

**College of Education**  
**EDUC 350: Foundations of Teaching as a Profession**  
**M/W 5:30-10:00 PM; UH 440; CRN 30081**  
**California State University San Marcos Summer 2008**

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**Course Description:** This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

**Mission of the College of Education at Cal State 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 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)

**Authorization to Teach English Learners:** The Cal State San Marcos credential programs have 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.

(approved by CCTC in SB 2042 Program Standards, August 2002)

**Special Education Inclusion:** Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video *F.A.T. City*, reading and analysis of special education law, and *Creating an Inclusive School*.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). This office 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.

**College of Education 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. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in Educ 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible. In this section of Educ 350, the instructor has adopted this additional policy: If you miss one class session, you cannot receive a grade of A or A -; if you miss two class sessions, you cannot receive a grade of B+, B, or B-. If you miss three class sessions, you will receive a C+ at best (depending on your accomplishments on assignments). If you miss four or more class sessions, you will receive a D or F.

**Credential Program Recommendations:** As one of several evaluation methods, Educ 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

**Fieldwork:** In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the WebCT site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A recommendation (usually from the classroom teacher where most of the fieldwork is done, also known as a Field Experience Recommendation) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

#### **All University Writing Requirement**

Every course at the university must fulfill the university's writing requirement of at least 2500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and Inclusion/Law/Diversity.

#### **CSUSM Academic Honesty Policy**

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials 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.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Teaching Performance Expectation (TPE) for EDUC 350:** A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

#### **TPE 12: Professional, Legal and Ethical Obligations**

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

#### **Teaching Performance Assessment for Developing as a Professional Educator**

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

**Class Discussions and Participation:** Students will engage in student-centered learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

**Course Requirements:** Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

#### **Required Texts:**

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth.

ISBN 0-534-64467-8, Approximately \$ 45 - 65

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4 Approximately \$12 - 25

**Assignments and grading:**

- |   |                              |
|---|------------------------------|
| 1. Classroom observation reports (and fieldwork log)                          | Pass/Fail                    |
| 2. Participation  | 10 points                    |
| 3. Reading log  | 30 points (5 pts each entry) |
| 4. Current events in education oral presentation                              | 10 points                    |
| 5. Interview of a teacher   | 20 points                    |
| 6. Personal philosophy of schooling, learning and teaching/ TPE 12 reflection | 20 points                    |

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100  
 A- = 90-92  
 B+ = 87-89  
 B = 83-86  
 B- = 80-82  
 C+ = 77-79  
 C = 73-76  
 C- = 70-72  
 D = 60-69  
 F = 0-59

### Assignment Descriptions:

#### 1. Classroom observation reports and timesheet

Pass/INC

If you do not complete the classroom observations and timesheet/fieldwork log, you will receive a grade of “incomplete” (INC) for the course.

Using the classroom observation instrument provided in class, write up four observations in your field sites. The template is on the WebCT site under Fieldwork Instructions. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting. Submit these via the WebCT site as instructed on the due date. Turn in your timesheet in class on the due date.

#### 2. Participation

10 points

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. See details above in “Class Discussions and Participation.” You will submit a self-assessment on WebCT on the due date.

#### 3. Reading log

30 points (5 points for each entry)

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Instead, respond to the readings by focusing on ideas in the readings that are significant to you, explaining your connection with these ideas, and making your comments & questions. Reading log entries should be 1½ - 2 paragraphs in length (Times New Roman, font size 12) and they must respond to the readings listed on the course schedule. See the table below for a summary of readings for which you should write a response in your reading log.

You should read and respond to the readings BEFORE coming to class. You should submit each reading log entry BEFORE coming to class on the Sunday prior to the class sessions. You will submit your reading entry log via the course WebCT6 site. Each Sunday you will submit a paragraph for the readings specified on the schedule for the following week. When

you submit your reading log entry, please mark the entry clearly, e.g., “Reading 1: Purposes of and Changes in Schooling”

You should bring a print out copy of your reading log entries, bring them to the class sessions and be prepared to share your reading log responses with your classmates.

