

CSU San Marcos	EDMS 511: Teaching and Learning (3 units)
Instructors: Dr. Gail Senter	E-mail: <a href="mailto:gsenter@csusm.edu">gsenter@csusm.edu</a>
Office: University Hall 422B	Telephone/messages (760) 750-4295
Ms. Robin Kellogg	E-mail: <a href="mailto:rkellog@csusm.edu">rkellog@csusm.edu</a>
Office: University Hall _____	Telephone/messages (760) 750-8513
	Fax: (760) 750-3352
Office hours: _____	

***COE 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 quality and social justice, exemplified through reflective teaching, lifelong 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 collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The Online site may be accessed at [www.courses.csusm.edu](http://www.courses.csusm.edu). Students will be required to do some assignments online.

### **CSUSM program core themes**

- Ways of learning and knowing—connected to practice
- Structures and procedures that promote learning
- Differentiated design
- Reflective practice/metacognition
- Teachers as professionals

### **California Standards for the Teaching Profession**

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

**COURSE OBJECTIVES:** Upon completion of EDMS 511, the teacher candidate will demonstrate understanding of:

1. theory and knowledge gained from CSUSM prerequisite and teacher education coursework and observation/participation experiences in public school settings by applying them to activities, applications, and assessments in EDMS 511.
2. human and child development and learning theories by applying them to teacher considerations and decisions made when preparing for teaching, and later when assuming responsibility for students and classes.
3. students with special needs by preparing a detailed matrix of disabilities characteristics.
4. working with and teaching students with special needs by developing a plan based on observation.
5. inclusion of students with disabilities and students with other language and learning differences in general education by preparing responses to voiced concerns.
6. elementary classroom realities and situations by making appropriate decisions, based on multi-method and multi-source information, regarding instructional methods, content, student grouping, classroom and student management, and evaluation.
7. lesson planning, teaching, and assessment by preparing and teaching lessons that accommodate student diversity and special needs, and provide for student success through appropriate effective practice and SDAIE strategies.
8. the California state frameworks, standards, and model curriculum guides by applying them to planning and teaching.
9. managing student behavior by examining several discipline systems.
10. parent conferencing by applying appropriate communication and conferencing skills.

Additionally, upon completion of EDMS 511, the teacher candidate will:

11. appreciate the complexities of the teaching-learning process and of planning.
12. value the realities and rigors of the teaching profession.

**REQUIRED TEXTS:**

- Custom Reader. (2002). *DEEP* by Prentice Hall.  
Senter. (2002). *Custom resource book* (short book)  
Choate, J.S. (2000). *Successful inclusive teaching, 3d.* chapters 1, 2, 3, 15, 16]  
Villa, R. & Thousand, J. (1995). *Creating an inclusive school.*  
ISTE. *National Educational Technology Standards for Teachers Preparing Teachers to use technology.* (2002).  
Websites: Course WebCT site: <http://courses.csusm.edu>

**OPTIONAL TEXTS:**

- Senter & Charles. (2002). *Elementary classroom management, 3d.*  
Elementary Grades Task Force Report. *Elementary Makes the Grade.*  
Charles. (2002). *Building classroom discipline, 7<sup>th</sup>.*  
Senter. (2002). *Custom resource book* (EDMS 526)—library reserve.

## EXPECTATIONS AND PROFESSIONALISM

Authorization to teach English learners. This credential 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 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 02)*

Students with disabilities requiring reasonable accommodations. Students are approved for services through the Disabled Student Services Office (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 special accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

\* \* \* \* \*

Teacher education is a professional preparation program, and students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement.

Regarding attendance: Due to the dynamic and interactive nature of courses in the COE, 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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of *A*. If three class sessions are missed, the highest possible grade that can be earned is a *C+*. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. *(COE policy adopted 1997)*

Attendance will be recorded by the instructor on nametags distributed at the beginning and collected at the end of every class meeting.

Punctuality. Please be on time to class and ready to work, and return promptly from breaks.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in group projects, share your resources and accept responsibility and accountability for the final outcome by fulfilling your obligations.

Collaboration. Work together in a supportive and mutually beneficial way.

Regarding cell phones and pagers. Please turn off phones and pagers or set to vibration before entering the classroom.

**Regarding assignments.** Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Absences do not affect due dates. Additionally, keep personal copies of all written work.

