

California State University, San Marcos
EDMS 526: Learning and Instruction
Fall 2001

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Mission Statement of the College of Education, CSU San Marcos: The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practices. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, lifelong learning and service. We value diversity, collaboration, professionalism, and shared governance.

CLAD Infusion: In 1992, the College of Education voted to infuse Crosscultural 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.

Course Description: This course provides students with an introduction to the psychology of learning and instruction. It includes learning theories and their application to educational practice. This course requires participation/observation in the public schools.

Goals:

Teachers are active decision-makers who must intentionally and continually reflect on their practice. The purpose of this course is to help you learn to make instructional decisions by identifying resources and exploring theory and its application to practice. Specifically, students will be given opportunities to address the following questions in relation to education of *all learners*:

- What does it mean to teach for understanding for *all learners*?
- How do children learn?
- How does the classroom climate affect learning?
- How do teachers make effective decisions?
- What is the role of reflection in teaching?

Required texts:

Bigelow, B. et al. (2001). *Rethinking Our Classrooms; Teaching for Equity and Justice*.
Milwaukee, WI: Rethinking Schools

Lorimer, M. (2001). *Learning and Instruction Supplemental Course Materials*.
San Diego, CA: Montezuma Publishing

Other materials as assigned by the instructor

Course Requirements:

- Punctual attendance and active participation are essential in his class, not only for you to learn, but so that others may benefit from your input. Your final grade in this course will be affected by these factors.
- All written assignments must be typed. Each assignment is due on the date indicated on the syllabus. Grades on assignments will be lowered by 10% for each day the assignment is late. After one week, the assignment will not be accepted. Late work will be noted with the date it is received by the instructor.

- Please be sure to read and understand the university policy on plagiarism as it will be strictly enforced.

Assignments: (*Note: Specific guidelines for all assignments will be provided by the instructor.*)

- **Attendance and Participation** 15 points
 - Reading Reflections. (*ongoing*). 25 points
 - Create – A – Classroom Plan (*due: Sept. 14*) 30 points
An organizational plan for a future classroom.
 - Lesson Plan (*included within portfolio with checks beforehand*) 10 points
A written lesson plan following specific format.
 - Unit Plan (*included within portfolio with checks beforehand*) 25 points
A collaborative development of a thematic integrated unit of study.
 - Literature Review (*due: Oct. 12*) 20 points
A written and oral presentation on one book.
 - Classroom Observation Reflection Paper (*due: Oct. 16*) 25 points
A reflective paper connecting classroom observations and course learnings.
Your 30-hr. observation log will be attached to the back of this paper.
This will be included in your portfolio
 - Portfolio (*due: Oct. 16 with periodic checks during the semester*) 50 points
A reflective collection of course learnings.
- 200 points

Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Expectations: Students must come to class prepared to discuss required readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program, and students will be expected to adhere to standards of dependability, confidentiality, and writing achievement.

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 of B.

To receive a teaching credential from the state of California you must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses.

Grading Scale

A	90 – 100%	C	70 – 79%	F	Below 59%
B	80 – 89%	D	60 – 69%		

Tentative Schedule for EDMS 526: Tues./Thurs. Fall '01

SESSION	TOPIC	READINGS	ASSIGNMENT
Aug. 24/F.	<ul style="list-style-type: none"> • Introduction/Course Overview • Obs. Strategies / <i>30 Hour Obs. Req. & Form</i> • California Standards for Teaching • <i>Review Requirements for all requirements, assignments, and projects</i> 		
Aug. 28/T Aug. 31/F.	<ul style="list-style-type: none"> • Org. for Instruction/Learning Environment • Classroom Management Models - Jigsaw 	<i>Blue: pgs. 4 - 46</i> <i>Bigelow: pgs.1-4, 163-166, 226-239</i> <i>+ E-reserve article</i>	ReadingReflection#1
Sept. 4/T Sept. 7/F.	<ul style="list-style-type: none"> • Diversity as an Asset • Vygotsky – Zone of Proximal Development 	<i>Blue: pgs. 77 - 125</i> <i>Bigelow: pgs. 16-26, 105-106</i> <i>+ E-reserve article</i>	Reading Reflection #2
Sept. 11/T Sept. 14/F.	<ul style="list-style-type: none"> • Piaget’s Development Theory • Constructivist Theory 	<i>Blue: pgs. 47 - 76</i>	Reading Reflection #3 <i>Classroom Plan Due</i>
Sept. 18/T Sept. 21/F.	<ul style="list-style-type: none"> • Psychosocial and Moral Development • Building Resiliency • Individualizing Instruction 	Handout + E-reserve <i>Bigelow: pgs. 84-90</i>	<i>Reading Reflection #4</i> Portfolio Check
Sept. 25/T Sept. 28/F.	<ul style="list-style-type: none"> • Lesson Planning • Unit Planning Workshop • Curriculum Integration • Assessment 	<i>Blue: pgs. 72-75, 166-177</i> <i>Bigelow: pgs.11-14, 240-241, 101-104, 204-206</i>	<i>Bring ideas/materials for lesson & unit planning</i>
Oct. 2/T Oct. 5/F.	<ul style="list-style-type: none"> • Teaching for Understanding • Inclusive Education • Learner Centered Classroom 	<i>Blue: pgs. 6 – 9, 126-165</i> <i>Bigelow: pgs., 140-143, 176-180, 214-224, 107-111, 199-201</i> <i>+ E-reserve</i>	Reading Reflection #5
Oct. 9/T	Professionalism and New Teacher Support	<i>Blue: pgs. 179-180</i>	
Oct. 12/F	Literature Review Presentations		Literature Review Due
Oct. 16/T	Portfolio sharing and Reflection		<i>Classroom Obs. Refl. + Portfolio Due (include lesson plan and unit plan)</i>

****Note: e-reserve password is “school” – no quotes, all lower case.**