Reading 1 <b>Due July 13</b>	<b>Grant &amp; Gillette Chapter 1</b> The Three Purposes of Schooling The Changes in Teaching and Learning
Reading 2 <b>Due July 13</b>	<b>Grant &amp; Gillette Chapter 6</b> The Profession of Teaching Various Jobs in Education
Reading 3 <b>Due July 20</b>	<b>Grant &amp; Gillette Chapter 8</b> Educational Philosophies Developing an Educational Philosophy
Reading 4 <b>Due July 20</b>	<b>Grant &amp; Gillette Chapter 10</b> Teacher and Student Rights Teacher and Student Responsibilities
Reading 5 <b>Due July 27</b>	<b>Villa &amp; Thousand Chpt. 1 &amp; Chpt. 2</b> Inclusive Education Define & Describe History & Law of Inclusive Education
Reading 6 <b>Due July 27</b>	<b>Grant &amp; Gillette Chapter 12</b> Teacher - Parent Relationships Parent Involvement in Schooling

#### 4. Current events in education

10 points

During the second week of class, (Monday, June 9 and Wednesday June 11) you will be responsible for making a brief oral presentation on an item from the week's news in K-12 education. You will have approximately 5 minutes. The item may be from the internet (e.g., [www.edweek.org/](http://www.edweek.org/)), newspaper, or magazine, and may pertain to local or national educational issues. You will summarize the article and explain how it connects with a contemporary issue in education. Briefly describe the contemporary issue in education. Your class texts are resources that can help you describe the issue. Note the perspective on the issue reflected in the article. Complete the outline below and submit it to the instructor at the time of oral presentation.

#### Outline for Current Event in Education Oral Presentation

Title of the Article:

Source:

Summary of the key points of the article:

Contemporary issue in education to which it is connected:

Description of the contemporary issue in education:

The perspective the article takes on the issue:

#### 5. Interview of a Teacher

In this assignment, you will interview a teacher and write a 3-4 page summary of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

##### *Gathering information:*

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current “hot issues” in education such as the California High School Exit Exam and the No Child Left Behind Act? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

***Analysis:***

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

***Criteria for evaluation:***

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, spelling



## 6. Personal Philosophy of Schooling, Learning, and Teaching

Write a 4-5 page paper (double-spaced, Times New Roman, size 12 font) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the paper.

### **Paper Introduction**

Describe the level of schooling and subject field(s) you hope to teach.  
Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.  
Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

### **Nature of schooling**

Describe what you believe is the purpose of schooling in a democracy.  
How will you as a teacher help achieve these purposes?  
Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Nature of the learner**

Describe what you believe is the nature of the learner.  
What are your thoughts about the students you will teach? What do they need from a teacher?  
Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Nature of the teaching/learning process**

Describe what you believe is the nature of the teaching/learning process?  
What do you believe counts as knowledge and how should it be presented?  
How will you as a teacher use subject matter and other experiences to guide students toward meaningful learning activities?  
Give at least one concrete example of how you will interact with your students in light of your beliefs.

### **Teacher dispositions and actions**

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.  
Give at least one concrete example of how you will conduct yourself in light of your beliefs.

### **Conclusion**

Recap your philosophy.  
What are your outstanding questions/concerns/thoughts about becoming a teacher?

## Criteria for Self- Assessment of Philosophy Paper

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one “beefy” paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

**Ideas:** The paper is clear and focused. It holds the reader’s attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

**Organization:** The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

**Connections:** The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

**Voice:** The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

**Sentence Fluency:** The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

**Conventions:** The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

### 7. Inclusion, Diversity and Special Ed Laws

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities. Study the following chapters and web sites:

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. Read Ch 10.

Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. Read Ch 1-2.

#### **Reflection and Applications:**

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities.

Identify five laws or court decisions that influence you as a professional educator. At least two of these five must relate to special education law. Explain why the law or court decision is important to you as an educator. Provide your rationale (one paragraph) for each selection. How might it affect your teaching? Feel free to add insights from your personal experiences, observations and FAT City Video.

**EDUC 350: Foundations of Teaching as a Profession**  
**Summer 2008 Tentative Schedule**  
 (Subject to change to meet student needs.)

