

**California State University San Marcos**  
**Foundations of Teaching as a Profession**  
**EDUC 350(02) (crn 35332)**  
**Summer 2013**  
**T/Th 6:00 pm – 10:10 Markstein Hall # 101**

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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 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 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. 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.

### **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.” The attendance policy includes attendance both in face-to-face class sessions and on-line class sessions. Should students have extenuating circumstances, please contact the instructor as soon as possible.

### **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**

### **Attendance:**

Teacher education is a professional preparation program. It is expected that all students *attend all classes and participate actively*. Students will complete activities online on the 350 Cougar Course: readings, forums and activities. Failure to complete all the work for the online session in its entirety will count as an *absence* for the session. Absences will affect the final grade. 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.” Attendance is required in both face-to-face class sessions and on-line class sessions. Should students have extenuating circumstances, please contact the instructor as soon as possible.

### **Submission of Assignments:**

All assignments should be submitted online, unless otherwise specified. 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. *Assignments that are turned in a week late will be given a grade of zero.*

Hybrid Class (with online sessions):

Note: This is a hybrid class, which means one or more class sessions will be conducted online. It is your responsibility to complete the work assigned for each online class session. You will be graded for participation in these required activities. Some online class sessions will allow you to interact at your convenience by a due date. Other online class sessions may require your participation at a designated time and the use of a head set with usb cable.

Expectations for written work:

Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Writing that is original, clear and error-free is a priority for the School of Education. Hand-written assignments will not be accepted. Keep a digital copy of all assignments for use in your teaching portfolio.

### **Required Texts & Materials:**

- Sadker, D. and Zittleman, K. (2012). *Teachers, Schools, and Society: A Brief Introduction to Education*, (3rd edition), McGraw Hill.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/105019.aspx>
- Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936, Approximately \$12 - 20.
- Head set for web-conferencing: Recommended: USB Headset H360 with microphone Logitech is recommended

### **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:**

Please note: 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.

### **Grading Scale:**

**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%

Web-Based Learning: Online Session Activities and Q&A Forums	26 %
Current Event in Education Report	8 %
Special Education Inclusion (“Outsider”) Essay	13 %
Interview of a Teacher Paper	18 %
Personal Philosophy of Schooling, Learning & Teaching	20 %
Classroom Observation Reports (x 4)	15 %
Field Work Record -verifying 45 hours of observation	pass/fail

## ASSIGNMENT DESCRIPTIONS

### **Web-Based Learning:**

#### ***Reading Q&A Forums***

The Reading Q&A is an opportunity to consider central concepts in the readings and be well-informed in order to engage fully in course. Each Q&A forum contains questions in the left hand column and students write answers in the right hand column. Answers are typically concise and they *must be based on or refer to the readings*. In addition, students should be prepared to share their answers during class. No credit will be given for late submissions.

#### ***Online Session Activities***

Students complete activities online in the EDUC 350 Cougar Course. The online readings, discussion forums and activities are the substance of student participation in online sessions, as indicated in the schedule. Instructions for how to participate fully in the online activities are provided on the cougar course. Students should make sure to complete all the work for each online session. Failure to complete all the work in its entirety for the online session will count as an absence. Work completed during online sessions is evaluated based on the extent to which it meets the requirements for each activity. The due date and time for submitting work for online session is 11:30 pm the same date that the regular class session is scheduled, unless otherwise specified by the instructor.

### **Current Events in Education Report**

Students research current events in education (CE) from the week’s news in K-12 education. The CE information may be from television, radio, internet (e.g., [www.edweek.org/](http://www.edweek.org/)), newspaper, or magazine, and may pertain to local, national/, or international educational issues. First, students choose **one** CE of that is of significance and/or interest to them. Then, students use the CE report template to write the CE report. The CE should not exceed 300 words (one page) and must follow the template.

