

California State University San Marcos
Foundations of Teaching as a Profession
EDUC 350 (CRN 25445)
Spring 2013
T/TH 9:00 am – 10:15 University Hall 237

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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 (45) 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 the text, *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, both in-class and as homework (i.e. “homefun”!).

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 Course, 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the best 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 is a very specific form of communication, with its 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 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.

School 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 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 (Unless the circumstances are beyond control and the student maintains classwork)

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 peers, taking on a variety of roles (leader, follower)?
- 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 as hard copies to the instructor. 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 after 5 days).

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 will be expected to submit that day’s written assignments (for example, Reading Logs) via email to avoid deduction of points. If you are given the option to revise your work, you must resubmit within one week.

Required Texts & Materials

Sadker, David. A. & Zittleman, Karen. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education* (3rd ed.). New York, NY: McGraw-Hill.
ISBN 9780078024337

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936

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

Stuart, Jesse, 1949. *The Thread That Runs So True*
Charles Scribner and Sons: MacMillan Publishing Company (Required)
Approximately \$11 - 14

ASSIGNMENT DESCRIPTIONS

Additional information and guidelines for some assignments will be posted on Forums in Cougar Courses.

➤ **Field Work (45 points)**

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.

➤ **Classroom Observation Record (log) and 4 Classroom Observation Reports (20 pts)**

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 4 formal written Classroom Observation Reports.

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?

➤ **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 I'll be evaluating:

- 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 Logs (100 points)**

Reading logs provides an opportunity to reflect on learning about teaching through the assigned readings (one page each double spaced). In the log you will be asked to both summarize key points and reflect on what you have read (half page each). You will also share your writing with another student at the beginning of each class session. Points will be deducted if submissions are incomplete. Reduced credit will be given for late submissions (point each day late).

Key skills/knowledge I'll be evaluating:

- 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?

➤ **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 education. The item may be from 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 to make a connection to implications for teachers in California if the news is from afar. You will prepare a handout of cogent points from the article for each student in the class for your presentation.

Key skills/knowledge I'll be evaluating:

- Did you select an article that has depth and importance?
- Can you speak articulately about your article’s content?

➤ **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 I'll be evaluating:

- 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?

➤ **Nieto Book *Why We Teach* and Group Presentation (10 points)**

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

➤ **Inclusion Assignment (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 1-2 in *Creating an Inclusive School* and watching *FAT City* 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. 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 I’ll be evaluating:

- 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?

➤ **Contemporary Issues Research (15 points)**

Choose a major contemporary issue in education that interests you and two partners. 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 I’ll be evaluating:

- 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?

➤ **Personal Philosophy of Teaching, Learning, Schooling & Inclusivity (25 points)**

Complete the 4 course assessments. By the end of the course, write a 5 page paper (double-spaced) that incorporates your personal philosophy of schooling, learning styles, working styles, multiple intelligence preferences, and teaching. The information developed should include the information that you will gather from the assessments completed as well as content learned in this course. Full credit is for 5 pages only. Deductions are taken for less than the required amount of pages and minimum summaries of assessments.

Key skills/knowledge I'll be evaluating:

- 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?
-

Grades will be determined by the total number of points earned (300 points possible): 3Pts/ 1%

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: (270 points)

- | | |
|-------------------------------------|------------|
| • Participation and Professionalism | 10 points |
| • Introduction | 5 points |
| • Reading Response Logs | 100 points |
| • Classroom Observation Reports | 20 points |
| • Current Events in Education | 5 points |
| • Interview Assignment | 10 points |
| • Nieto Essay/Presentation | 10 points |
| • Inclusion | 10 points |
| • Contemporary Issues Report | 15 points |
| • Personal Philosophy of Teaching | 25 points |
| • Observation Hours | 45 points |
| • Assessments | 20 points |
| • Movie Review | 10 points |
| • Thread That Runs So True | 10 points |
| • Final | 5 point |

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: Foundations of Teaching as a Profession
Schedule/Course Outline**

Schedule is subject to change at the discretion of the instructor

Date	Topic	Assignment- DUE
Session 1, 2 January 22, 24	Course/Class Introduction, Becoming a Teacher, Art versus Science Lesson Planning- Field Experience Introduction Pages	Read TSS Chapter 1 Choose Movie Introduction Page (Pict, Words, # and an extra copy for instructor)
Session 3, 4 January 29, 31	Current Event _____ _____ Dead Poets Society- Keating vs Pritchard Introduction Pages	Read TSS Chapter 8 Philosophy assessment Movie Choices Made
Session 5, 6 February 5, 7	Current Event Kathleen Corey Review Philosophy Styles Effective Teaching Salaries and Legal	Read TSS Chapter 10
Session 7, 8 February 12, 14	Current Event Marin JR Classroom management Turning Loose	Read TSS Chapter 11
Session 9, 10 February 19, 21	Current Event Lauren John The lives and work of teachers Interview tips for CSUSM	Read TSS Chapter 2 Read CIS Ch 1-2 Working Styles assessment
Session 11 February 26, 28	Set up Groups Working Styles Credential requirements John Bowman Washington DC Feb 26	Read TSS Chapter 3 Learning styles assessment
Session 12, 13 March 5, 7	Current Event Hannah Veronica Inclusion Credo for Support F.A.T. City Learning styles assessment	Read TSS Chapter 9 Observations 1-2 Due
Session 14,15 March 12,14	Current Event Vilma Ryan School finance School Governance and Structure	Read TSS Chapter 7

Session 16, 17 March 19, 21	Current Event Brooke History of Education TTRST Group research session	Read TSS Chapter 6 TTRST Due
Session 18, 19 March 26, 28	Current Event <hr/> School curriculum Standards, Assessments	Read TSS Chapter 5
April 1-6	Spring Break	
Session 20, 21 April 9, 11	Current Event <hr/> Working groups for CI Presentations Nieto Presentations What Makes a Great Teacher	Intelligence assessment Teacher Interviews due Movie Reviews due
Session 22, 23 April 16, 18	Intelligence assessment CI Presentations	Read TSS Chapter 4 Observations 3-4
Session 24, 25 April 23, 25	CI Presentations	Personal philosophy of schooling, learning and teaching
Session 26, 27 April 30, May 2	CI Presentations	
Session 28 May 9	CI Presentations	Portfolio Final Distributed on line
Session 29 May 11	Portfolio Reviews A Class Divided Potluck Final	Portfolio Take Home Exam

SPRING 2013 Semester

January 16-18 (Wed-Fri)	Faculty pre-instruction activities
January 21 (Mon)	Martin Luther King Jr. Day — campus closed
January 22 (Tue)	First day of classes
March 15 (Fri)	Last day of class for first session of Spring half-semester classes*
March 16 (Sat)	First day of class for second session of Spring half-semester classes*
April 1 (Mon)	Cesar Chavez Day (observed) — campus closed
April 1-6 (Mon-Sat)	Spring break
May 10 (Fri)	Last day of classes
May 11-17 (Sat-Fri)	Final examinations
May 18 (Sat)	Commencement