<u>Date</u>	<u>Session Title</u>	<u>Topics</u>	<u>Reading and Assignments for Class</u>
Week 1			
July 7 Mon	Course Intro  Building a community of learners	Community building  WebCT-computer lab  Field Experience Requirement  <b>Assignment Previews:</b> <ul style="list-style-type: none"> <li>• <b>Current Events Presentations</b></li> <li>• <b>Teacher Interview</b></li> </ul>	Access the website at <a href="http://lynx.csusm.edu/courses/directory/directory.asp">http://lynx.csusm.edu/courses/directory/directory.asp</a>  Sign up for WebCT – get library card and password.  Read the EDUC 350 Fieldwork Instructions on the WebCT site.
July 9 Wed	Why Teach?  Schooling in a democracy	<b>“The Goals of Education” on WebCT site.</b>  <b>What is the purpose of schooling in a democracy?</b>  <b>Governance of Education G &amp; G ch 9</b>	<b>Reading for Reading Log 1: Grant &amp; Gillette ch 1</b>  <b>Bring to class both texts, syllabus, field experience info and schedule, along with your questions about these</b>  <b>Reading Log 1 and Reading Log 2 are both due on Sunday, July 13<sup>th</sup>.</b>
Week 2			
July 14 Mon	Effective Teaching and Schooling  School Finance and Governance	<b>Becoming an Effective Teacher G &amp; G ch 2</b>  <b>Developing Questions for Teacher Panel</b>  <b>School Finance: G &amp; G ch 11</b>	<b>DUE: Current Events Presentations</b>  <b>Waiver requests for field experience hours must be turned in during class today</b>

July 16 Wed	Becoming a teacher  School organization  Middle schooling  High schooling	<b>The Teaching Profession</b>  <b>Organizational Structures of Schooling G &amp; G ch 7</b>  <b>Preview Assignment: Philosophy of Education</b>  Student Services presentation  <b>Discuss teacher interview with your peers. Use PQP (praise, question &amp; polish) format to give feedback</b>	<b>DUE: Current Events Presentations</b>  <b>Reading for Reading Log 2: Grant &amp; Gillette ch 6</b>  Bring a draft of your teacher interview to class (on paper)  Peruse the website brochure of your choice at: <a href="http://lynx.csusm.edu/coe/academics/">http://lynx.csusm.edu/coe/academics/</a>  and the EDUC 350 Advising Session PowerPoint at: <a href="http://lynx.csusm.edu/coe/ssc/Presentations.asp">http://lynx.csusm.edu/coe/ssc/Presentations.asp</a>  Middle schooling: Peruse the National Middle School Association website, <a href="http://www.nmsa.org">www.nmsa.org</a>  High schooling: Peruse the National High School Association website, <a href="http://www.nhsa.net">www.nhsa.net</a>  <b>Reading Log 3 and Reading Log 4 are both due on Sunday, July 20<sup>th</sup>.</b>
Week 3			
July 21 Mon	Philosophies of Education	<b>Tchr Interviews Share Out</b>  <b>TPE 12 introduction</b>  <b>Philosophies of Education</b>  <b>In class: Educational Philosophy pre-write</b>	<b>DUE: Interview with a Teacher</b>  <b>Reading for Reading Log 3: Grant &amp; Gillette ch 8</b>  <b>Take “What is Your EP?” survey in Grant/Gillette pp. 300-305 and bring your results to class</b>
July 23 Wed	Ethics, rights, responsibilities in teaching and learning  Ed Equity	<b>Preview assignment: Inclusion, Diversity and SpEd Law</b>  <b>Revisit TPE 12</b>  <b>FAT City Video</b>	<b>Reading for Reading Log 4: Grant &amp; Gillette ch 10</b>  <b>Reading Log 5 and Reading Log 6 are both due on Sunday, July 27.</b>
Week 4			
July 28 Mon	Inclusion  Special Ed History and Law	<b>Workshop session</b>  <b>In class: philosophy paper draft revising</b>  <b>In class: Inclusion, Diversity, SpEd pre-writing</b>	<b>Educational Philosophy draft</b> <b>Bring draft (on paper) to class</b>  <b>Reading for Reading Log 5: Villa &amp; Thousand ch 1 &amp; ch 2</b>

July 30 Wed	The Lives and Work of Teachers  Community, Family, Schools	Panel of experienced teachers  Family Involvement Presentation	<b>DUE: Assignment on Inclusion, Diversity &amp; Special Education Law</b>  <b>Reading for Reading Log 6: Grant &amp; Gillette ch 12</b>
Week 5			
August 4 Mon	Classroom Observations	<b>Sharing your observation experiences</b>  <b>Top 10 list responses</b>  <b>Ed Philosophy Share out</b>	<b>DUE: Educational Philosophy of Teaching, Learning and Schooling</b>  <b>DUE: TPE 12 reflection</b>  <b>DUE: Fieldwork Log (on paper)</b>  <b>Reading 7: Carl and Maureen's Top 10 List Grant &amp; Gillette pp. 477 - 480</b>
August 6 Wed	Classroom Observations	Sharing your observation experiences	<b>DUE: Classroom Observations</b>  <b>DUE: Self-assessment</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<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. Intra-group 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration