

**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education 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.

**Senate Bill (SB) 2042**

This program has 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

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|-----------------------|---------------------|---------------------|-----------------------|
| <b>Instructors:</b>   | <b>Office</b>       | <b>Office Phone</b> | <b>E-mail Address</b> |
| Dr. Anne René Elsbree | University Hall 417 | (760) 750-4384      | aelsbree@csusm.edu    |

**Office Hours:** Please make an appointment.

**Credit: 3 units**

**Course Description**

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures (not covered in semester one) as they relate to special education;
- to encourage further infusion of technology into curriculums.

**Course Objectives**

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

| <b>Tenative Course Assignments</b>  | <b>Points</b>  | <b>Due Dates</b>         |
|-------------------------------------|----------------|--------------------------|
| Lesson Plans/Homework/Quizzes       | 20             | Daily (Up to 2 pts each) |
| Lesson Presentations                | 10             |                          |
| SST/IEP Simulations                 | 10             |                          |
| Philosophy Paper                    | 20             |                          |
| Curriculum Year/Unit/Lesson Outline | 30             |                          |
| Portfolio Interview/Final           | 10             |                          |
| <b>Total</b>                        | <b>100 pts</b> |                          |

## **Course Grading & Evaluation**

90-100 pts = A 80-89 pts = B 70-79 pts = C 0-69 pts = No Credit

### **Required Text**

- Marion, Valadez, Woo. (custom reader). *DEEP dialogue about teaching and learning EDMS 511/512*.
- ISTE NETS
- Choate, J.
- Villa, R., & Thousand, J. (2002/1995). *Creating and inclusive school*. Alexandria, VA: ASCD.
- Administrative-notebook with dividers: notes, activities, additional handouts

### **Accommodation for Disabilities**

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

### **Plagiarism**

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course.

### **Grading Policy**

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructors.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5<sup>th</sup> edition, for guidance. Neglecting to do the above will impact the instructors' abilities to read and understand the text; the assignment's grade will be negatively affected as a result of this oversight.

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:

- 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.



## **COURSE EXPECTATIONS**

### **Class Attendance & Participation**

#### **Attendance is Mandatory.**

This is a professional program in which professional conduct is expected. For any more than one absence, 5 points will be deducted per absence. Punctuality is a necessary teacher characteristic. Multiple tardiness will also reduce your grade.

**Participation is required.** My expectations for you are surprisingly similar to those that you might have for your students. You have the unique opportunity to reflect on your practice as a student through the eyes of a future teacher. When you encounter problems as a student, think about what advice you would give yourself if you were your teacher! Many of the activities and discussions we have in class will model those you can use in your classroom.

#### **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 should be completed.

#### **Course Load**

In all credential 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.

#### **Course Alterations**

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class. For example in addition to the written assignments indicated in this syllabus, there may be additional brief assignments as the course warrants.

**Please note assignments are due whether or not you are present in class that day.**

**While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.**

**Our first day of class we will make class decisions concerning assignments, assignment assessments, and assignment due dates.**

| Date | Class Topics  | Readings & Assignments Due  |
|------|---|---|
| 2/10 | <ul style="list-style-type: none"> <li>⌚ Introductions</li> <li>⌚ Democratic Communities</li> <li>⌚ Discipline/ Mgmt Presentation Sign Up</li> <li>⌚ Lesson Planning</li> </ul> | <p><b>Read In Class:</b></p> <ol style="list-style-type: none"> <li>1. ☐ Syllabus</li> <li>2. ☐ Barbara Brodhagen, <i>The Situation Made Us Special</i></li> </ol> <p><b>Do by 1st class:</b> Purchase Texts &amp; Course Packet<br/>Set Up Email List with Anne René</p>   |
| 2/12 | <ul style="list-style-type: none"> <li>⌚ What is Teaching?</li> <li>⌚ Assertive Discipline</li> <li>⌚ Democratic Communities</li> <li>⌚ Practice Lesson Planning</li> </ul>     | <p><b>Have Read:</b></p> <ol style="list-style-type: none"> <li>1. ⊕ What is Teaching? <ul style="list-style-type: none"> <li>a. Powell, Chapter 3</li> <li>b. School/Home Relations</li> </ul> </li> <li>2. ⊕ Unit/Lesson Planning <ul style="list-style-type: none"> <li>a. BIM</li> <li>b. Universal Access Page</li> </ul> </li> <li>3. ⊕ Educational Philosophy &amp; Approaches: Assertive Discipline</li> <li>4. Charles: Chapter 3 in library</li> </ol> <p><b>Due:</b> 2 page reflection on your experiences as a student<br/>Consider questions in Powell p. 62-63, exercise 3.2<br/>Write a Lesson Plan using the BIM format</p> |
| 2/14 | <ul style="list-style-type: none"> <li>⌚ Educational Philosophy</li> <li>⌚ Discipline/ Mgmt Presentations</li> </ul>  | <p><b>Have Read:</b></p> <ol style="list-style-type: none"> <li>1. ⊕ Educational Philosophies &amp; Approaches</li> <li>2. Charles, On reserve in library</li> <li>3. Codell, Educating Esme</li> </ol> <p><b>Due:</b> Management/Discipline Presentation</p>   |
| 2/17 | <ul style="list-style-type: none"> <li>⌚ Identity and its effect on pedagogy</li> </ul>   | <p><b>Have Read:</b></p> <p>⊕ Teacher Identity &amp; Pedagogy</p> <ol style="list-style-type: none"> <li>1. Powell, Chapter 5</li> <li>2. Parker Palmer (1997). <i>Courage to Teach: Exploring the inner landscape of a teacher's life</i>, p. 9-33.</li> <li>3. Peggy McIntosh, <i>White Privilege</i></li> <li>4. Powell, p. 44-45, exercise 2.3</li> </ol> <p><b>Due:</b> Powell, p. 44-45, exercise 2.3<br/>Philosophy Paper Draft</p>  |
| 2/19 | <ul style="list-style-type: none"> <li>⌚ Differentiated Classrooms</li> <li>⌚ Provide Peer Feedback on Phil Paper</li> </ul>  | <p><b>Have Read:</b></p> <ol style="list-style-type: none"> <li>1. Thomlinson, Carol Ann. (1999). <i>The Differentiated Classroom</i></li> </ol> <p><b>Due:</b> 2 page summary of an interview with a teacher about how he/she meets the needs of students with linguistic, cultural, and/or socio-economic "difference" and how paraprofessionals assist in that task.<br/>Review Peer's Philosophy Paper</p>  |

