

California State University San Marcos  
COLLEGE OF EDUCATION

EDSS 511 – Teaching and Learning in Secondary Schools (4 credits)  
Fall 2002: Inland and Coastal Cohorts

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**Class Meets: Monday and Wednesday, 8:00-11:45 in ACD 408 (inland)  
1:00-4:50 in ACD 406 (coastal)**

**College of Education 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 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.

*(adopted by COE Governance Community October, 1997)*

**Infused Competencies**

**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. See “Authorization to Teach English Learners Competencies.”  
*(approved by CCTC in SB 2042 Program Standards, August 02)*

**Special Education**

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

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

**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 reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## Course Description and Goals

This course is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. **PURPOSE FOR TEACHING:** Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.
2. **REFLECTIVE PRACTITIONERS:** Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
3. **PROFESSIONAL KNOWLEDGE:** Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.
4. **STUDENT FOCUS:** Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual.
5. **TEACHING AS A PROFESSION:** Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
6. **COLLABORATIVE RELATIONSHIPS:** Student teachers will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies.

### Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

#### Primary Emphasis

TPE 3 - Interpretation and Use of Assessments  
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12  
TPE 6d - Developmentally Appropriate Practices for Special Education  
TPE 8 - Learning about Students  
TPE 9 - Instructional Planning  
TPE 11 - Social Environment  
TPE 13 - Professional Growth

#### Secondary Emphasis:

TPE 2 - Monitoring Student Learning During Instruction  
TPE 4 - Making Content Accessible  
TPE 7 - Teaching English Language Learners  
TPE 10 - Instructional Time  
TPE 12 - Professional, Legal, and Ethical Obligation  
TPE 14 - Educational Technology  
TPE 15 - Social Justice and Equity

## AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

### Required Texts and Resources

Baldwin, M.D., & Keating, J.F., *Preparing Dynamic Teachers for Challenges of Secondary Schools*. Customized text: draft of chapters 1-9. (Called B/K on calendar)

Borich, Gary D. (1999). *Observation Skills for Effective Teaching*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]

Choate, J.S. (2000). *Successful Inclusive Teaching*. (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn and Bacon. [shared with all courses in the program]

Kohl, Herbert. (1994). *I Won't Learn From You*. New York, NY: New Press.

Rethinking Schools. (1994). *Rethinking Our Classrooms*.

Villa, R., and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Website: <http://courses.csusm.edu>

### [Optional Texts – please see instructor before purchasing]

Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*. (2<sup>nd</sup> ed.). Rocklin, CA: Prima Publishing.

Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.

### Assignments

- **Class Preparation and Participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts. You may respond to your reading in any of the ways used in the EDSS 521 (Literacy) class, or in some other manner that you know helps you to “process” your reading. Remember the goals for any response method you choose: to help you better contemplate, organize, and understand your reading, and to be prepared for thoughtful discussion. **These will be due with most of the assigned reading—see calendar.** You will also be responsible for a variety of informal in-class presentations. Come to class prepared to participate.
- **Creating a Responsive Environment:** Includes the following two assignments:
  1. **Observation Journals:** Three journal “reports” will be generated which focus on three specific elements of classroom life and student behavior. The focus of each observation is described in the Borich text: class management, lesson clarity, and instructional variety. A format for the journals will be provided in class.
  2. **Class Environment Plan:** Students will provide an overview of their proposed classroom set-up, procedures, and methods of establishing a positive learning community; this will also include the first day’s lesson plan developed in EDSS 530. (critical assessment task)
- **Unit and Lesson Plans:** Students will develop a unit plan and two lesson plans relevant to their content area. The unit plan will include goals, instructional and assessment strategies, timeline, and reflection. The two lesson plans are a joint assignment between this class and EDSS 521 (Literacy). (critical assessment task)

- **Reflective Writing:** includes the following three assignments (details will be provided in class):
  1. Reflective paper in response to the reading “Courage for the Discouraged.”
  2. Annotated bibliography to accompany the SST in-class presentation.
  3. Refined philosophy of teaching.
- **Special Education Matrix: The Thirteen Handicapping Conditions:** Students will create a master chart that includes information about environmental, curricular, instructional, and assessment adaptations and accommodations for students who qualify for special education according to the state and federal criteria under any of the 13 handicapping conditions. Further instructions will be provided in class.

## Grading Rubric for EDSS 511

### **“A” students:**

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and professionally, receiving 3.7 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. always collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes) (see syllabus).

### **“B” students:**

1. simply comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.7 –3.6 average on all assignments.
3. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are ready to engage in thoughtful discourse
7. demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes) (see syllabus).