Please be prompt with your work. The highest score late work will earn is **B+**, and may be returned without comment/critique. (Scores will be given on a sliding scale over a three-week acceptance period.)

*\*\*A minimum grade of C+ in this course is allowable; however, CSUSM College of Education requires that students maintain a minimum average of B- for the entire program.*

**Regarding Below Standard Work.** Students who earn a grade lower than **B-** on a paper may be invited to rewrite it, with prior approval from the instructor (We will make a note on your original work. Rewrites are limited to one assignment per student. The rewrite, along with the original work, will be due one week after the original paper is returned to the student. *Note:* Both grades will be averaged; consequently, reworked papers will not be eligible for an **A** grade.

**General criteria for written assignments:**

You may use the services of the Writing Center to assist you in producing graduate-level papers. In general, the following expectations apply to all written assignments:

- content quality and clarity: depth and breadth, reflection and insights, scholarly discussion
- writing quality and clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and/or racist language are inappropriate and unacceptable.)
- appropriate use of respectful, person-first language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”—refer to custom resource book for additional information regarding objections and preferred language)
- overall appearance, completeness, timeliness, and inclusion of cooperative worksheet and/or other appropriate forms
- all assignments, except for in-class work such as quick writes and peer journal responses, are to be typed, double spaced.

<b>General Grading Scale:</b>	A = 100-93%	A- = 92-90%	
	B+ = 89-87%	B = 86-83%	B- = 82-80%
	C+ = 79-78%		

*Please think about these two things:*  
**“The standard of excellence on any job site is defined by the sloppiest piece of work that you will accept.”** (F. Jones)  
**“If you don’t have time to do it right, when are you going to have time to do it over again?”** (Unknown)

Regarding readings. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments.

Regarding activities, assignments, and assessments.

- **Activities:** generally, application experiences done in class.
- **Applications:** generally individual and small group graded projects or presentations.
- **Assessments:** generally, larger projects, products, or presentations, also referred to as Critical Assessment Tasks (CATs).

All activities, applications, and assessments ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each experience requires very focused attention to specific aspects of the inclusive elementary classroom setting. Some are intended to help you process and build foundational information and understanding. Others will be submitted for review and credit. Refer to custom-printed course *Resource book* for specific assignment details and expectations.

The **interview** is intended to help you investigate and confirm what teachers say about teaching realities and student diversity and inclusion in public schools. It also encourages you to examine and consider a veteran teacher's questions, concerns, and expectations.

**Application 1**, a journal write up, is intended to provide us with an early writing sample and provide you with early feedback. The expectation is graduate-level, scholarly, reflective writing.

**Applications 2a and 2b** are intended to guide you through multiple considerations of universal lesson design, toward a successful outcome for you and all your students. For these applications you will use the *INTO-THROUGH-BEYOND* syntax to create a language arts lesson in light of key elements of universal design. The intent is that you begin to internalize these elements and considerations now in order to more easily plan lessons when you are teaching.

For **Application 3** you will prepare a written report that outlines your observation and suggestions/action plan for a child in the public school setting. A child on video viewed in class will be the subject of your report.

**Application 4** requires you to research and prepare a detailed matrix of disabilities characteristics. The intent is that this research and matrix will be a resource to you when you are teaching.

For **Application 5** you will prepare a written response to a question or concern related to inclusion of students with disabilities and students with other language and learning differences in general education.

**Application 6** requires you to videotape yourself so you and peers can analyze your successes and identify things you might do to improve your teaching. For this you may use the same lesson as the one prepared for Applications 2a and 2b.

For **Application 7** you will draft your philosophy regarding school and schooling, teaching, and learning.

<i>QUICK SUMMARY: GRADED COURSE REQUIREMENTS</i>		
10 pts	<b>Application 1: Journal investigation</b>	_____
(nc/ec)	<b>Teacher interview</b>	_____
10 pts	<b>Application 2a: Universal design lesson plan</b>	_____
5 pts	<b>Application 2b: Short lesson plan</b>	_____
10 pts	<b>Application 3: Child observation report</b>	_____
15 pts	<b>Application 4: Disabilities Characteristics Matrix</b>	_____
10 pts	<b>Application 5: Response, Diversity Question</b>	_____
15 pts	<b>Application 6: Teaching experience</b>	_____
5 pts	<b>Application 7: Philosophy</b>	_____
20 pts	<b>Other: observations (log, documentation), attendance, participation, group activities</b>	_____
	Realities readings	_____
	Language acquisition	_____
	Human development, learning	_____
	Student behavior	_____
<b>100 pts</b>	<b>Total possible points for course</b>	_____

*Class Norms . . .*

Honor time

Take responsibility for  
your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

***INFUSIONS:***

***CLAD.*** In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus [or in course materials] and the competencies covered in this course are highlighted. *(approved 12/9/97)*

***Special Education.*** Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusing of special education competencies that reflect inclusive educational practices.