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| 2/21 | 🕒 Unit/Lesson Planning<br>🕒 Practice Lesson Planning | <b>Have Read:</b><br>📄 Unit/Lesson Planning Section<br><b>Due:</b> Philosophy Paper Final<br>Write a Lesson Plan using BIM w/ Universal Access Page |
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| Date | Class Topics  | Readings & Assignments Due  |
|------|---|---|
| 3/10 | <ul style="list-style-type: none"> <li>⌚ Legal Rights &amp; Responsibilities Centers</li> <li>⌚ AB 537 School Survey</li> <li>⌚ Cooperation and Conflict Resolution</li> <li>⌚ Legal Code Hunt</li> <li>⌚ Review Lesson by writing a BIM</li> </ul> | <p><b>Have Read:</b></p> <ul style="list-style-type: none"> <li>Ⓟ Legal Rights &amp; Responsibilities</li> <li>1. Conflict Transformation &amp; Scenario</li> <li>2. Copyright 101</li> <li>3. Hostile Hallways</li> <li>4. AB 537</li> </ul> <p><b>Due:</b> Portfolio (Have an organization system and at least 3 pieces of evidence labeled and in correct section)</p>   |
| 3/12 | <ul style="list-style-type: none"> <li>⌚ Instructional Strategies</li> <li>⌚ Curriculum/Standards</li> </ul>  | <p><b>Have Read:</b></p> <ul style="list-style-type: none"> <li>1. Ⓟ Instructional Strategies Section <ul style="list-style-type: none"> <li>a. Jacobsen: Chapter 6 Questioning Strategies</li> <li>b. Instructional Strategies</li> <li>c. Evaluating Curriculum Materials</li> <li>d. Peer Review Hints</li> </ul> </li> <li>2. Peregoy: Chapter 3 in Reading Course Packet</li> </ul> <p>Visit: <a href="http://www.cde.ca.gov/standards/index.html">http://www.cde.ca.gov/standards/index.html</a></p> <p><b>Due:</b> Lesson/Unit/Year Plan Draft #1<br/>Bring to class 2 pieces of curriculum.</p> |
| 4/2  | <ul style="list-style-type: none"> <li>⌚ Universal Assess Strategies</li> </ul>   | <p><b>Have Read:</b></p> <ul style="list-style-type: none"> <li>1. Ⓟ Powell, Pg. 194-195</li> <li>2. Ⓟ Responsive Teaching Strategies</li> <li>3. Ⓟ Universal Assess Page Examples</li> </ul> <p><b>Due:</b> Bring in 2 Tests/Materials to design/modify for different student assessments</p>  |
| 4/4  | <ul style="list-style-type: none"> <li>⌚ Assessment &amp; Plan/Work Day</li> </ul>  | <p><b>Have Read:</b></p> <ul style="list-style-type: none"> <li>1. Ⓟ Assessment Section</li> <li>2. <a href="http://www.fairtest.org/k12/Articles%20Home.html">http://www.fairtest.org/k12/Articles%20Home.html</a></li> <li>3. <a href="http://star.cde.ca.gov">http://star.cde.ca.gov</a></li> </ul> <p><b>Due:</b> Lesson/Unit/Year Plan Draft #2</p>  |
| 4/7  | <ul style="list-style-type: none"> <li>⌚ Student Choice Day To Be Arranged</li> </ul>   | <p><b>No Readings</b></p> <p><b>Due:</b> Lesson/Unit/Year Plan Final Draft Email &amp; Hard Copy</p>  |
| 4/9  | <ul style="list-style-type: none"> <li>⌚ Lesson/Unit/Year Plan Exhibition</li> </ul>  | <p><b>No Readings</b></p> <p><b>Due:</b> Lesson/Unit/Year Exhibits</p>  |
| 4/11 | <ul style="list-style-type: none"> <li>⌚ Portfolio Preparation</li> </ul>   | <p><b>No Readings</b></p> <p><b>Due:</b> Portfolio Draft</p>  |
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| 4/28 | <ul style="list-style-type: none"> <li>⌚ Final: Portfolio</li> <li>⌚ Class Potluck</li> <li>⌚ Course Feedback</li> </ul> | <p><b>No Readings</b><br/> <b>Due:</b> Portfolio Interview<br/> Potluck Food to share with class.</p> |
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⌚ = topic(s)/activity(ies) for each day    □ = distributed in class    ⊕ = in the course packet