

California State University San Marcos
College of Education
Education 350A: Foundations of Teaching as a Profession 3 units
Mondays 1:00 to 3:45- 3 units

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Mission Statement of the College of Education, CSU San Marcos

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..

CLAD Emphasis

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.

Course Description: This is an orientation course that focuses on the role of schools in society, issues affecting student achievement, introduction to curriculum and instruction, the role of teachers in schools and communities, teacher education, and the process of becoming a teacher in the state of California. In addition to classroom attendance and participation in oral and written assignments, students will complete forty-five (45) hours of supervised fieldwork in a variety of classroom settings. Written and oral communication, literacy, and appropriate use of technology are required of professional educators; therefore they are stressed as method for completing course requirements. Education 350B is one of three integrated courses employing a blended framework of essential elements. Students are expected to integrate knowledge from the other two courses into the themes, readings and discussions of this course. A single capstone project will be a major unifying element for the blended framework and will be assessed in relation to each course's objectives as well as across the other course in the trilogy.

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 today. The course is intended for individuals interested in becoming teachers, and/or for those interested in promoting quality education. Upon completion of this course, the student should understand the nature of formalized education in the United States and should be able to assess his/her interest in teaching as a career.

Course objectives:

- Understanding the role of schools in society.
- Exploring philosophies and contemporary issues in education.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Clarification of motives for choosing teaching as a career.
- Understanding educational reform movements

Required Materials:

Segall, W.E., and Wilson, A.V. (1998). Introduction to Education: Teaching in a Diverse Society. New York: MacMillan.

Meier, Daniel R. (1997). Learning in Small Moments: Life in an Urban Classroom. New York: Teachers College Press.

Suggested Texts/readings

Kozol, J. (1991). Savage Inequalities: Children in America's Schools. New York: Harper.

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State Reports and reform documents; "It's Elementary," "Caught in the Middle," "Ready or Not," "Second to None," and other works supplied and/or approved by the instructor.

Ryan, K. & Cooper, J.M. (1998). Kaleidoscope. Houghton-Mifflin.

Course Requirements

General Expectations: This course is designed for dynamic learning where students take an active part in the learning process. It is therefore essential that students come to class prepared to discuss required readings, submit required assignments, conduct research, lead discussions, and participate in group activities.

Attendance: The attendance policy of the College of Education (COE): 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 eighty percent 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 session 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 you have extenuating circumstances, contact the instructor as soon as possible

Fieldwork: In addition to in-class work, assigned readings, and projects, students will be expected to observe a minimum of 45 hours in public schools. Each student will maintain a journal, documenting interesting observations, analysis and questions generated from observations of classrooms in various educational settings (see guidelines for field experience.) Written reports of these visits and the observation forms will be submitted on three dates listed on the tentative class schedule. These reports will be included in determining the final grade. These “field experiences may be included in the requirements for admission to the CSUSM Teacher Credential program.

Reading Log: Students are expected to read and keep a log summarizing at least one article **each week** selected from newspapers, magazines, and/or professional journals. The articles chosen should relate to education in general and to the topics mentioned in the text and the course syllabus. The “logs” will be due each week starting the second week of class. Entries in the log are to provide the following:

- title, source, and date of the article, and Log #-i.e., “Log # 3
- a brief summary of the main points
- personal reflections

You may be asked to share these articles with other students. The log will be collected and will be reflected in the final grade.

Teacher Interview: Students will interview a teacher and write a 3 to 4 page summary of the information learned. Specific details are attached and will be discussed in the first class.

Technology Assignments: One or more assignments will be given requiring a computer and use of the internet.

Capstone Project: This project is designed to integrate the material and learning from the three courses included in the integrated program. Each student will participate in a group presentation on a major contemporary issue in education. The topics and the assessment plan for the student learning and performance guidelines will be discussed more thoroughly in class. Students will present a synopsis of their project during the last regular class sessions. Professors from the three blended courses will attend the last sessions and will assess the capstone project according to criteria established for each course. (30 points)

Possible Topics for the Capstone Project

Bilingual Education	Student Promotion and	Special Education	Title I/
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	Retention		compensatory education
Gifted and Talented Education	Magnet /Charter Programs/Schools	Zero Tolerance	Cultural bias in the state testing program
Grouping by Ability in the elementary classroom	Resegregation within schools/districts	School Mascots and symbols	State testing/rewards and sanctions

Class Assessments/ Grading: From time to time the instructor will administer a short assessment to determine student comprehension of the concepts being presented in class discussions and lectures.

The following point system will be considered in determining the final grade:

Attendance and Class Participation (15 points), Teacher Interview (10 points), Reading Log (20 points), Capstone Project (25 points), Field Experience (25 points), Technology Assignments (5 points).

The total number of points earned out of 100 possible will determine grades.

A	100-93	A-	92-90	B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72	D	60-69	F	59-