what I think and what I do in my teaching	Be prepared to select which educational ideology you wish to present to your colleagues this semester Reading: William F. O'Neill, The educational ideologies. Complete a reading log to be submitted next session
<b>Session 8</b> <b>10/16/08</b>	Work Session: You will meet with your presentation group colleagues today and start your process/preparations	Your presentation group will be formed today. Readings to guide your process will be provided by the instructor
<b>Session 9</b> <b>10/23/08</b>	Presentations: Educational Fundamentalism and Educational Intellectualism	Supplemental Reading: "Anti-Intellectualism in American Life"- Richard Hofstadter, "Back to the Basics: The Movement and Its Meanings", Ben Brodinsky, "Liberal Education" and "General Education, Robert Maynard Hutchins Note: It is a good ideal to begin a rough draft of the first section of you philosophy paper.
<b>Session 10</b> <b>10/30/08</b>	Presentations: Educational Conservatism and Educational Liberalism	Supplemental Reading: "Traditional Education", Vernon Smith, "The Fundamental of Education" Arthur Bestor, "The Child and the Curriculum" and "My Pedagogic Creed", John Dewey

<b>Session 11</b> <b>11/06/08</b>	Educational Liberationaism and Educational Anarchism	Supplemental Reading: “Education in Walden Two”, B.F. Skinner, “Beyond Educational Oppression”, Paulo Freire, “Complulory Mis.- Education”, Paul Goodman, and “The Alternative to Schooling.” Ivan Illich
<b>Session 12</b> <b>11/13/08</b>	In class work session- Philosophy paper	Bring in a rough draft of section one of your educational philosophy paper to work on in class. Details of this process are in the appendix
<b>Session 13</b> <b>11/20/08</b>	Independent work on Philosophy paper	No readings
<b>Session 14</b> <b>12/04/08</b>	Final paper presentations	You will individually give a short, informal presentation of your philosophy paper to the group. Be prepared to answer questions.
<b>Session 15</b> <b>12/11/08</b>	Closure event and potluck	: )
<b>Final Exam</b>		

**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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

## Appendix

**Reading Log Questions** For each assigned reading answer the following questions:

What is the title of the article/book you read?

Who wrote the article/book?

Why did the author write this article/book?

What do you agree with in the text?

What do you disagree with in the text?

How does the information in the text contribute to your own philosophy of education?

When responding to these questions include passages from the text to illustrate your points. Use APA conventions with citing references. The reading logs must be typed, double spaced.

**Attendance Reflection Forms** After each class session you will be required to write out a short reflection form about the class session. Your comments should be more spontaneous than those for the reading logs. Citations from the readings are not required in this reflection.

What did you learn from this session?

Did what you learn during class clarify your thoughts about teaching and learning? How is this the case?

### **Presentation Guidelines**

For your presentation your group of two or more will be assigned an educational ideology to present to the class. Your group will guide discussion on your chosen ideology. You will also provide a brief biography of the author(s) of the articles assigned to the class as required reading for the discussion. As a group please provide a one page summary of relevant ideas and/or concepts relevant to the ideology you are reporting. )You may use the reading log questions as your guide for this summary.)

**Philosophy Writing Workshop** The following describes the process for the Philosophy Writing Workshop:

**Step 1:** Bring 4 copies of section one of your philosophy of education 1<sup>st</sup> draft.

Philosophy Paper should address:

- Beliefs and Theories: teacher's beliefs about knowledge and learning
- Practice: how teacher enacts beliefs in curriculum choices, instructional strategies and management style
- Personal Pedagogy: how teacher's identity plays a role in his/her pedagogy and how he/she meets the varied needs of his/her diverse students Then get in groups of 3 (no larger), pass out copies of philosophy statement drafts.
- Read all three drafts (approximately 30 minutes).
- Write notes on each draft addressing the following (**PQP**):
- **Praise:** praise the strong parts of the paper. Be specific.
- **Questions:** identify what questions you had about the paper  
Ask questions that probe and push the author to articulate what they mean.
- **Polish:** what could be done to polish up the paper? Be specific.
- Discuss each paper. Focus on one at a time as a group, being attentive to the theoretical ideas, how well are the ideas supported, and how well are the ideas connected to both the ideas of others, examples of classroom practice, and personal pedagogy;
- Respond in writing to each peer, use **PQP** format (See attached graphic organizer)
- Discuss the draft as a group, by asking the author the questions generated in the written response.
- Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read, 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft.
- Be sure group names are clearly indicated on draft, along with the author's name clearly delineated.
- Determine date to reconvene with writing group for 3<sup>rd</sup> draft.
- In the last 10 minutes, as a large group we will discuss what you learned by reflecting on your own philosophy and the philosophies of your peers.

**Step 2:** Create rubric for philosophy paper in class.

**Step 3:** Revise 1<sup>st</sup> draft.

**Step 4:** Turn in 2<sup>nd</sup> draft to instructor on \_\_\_\_\_ .  
Attach 1<sup>st</sup> draft and drafts with comments from peers.

**Step 5:** Revise again. Connect philosophy and pedagogy to readings from course.  
Make sure you have a minimum of 3 citations. Use APA style.

**Step 6:** Meet with writing group for more feedback.  
Follow directions from Step 2 and use **PQP** for guiding feedback to peers.

**Step 7:** Revise paper again.

**Step 8:** Turn in 4<sup>th</sup> Draft with all of drafts including comments from instructor & peers.

**Step 9:** Revise if needed and upload philosophy paper in electronic portfolio.

## **Philosophy Paper Writing Workshop Feedback Guide**

Objective of Philosophy Paper: Students will be able to articulate their educational philosophy identifying *what they believe about knowledge and learning* and how that is *enacted in their curriculum choices, instructional strategies, and management style*. Students will also articulate *how their identity plays a role in their pedagogy and how they meet the varied needs of their diverse students*.

### **Praise**

Praise the strong parts of the paper. Be specific.

### **Questions**

Identify what questions you have about the paper.

Ask questions that probe and push the author to articulate what they mean.

### **Polish**

What could be done to polish up the paper? Be specific.