

CSU San Marcos	EDMS 526 Learning and Instruction
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*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 equality 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)

*CLAD infusion.* 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 and the competencies covered in this course are highlighted. Refer to last pages of syllabus for additional details.

(approved 12/9/97)

**COURSE DESCRIPTION:** Introduction to psychology of learning and instruction. Includes learning theories and their application to educational practice. Requires participation/observation in public schools (2000-2001 General Catalog, p. N-22).

**COURSE OBJECTIVES:** Upon completion of EDMS 526, the student (teacher trainee) 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 and applications in EDMS 526;
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;
3. 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;
4. lesson planning and teaching by preparing and teaching lessons that accommodate student diversity and needs and provide for student success through appropriate effective practice and SDAIE strategies;
5. the California state frameworks, standards, and model curriculum guides by applying them to planning and teaching;
6. managing student behavior by preparing a personal discipline system;
7. parent conferencing by applying appropriate communication and conferencing skills;
8. portfolio concept by collecting, selecting, and reflecting on work and experience in order to show personal learnings and growth.

Additionally, upon completion of EDMS 526, the student (teacher trainee) will:

9. appreciate the complexities of the teaching-learning process and of planning;
10. value the realities and rigors of the teaching profession.

### REQUIRED TEXTS:

Charles. (2002). *Building classroom discipline, 7th*. NY: Longman.

Senter & Charles. (2002). *Elementary classroom management*. NY: Longman.

Elementary Grades Task Force Report. (1992). *It's Elementary*. Sacramento: CSDE.

Senter. *Reader* (fall 2001).

## Expectations and professionalism

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:** The effectiveness of this course is in direct measure to the discussions, interactions, and sharing that occurs during class meetings. Further, for you to blend theory (textbook and discussions) with practice (classroom realities), attendance, punctuality, and participation are essential. *Attendance*, defined as a full class meeting, will be recorded by *the instructor* on nametags distributed at the beginning and collected at the end of every class meeting.

“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 you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of **A**. If you miss three class sessions, your highest possible grade is a **C+**. Should the student have extenuating circumstances, contact the instructor as soon as possible.” (COE policy adopted 1997).

- While I appreciate the courtesy of being told by a student when s/he will be absent, I do not distinguish between excused and unexcused absences.
- Absence for critical or emergency situations will be evaluated by the instructor on a case-by-case basis, and *may* be excused.
- Arriving late or leaving early will lower your overall course grade.
- As stated above, two missed class sessions (or three or more tardies and/or early departures): cannot receive an **A** or an **A-**. The *highest* grade you will receive is **B+**.
- As stated above, three or more missed class sessions: cannot receive a **B+**, **B**, or **B-**. The *highest* grade you will receive is **C+**.

**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 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.

Please be prompt with your work. The *highest* score late work will earn is **B+**, and will 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 (I 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: depth and breadth, reflection and insights, scholarly discussion
- writing clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and racist language are inappropriate and unacceptable.)
- 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 field observations, are to be typed, double spaced.

**Regarding readings.** Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Additional related readings also might be assigned.

**General Grading Scale:**

A =	100-93%;	A- =	92-90%
B+ =	89-87%	B =	86-83%
C+ =	79-77%	B- =	82-80%

*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

Really, your assignments for EDMS 526 do have rhyme and reason.

All **Applications** ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each application requires very focused attention to specific aspects of the elementary classroom setting. Some applications and class experiences are intended to help with processing and building foundational information and understanding; others will be submitted for review and credit.

The **interview** is intended to help you confirm what teachers say about teaching realities. It also encourages you to examine and consider a veteran teacher's perspectives and expectations.

**Application 1**, a journal or chapter write-up, is intended to provide me with an early writing sample and provide you with early feedback. While this is not a high-point assignment, the expectation for graduate-level, scholarly, reflective work is real.

**Applications 2a, 2b, and 2c** are intended to guide you through multiple considerations of lesson planning, toward a successful outcome for you and for all your students. For these applications you will create and then work with the same content and students/class description in light of specific considerations. The intent is that you begin to internalize these considerations now in order to more easily plan lessons when you are teaching

For **Application 3** you will reflect on how specifically you will manage student behavior, a major area of concern for most beginning teachers.

**Application 4** 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 used for Applications 2a, 2b, and 2c.

Your **Application 5** is intended to be a culminating activity. By planning and organizing a portfolio of your work, efforts, and investigations, you have the opportunity to reflect on your experiences and learning, and share with others your growth as an individual who is entering the teaching profession. This also gives you first-hand experience with the hope that you will use portfolios with your own students.

<b>QUICK SUMMARY: GRADED COURSE REQUIREMENTS</b>		
10pts	Application 1: Investigation	_____
(nc/ec)	Teacher interview	_____
10pts	Application 2a: Effective practice lesson plan	_____
5pts	Application 2b: Analysis, effective practice	_____
5pts	Application 2c: Shortened lesson plan	_____
10pts	Application 3: Discipline management plan	_____
15pts	Application 4: Teaching experience	_____
25pts	Application 5: Portfolio	_____
20pts	Other (observations (log, documentation), attendance, participation and group activities)	_____
	<i>Language acquisition</i>	_____
	<i>Human development and learning</i>	_____
	<i>Student behavior</i>	_____
100 pts	<i>Total possible points for course</i>	_____

*Class Norms . . .*

Honor time

Take responsibility for  
your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign" and "quiet signal"

Have fun!!