Finally, students share their CE with their group members in their group’s Current Events Forum on Cougar Course. *Group members must read and comment on each CE report shared by each of the members in their group.* It is recommended that the student’s comments focus on the interests, issues and questions that the CE raises for the student. Comments should be approximately 50 words in length.

<b>CE Report Template</b>
State your name and state the source of the CE information, Be sure to include the <i>name of source, title of CE and date of publication.</i>
Summarize in your own words 2 - 3 main point(s) of the CE information.
Share one quote from the source that illustrates one of these main points
Explain what issue in education this CE is related to
Explain why this educational issue is of significance and/or interest to you
Share one question that this CE raises for you

### **Classroom Observation Reports**

Students conduct observations in 4 educational settings: high school, middle school, elementary school, special setting. Students should determine at least 2 or 3 areas of focus during their observation (see document: “focus areas for classroom observations”). Based on their observations, students complete 4 observation reports making sure to organize their written observation reports in the required format, posted on the cougar course. No handwritten observations will be accepted. Students complete one classroom observation report for each of the following 4 settings: high school, middle school, elementary school, special setting. Place all 4 reports in one document and submit to Cougar Courses by the due date.

### **Special Education Inclusion (The “Outsider”) Essay**

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). Students submit the assignment on Cougar Course site.

Essays must include the components in the following checklist

<b>X</b>	<b>Components of reflective essay</b>
	Describe and explain the reason(s) for your own (or a friend’s) <b>school</b> experience that caused you to feel like an outsider (such as differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc.) What experience(s) & personal characteristics lead to the feeling of being different? Why did this cause you to feel like an “outsider”?
	Comment on this school experience that caused you to feel like an outsider <ul style="list-style-type: none"> <li>• How did you react and cope with the situation?</li> <li>• Did you share your experience with any teachers? Did any teachers assist you?</li> <li>• What could school staff, parents or friends have done to help?</li> <li>• In what ways did this experience change you? What did you “learn” from this experience?</li> <li>• How might this experience make you a more sensitive teacher?</li> </ul>
	Make 1 to 2 specific connections to the VT text, making sure to quote the VT text in your article and explain the connection.

## **Personal Philosophy of Schooling, Learning and Teaching Education “My Philosophy of Education” Paper**

Write a 4-5 page paper (double spaced, Times New Roman font, size 11) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper. The written report is submitted to the instructor via the Cougar Course site.

### **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?



## Interview of a Teacher Paper

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 contains all components indicated in the checklist.

### **FIRST: Gather 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. The paper must follow these guidelines to receive credit. The written report is due via the Cougar Course site.

<b>X</b>	<b>components of analytical paper</b>
	Introduction <ul style="list-style-type: none"> <li>• Briefly describe the teacher interviewed</li> <li>• Protect teacher's confidentiality by using a pseudonym and masking identifying details</li> </ul>
	Describe 1st theme that characterizes the information and analyze it <ul style="list-style-type: none"> <li>• State the theme &amp; state what the teacher said about it</li> <li>• Explain what this information shows about the benefits and challenges of being a teacher</li> <li>• What connection is there to course content?</li> </ul>
	Describe 2nd theme that best characterizes the information and analyze it <ul style="list-style-type: none"> <li>• State the theme &amp; state what the teacher said about it</li> <li>• Explain what this information shows about the benefits and challenges of being a teacher</li> <li>• What connection is there to course content?</li> </ul>
	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?

