

Education 350
Foundations of Teaching as a Profession
Instructor: Dean Schulz

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office hours Monday 4:30 p.m. – 5:45 p.m.
Thursday 10:30 a.m. – 11:30 p.m.
(By Appointment)

course meets: University Hall – Room 237
Thursday 12:00 p.m.– 2:45 p.m.
August 23rd – December 12th

Course Description

This is an orientation course focusing on the roles of schools in society, issues affecting student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher in California. In addition to classroom attendance, participation and written and oral assignments, the students will complete forty-five hours of fieldwork in a variety of classroom settings.

Purpose and Goals

The intent of this course is to help students appreciate the role of formal education in society, to understand aspects of global education, and to explore some of the major issues facing teachers and the education profession. This course is intended for individuals interested in becoming teachers, or for those interested in promoting quality education. Upon completion of this course, the student should be able to assess their interest in teaching as a career.

Course goals include

- √ understanding the roles of schools in society
- √ exploring contemporary issues in education
- √ assessing the roles of teachers in schools
- √ understanding the qualifications and certification process of California teachers
- √ understanding and appreciating the student as an individual
- √ understanding the factors affecting student achievement
- √ understanding critical issues in curriculum and instruction
- √ clarification of motives for choosing teaching as a career

Required Text

1. Ryan, K. & Cooper, J.M. (2001). **Those Who Can, Teach** (9th Edition) Boston, MA: Houghton Mifflin
2. “Education Week” magazine

Course Requirements

1. Each class member will be expected to attend class regularly and participate in class discussions.
2. Each student will turn in a weekly response paper which reflects the assigned reading for the week.
(The paper will include the following)
 1. A thesis statement (one sentence) which would summarize your reading for the week.
 2. Three questions or comments which were generated from your reading
 3. A response to a philosophical question assigned in class.
3. Each student will sign up for one contemporary issue topic. You will research both sides of this topic and write a 300 word paper defending both sides of the position. On the indicated night of your chosen topic, you will be assigned at random to defend or support your topic. You should be prepared to do either. I will identify the topics in class tonight and you can decide next week which one you want to tackle.
4. Each student will keep a log reflecting 45 hours of field experience as well as 10 formal write ups of classroom observations. The format to be used will be explained in class.
5. You will be required to subscribe to “Education Week” magazine. It is a professional magazine which addresses contemporary issues in education. We will use this magazine each week as a discussion tool and you will be required to prepare five written responses to articles for grading. I will give you detailed subscription information tonight in class.

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 80% of the class time, or (s)he may not receive a passing grade for the course. You will not receive an (A) in this course if you miss more than two sessions. More than 15 minutes tardy or leaving early counts as one half absence.

Official Waiver Procedures

The college of education discourages waivers because reflecting on current classroom practice is integral to this course. No more than 15 hours will be considered for waiver.

1. Requests for waivers should be documented with written evidence from supervisors.
2. Requests will be submitted to the instructor for approval no later than the 3rd class session.
3. Waiver forms must be completed by the students and signed by the instructor for approval no later than the 3rd class session.

Grading Guidelines

attendance and participation	(10 pts.)
weekly response to reading	(15 pts.)
position paper	(20 pts.)
field experience documentation and observations	(25pts.)
article reviews	(15 pts.)
quizzes and final exam	(15 pts.)
	Total (100 pts.)

Tentative Schedule

Date	Topic	Reading Prepared
August 23, 2001	Introduction, course overview Guidelines for field experience <u>Discussion</u> : So you are thinking about becoming a teacher.	Chapter 1 Why Teach?

August 30, 2001	•New Teacher “Culture Shock” <ul style="list-style-type: none">•Meeting your new Principal.•Indicators of teacher success• Value of induction programs and mentors• First day materials	Chapter 2 What Can the New Teacher Expect?
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September 6, 2001	<ul style="list-style-type: none">• Snapshot of a school• What makes a school effective?• The beauty of a multicultural, multilingual school.	Chapter 3 What is a school and what is it for?
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• Panel Discussion #1 Public Versus Private Schools
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September 13, 2001	<ul style="list-style-type: none">• cultural diversity in the classroom• learning styles• understanding and embracing students with special needs (inclusion)• models of bilingual education	Chapter 4 Who are Today’s Students in a diverse society?
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September 20, 2001	<ul style="list-style-type: none">• Discussion of social problems which will affect your students• How do we reduce school violence?• Curbing school dropout rates.• teachers building self-esteem	Chapter 5 What Social Problems and Tensions affect Today’s Students?
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•Panel Discussion #2 How do we effectively teach second language learners (Bilingual Education /Immersion)

September 27, 2001	What is an effective teacher? <ul style="list-style-type: none">• Classroom management• Organizational skills (tips)• Classroom Environment	Chapter 6 What makes an effective teacher?
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October 4, 2001

- Let's look at the internet
- The history of technology in the classroom.
- computers in the schools
- technology for second language learners

Chapter 7
What should teachers
Know about technology
and its impact on schools.

October 11, 2001

- state curriculum What is it?
- instructional approaches
- textbook adoptions
- trends in curriculum reform

Chapter 8
What is Taught?

• Panel Discussion #3

**Separation of Church and State in Education
How Far Should We Go?**

October 18, 2001

- overview of how schools get financed
- standardized testing
- Who is in charge of our educational system?
- What is a school board and what do they do
- Who else influences education?

Chapter 9
How are schools
Governed, Influenced
And Financed?

October 25, 2001

- Four branches of philosophy
- Four philosophies of education
- The contributions of John Dewey

Chapter 10
What are the
Philosophical Foundations
of American Education

November 1, 2001

- Historical events which have helped shape American Education
- The key American Educators
- The courts role in shaping education

Chapter 11
What is the history of
American Education?

November 8, 2001.

- The main laws which relate to you as a teacher.
- Ethical problems facing teachers
- Discussion on the rights of students

Chapter 12
What are the Ethical and
Legal Issues Facing
Teachers?

Panel Discussion #4

Merit Pay For Teachers

November 15, 2001

- Elements of lasting school reform
- What reforms have worked?
- What are current reforms underway?

Chapter 13
How Should Education
Be reformed?

November 29, 2001

- What is the job market for teachers?
- CLAD/BCLAD Credentials
- Obtaining a Credential
- What can you do now to prepare for a potential teaching job in the future

Chapter 14

What are your job options in education?

December 6, 2001

- Professional organizations
- Defining characteristics of a professional teacher.
- National Board Certification
- continuing education

Chapter 15

What does it mean to be A Professional?

December 13, 2001

**Final
Field Experience Logs Due**

What!! No Reading?????
