

**California State University San Marcos
COLLEGE OF EDUCATION**

**EDUCATION 350
Foundations of Teaching as a Profession
Fall 2006
Monday, 2:30-5:15 PM
UH 444**

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Mission Statement of the College of Education, CSU 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum.

Special Education

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.

Course Description:

This required 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

- Understand factors affecting student achievement
- Understanding critical issues in curriculum and instruction
- Clarification of motives for choosing teaching as a career

Texts:

- REQUIRED:**
1. Carl Grant and Maureen Gillette, Learning to Teach Everyone's Children
 2. Thomson Wadsworth. 2006 Villa and Thousand, Creating an Inclusive School
 3. Nieto, Sonia, Why We Teach

Course Requirements:

1. Each class member will be expected to attend class regularly and participate in class discussions.
2. Each student will summarize an article for each class session. The articles can be from newspapers, magazines, or education journals. Students should be prepared to discuss the article.
3. Each student will participate in a group presentation on a major contemporary issue in education. The presentation should provide a description of the issue, analysis of the issue's implication, with a summary and conclusion. Your group will provide a 250-word abstract and selected reading list (12-15 references) at the time of presentation. The instructor's copy will include each group member's name and role in the presentation.
4. Each student will keep a log reflecting 45 hours of field experience as well as a notebook containing at least 12 classroom observation journal entries. The format to be used will be explained in class.
5. There will be a final exercise to be distributed on November 27, 2006.
6. 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.

Grading Policy

The following factors will be considered in determining a final grade:

1. Attendance

If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of "A." If you miss three class sessions, you cannot receive a grade higher than a "C+." For admission to the CSUSM teacher-credentialing program, a minimum grade of "C+" is required in this course.

Due to the dynamic nature of this course, all students are expected to attend all classes and actively participate. Should a student miss more than 20 percent of class time, s/he may be dropped from the course at the discretion of the instructor. Should the student have extenuating circumstances, you are urged to contact the instructor as soon as possible.

2. Class participation
3. Readings
4. Group Reports
5. Field Experience
6. Final Exercise

Suggested Topics for Group Reports

1. Compare and contrast private and public K-12 education in California
2. Accountability and testing
3. Positive and negative employment attributes of teaching
4. School finance issues
5. Teacher unions and collective bargaining
6. Public school governance in California
7. Education of English Learners
8. What's taught? How the curriculum is determined in California public schools
9. Special education
10. Learning styles of students—how do students learn?
11. Classroom management and student discipline
12. School laws affecting classroom teachers
13. Technology in the classroom

Guidelines for Field Experience

Choose the location(s) of your early field experience carefully. Feel free to make copies of the introduction letter if you plan on meeting with more than one principal. Call ahead and ask for an appointment. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. However, remember you need to be with one teacher a significant amount of time if you plan on having them fill out your **Field Experience Form**. Sometimes a principal will place you with one teacher, who will see to it that you have some varied experiences. Sometimes, you will need to make all the contacts yourself. You are encouraged to visit the following educational settings:

1. Primary classroom
2. Intermediate classroom
3. Diverse classroom with English learners
4. Middle school classroom
5. Special education classroom

6. High school classroom

You will need to observe in at least three different settings to satisfy this course requirement.

Your observation entries should follow the format below:

- A. Description of observation
- B. Analysis—comparison with classroom discussions and readings
- C. Questions about what you have observed.

The worksheet and required format should be obtained from the web. Your final journal must contain a minimum of 12 observations. Each observation should last at least 30 minutes. Remember that you need to respect the confidentiality of the students and teacher.

TENTATIVE SCHEDULE

<u>Date:</u>	<u>Subject:</u>
08/28/06	Introductions, course overview Why do you want to be a teacher? Read Nieto's <i>Why We Teach</i> , Preface, Part 1 & 2 Access www.courses.csusm.edu
09/11/06	Teacher credentialing Philosophy of education, Chapter 8, Grant & Gillette Introduce field work experience; bring field work information from web
09/18/06	Characteristics of effective teachers Explain journal assignment Develop presentation teams Take educational survey, Grant & Gillette page 312
09/25/06	Teacher ethics, roles, and responsibilities Read chapters 1 & 2, Grant & Gillette Philosophy statement due Topic presentations
10/2/06	The governance of public education The lives of teachers: what is it really like? Topic presentations
10/9/06	School finance and laws School law and diversity Topic presentations
10/16/06	Historical foundations of American education Topic presentations Read chapter 11, Grant & Gillette
10/23/06	Student diversity, English learners NCLB and accountability Topic presentations
10/30/06	The middle school (guest speaker) Read Chapters 7 & 9, Grant & Gillette Topic presentations
11/6/06	The high school and charter school Read Chapter 10, Grant & Gillette Topic presentations

- 11/13/06 The elementary school
Read Nieto's *Why We Teach*, Part 5 & 6
Topic presentations
Class discussion of journals
- 11/20/06 Collective bargaining and the classroom teacher
Class discussion of journals
Topic presentations
- 11/27/06 Special education and the classroom teacher
Class discussion of journals
Distribute final exercise
- 12/4/06 Last class
Do I still want to be a teacher and why?