## EDUC 350 Course Schedule Summer 2013

### 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 schedule.

<b>Date</b>	<b>Topics and activities</b>	<b>Assignment</b>
First Week Session 1 Tuesday July 9	Course overview & assignment descriptions Teaching as a profession Introduction to TPE 12 Mechanics of obtaining CA credential Orientation to SoE programs	<b>Readings:</b> S&Z ch. 1 TPE 12 SoE website <b>Submit:</b> TPE 12 table
First Week Session 2 Thursday July 11	Identify & explore the elements of various educational philosophies.  ( <b>my philosophy</b> – introduction)	<b>Readings:</b> S&Z ch. 6 Online journal: Tomorrow’s Teacher
Sunday July 14 DUE DATE	Submit assignments listed in the right hand column by 11:30 pm Sunday night to the ED 350 cougar course	<b>DUE</b> Current Event Report Forum – Introducing Ourselves Forum – Tomorrow’s Teacher Forum – Q&A Readings Week2
Second Week Session 3 Tuesday July 16 ONLINE Web-Session	View & discuss Fat City video Special Education & inclusion Nature of the learner  Current Event Report presentations ( <b>my philosophy</b> - nature of the learner)	<b>Readings:</b> V&T ch. 1, 2 & 3; S&Z ch. 2 F.A.T. City: all 6 parts <b>DUE:</b> Your comments on your group members’ Current Events
Second Week Session 4 Thursday July 18	Identify purposes & goals for education & their relationship to curriculum  ( <b>my philosophy</b> – nature of schooling) ( <b>my philosophy</b> – knowledge, teaching/learnng)	<b>Readings:</b> S&Z ch. 9 & ch. 10 (curriculum) Goals of Ed Survey Online: Standards websites <b>DUE:</b> Waiver request (if applicable)
Sunday July 21 DUE DATE	Submit assignments listed in the right hand column by 11:30 pm Sunday night to the ED 350 cougar course	<b>DUE:</b> Sp. Ed. Inclusion “Outsider” Essay Goals of Ed Survey Forum – Response to F.A.T. City Forum – National CC Standards Forum – Q&A Readings Week3
Third Week Session 5 Tuesday July 23 ONLINE Web-Session	Identify knowledge, skills & attitudes/dispositions of effective teachers  ( <b>my philosophy</b> – nature of teachng/learnng) ( <b>my philosophy</b> – teacher dispositions)	<b>Readings:</b> S&Z ch. 3 & ch. 11 Online video: “Believe in me”
Third Week Session 6 Thursday July 25	Examine and determine relationships among the components of instruction  ( <b>my philosophy</b> – nature of teachng/learnng)	<b>Readings:</b> S&Z ch 11 (instruction) Bloom’s Taxonomy tutorials

Sunday July 28 DUE DATE	Submit assignments listed in the right hand column by 11:30 pm Sunday night to the ED 350 cougar course	<b>DUE:</b> Forum – Response to Video: “Do you believe in me?” Forum – Blooms Taxonomy and Effective Instruction Forum – Q&A Readings Week4
Fourth Week Session 7 Tuesday July 30 ONLINE	Develop flow chart of structures of US schooling governance  US schooling finance	<b>Readings:</b> S&Z ch. 7 Online: power points on ED Governance & ED Finance
Fourth Week Session 8 Thursday August 1	Ethics & Ethics role play activity Compare & contrast teacher rights & responsibilities as well as those of student ( <b>my philosophy</b> - teacher dispositions)	<b>Readings:</b> S&Z ch. 8 (rights/responsibilities) NEA Code of Ethics Online websites & video on bullying
Sunday August 4 DUE DATE	Submit assignments listed in the right hand column by 11:30 pm Sunday night to the ED 350 cougar course	<b>DUE:</b> Interview of a Teacher Paper Forum – Responses to Educational Governance & Finance Forum – Response to Bullying Articles
5 <sup>th</sup> Week Session 9 Tuesday August 6 ONLINE Web-session	Creativity & Diversity  Discuss Nieto chapters using Organizer  Revisiting TPE 12	<b>Readings:</b> Nieto: chapters 1 & 23 & narrative Online: RSA video “performance” TPE 12 <b>DUE:</b> Nieto Chapter Organizer Forum - TPE 12 revisited Forum – Response to RSA Animation Video
5 <sup>th</sup> Week Session 10 Thursday August 8 ONLINE	Considering Teaching for my profession	<b>DUE:</b> Philosophy of Education Classroom Observation Reports Record Verifying 45 Field Work Hours of Observation Forum - final reflection