***Technology.*** This course infuses technology competencies to prepare our candidates to use technologies, emphasizing use in both teaching practice and student learning.

**EDMS 511: Teaching and Learning**

\*\*Tentative\*\* Calendar: Topics/activities, Related Readings, Assignments

..fall 2002

Date	Topics/Activities	Related Readings(TBA)	Assignments due + Notes/comments
	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course preview: syllabus, textbooks</li> <li>• Pre-assessment</li> </ul>	Villa/Thousand text (all)	<b>Q: What does school do?</b>
	<ul style="list-style-type: none"> <li>• Advance Organizer activity</li> <li>• Cooperative learning</li> <li>• 5-step lesson plan/activity</li> </ul>		<b>Q: What is the social context of schooling for 21<sup>st</sup> century multicultural society?</b>
	<ul style="list-style-type: none"> <li>• Universal Design lesson plan</li> <li>• Language acquisition (introduction/activities)</li> </ul>	Choate 2, 3, 14 U/T/V article (in reader) Cummins chapter	<b>APPLICATION 1: JOURNAL INVESTIGATION</b> <b>Q: What is the good? Who is the good person living in the good society?</b>
	<ul style="list-style-type: none"> <li>• Disabilities Characteristics Matrix</li> <li>• Impromptu lessons</li> </ul>	Choate 1, 2, 15	<b>Q: What is the purpose of education?</b>
	<ul style="list-style-type: none"> <li>• Video: Jones</li> <li>• *Canter</li> <li>• realities folders/activity</li> </ul>	Assigned Realities folder	INTERVIEW [include diversity responses]
	<ul style="list-style-type: none"> <li>• Lecturette: planning</li> <li>• Lecturette, overheads: Albert</li> <li>• Video: child observation</li> <li>• Prep time: Language acquisition</li> </ul>		<b>APPLICATIONS 2a and 2b: UNIVERSAL DESIGN</b> <b>Q: What should everyone learn?</b>
	<ul style="list-style-type: none"> <li>• *Gordon</li> <li>• assign human development theorists (research)</li> <li>• catch up</li> </ul>		

	<ul style="list-style-type: none"> <li>• Diversity/overview</li> <li>• share cultural plunge</li> </ul>	V/T chapter 7	<b>CULTURAL PLUNGE</b> <b>Q: What is (excellent) teaching?</b>
	<ul style="list-style-type: none"> <li>• *Nelsen et al</li> <li>• presentations: Language acquisition <i>I thought I heard</i></li> </ul>		<b>APPLICATION 3: CHILD OBSERVATION REPORT</b> <b>Q: What is the nature of learning?</b>
	<ul style="list-style-type: none"> <li>• *Curwin and Mendler</li> <li>• presentations: Human development theorists</li> </ul>		<b>APPLICATION 4: DISABILITIES CHARACTERISTICS MATRIX</b>
	<ul style="list-style-type: none"> <li>• presentations: Human development theorists</li> <li>• brain theory</li> <li>• intelligence</li> <li>• motivation</li> </ul>		<b>APPLICATION 5: RESPONSE, DIVERSITY QUESTION</b>
	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Philosophy questions</li> </ul>		<b>APPLICATION 6: TEACHING EXPERIENCE</b> (video and analysis) <b>APPLICATION 7 draft: PHILOSOPHY (for peer review)</b>
	<b>THANKSGIVING</b>		
	<ul style="list-style-type: none"> <li>• role play</li> <li>• guidelines for parent conferences</li> </ul>		<b>APPLICATION 7: REVISED PHILOSOPHY DRAFT</b>
	<ul style="list-style-type: none"> <li>• Closure: Part I, Part II</li> </ul>		<b>FIELD EXPERIENCE LOG</b>
	<ul style="list-style-type: none"> <li>• Closure Part III</li> <li>• Course review</li> </ul>		