### **“C” students:**

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.7 – 2.6 average on all assignments.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
7. meet the minimum attendance requirements (see syllabus).

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

## GRADING NOTES

- Students must meet the attendance requirements to be eligible for the grade described. It is a “prerequisite” for earning a particular grade.
- Students falling in between grade levels will earn a + or – at the instructor’s discretion, depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education. All ideas/material 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.

### Attendance

Due to the dynamic and interactive nature of course 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.

### Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due	Assignment Due
9/9  (Both)	Introductions Purpose and philosophy of teaching Perceptions of teaching and schools Reflective practice	<ul style="list-style-type: none"> <li>◆ All of Villa/Thousand text</li> <li>◆ B/K: Ch. 1 (may have to read after first class meeting if text is not ready)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response to one of the texts</li> </ul>
9/11  (Hood)	Democracy and diversity in education	<ul style="list-style-type: none"> <li>◆ B/K: Ch. 4</li> <li>◆ Choate: Ch. 1</li> <li>◆ Rethinking: pages 4-5, 19-20, 30-33 &amp; 35-38</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response to one of the texts</li> </ul>
9/16  (Mullen)	Learning and learning theories	<ul style="list-style-type: none"> <li>◆ Kohl: Ch. 4: 103-126</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response</li> </ul>
9/18  (Mullen)	Learning and learning theories	<ul style="list-style-type: none"> <li>◆ Kohl: Ch. 2: 33-88</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response</li> </ul>
9/23  (Mullen)	Social/moral/cultural development	<ul style="list-style-type: none"> <li>◆ Kohl: Ch. 1: 1-32</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response</li> </ul>
9/25  (Mullen)	Overview of adolescent issues/communication	<ul style="list-style-type: none"> <li>◆ B/K: Ch. 3</li> <li>◆ Rethinking: 126-128</li> <li>◆ Kohl: Ch. 5: 127-153</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response to one of the texts</li> </ul>
9/30  (Hood)	The typical “atypical” student	<ul style="list-style-type: none"> <li>◆ Choate: Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response</li> </ul>
10/2  (Mullen)	Planning: big picture and lesson plans	<ul style="list-style-type: none"> <li>◆ B/K: Ch. 8</li> <li>◆ Borich: Ch. 7 “Looking for Lesson Clarity”</li> <li>◆ Universal design article</li> <li>◆ Bring your content area’s frameworks or standards (you can get online)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation journal for lesson clarity</li> </ul>



10/7 (Mullen)	Planning: instructional strategies	<ul style="list-style-type: none"> <li>◆ B/K: Ch. 7</li> <li>◆ Borich: Ch. 8 “Instructional Variety”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation journal for instructional variety</li> </ul>
10/9 (Mullen)	Planning: instructional strategies	<ul style="list-style-type: none"> <li>◆ B/K: Ch. 7</li> <li>◆ Rethinking: Choose any two articles from pages 68-124</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response to one of the texts</li> </ul>
10/14 (Hood)	Differentiating instruction	<ul style="list-style-type: none"> <li>◆ Choate: Ch. 3</li> <li>◆ Reference to the Universal Design article</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response</li> <li>◆ Special Education Matrix</li> </ul>
10/16 (Both)	Differentiating instruction: SST presentations  Assessment	<ul style="list-style-type: none"> <li>◆ Rethinking: 171-175</li> </ul>	<ul style="list-style-type: none"> <li>◆ SST presentations (done primarily in class)</li> <li>◆ SST Annotated Bibliography</li> </ul>
10/21 (Mullen)	Creating and maintaining positive class environments	<ul style="list-style-type: none"> <li>◆ “Courage for the Discouraged” article</li> <li>◆ Choate: Ch. 15</li> <li>◆ Rethinking: 50-55</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reflective writing assignment for “Courage” article</li> </ul>
10/23 (Mullen)	Classroom management	<ul style="list-style-type: none"> <li>◆ Borich: Ch. 6 class management</li> <li>◆ Choate: Ch.14</li> <li>◆ Rethinking: 34-35, 56-57</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation journal for class management</li> </ul>
10/28 (Both)	Unit and lesson plan sharing Professional thoughts and prep. for schools		<ul style="list-style-type: none"> <li>◆ Unit and lesson plans</li> <li>◆ Class environment plan</li> </ul>
<b>10/29</b>	<b>First day of full-time beginning student teaching</b>		Refined philosophy of education due by 11/15 to Mullen (e-mail or office)
<b>Winter Break</b>	<b>Last day of full-time beginning student teaching</b>		
<b>12/10 5:30-8:30</b>	<b>Reflections class: ACD 406 (one cohort); Room TBA (2<sup>nd</sup> cohort)</b>		