

California State University San Marcos  
College of Education

EDUC 604: Knowledge Construction and Accomplished Teaching  
Summer 2005  
CRN 30080

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Class Meeting times/places: T/Th, 5pm-8:50pm; Warm Springs Middle School, Rm. 701

## DESCRIPTION

**Course Description:** This course plays a central role in the introduction of an “aesthetic of knowing” that is the foundation for the Teaching, Learning & Leadership Master’s Option. Topics include various ways of knowing, the impact of context on knowledge construction, and an ethic of life-long learning via reflective practice. Questions of equity, inclusion, leadership, community, collaboration, and systematic inquiry form the core of the course.

## COLLEGE OF EDUCATION 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 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. *(adopted by COE Governance Community October, 1997)*

## 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.

## GENERAL CONSIDERATIONS

**Academic Honesty:** It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

**Appeals:** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Peggy Kelly, Associate Dean.

**Ability:** Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are

reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and 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.

The Governance Community of the College of Education adopted the following policy on 12/19/97:

## **COLLEGE 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.

## **ATTENDANCE AND PARTICIPATION**

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

## **COURSE OBJECTIVES**

**Course Objective:** This course is specifically designed to provide reflection on theory of learning and instruction, positioning of oneself in a theoretical framework, and application of philosophy to one's teaching practice. There is an emphasis on familiarization with, and critique of, the National Board of Professional Teaching Standards (NBPTS) certification process, including documentation of one's own classroom practice in a portfolio format.

### **Required Texts:**

- Daniels, H. & Bizar, M. (1998). *Methods that matter*. ME: Stenhouse.
- Palmer, P. (1998). *The Courage to Teach*. SF: Jossey-Bass, Inc.
- Ladson-Billings, Gloria. (2001). *Crossing Over to Canaan: the journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.
- Custom Reader

## GRADING

**Grading Scale:** \_A=100-96, A-=95-91, B+=90-86, B=85-81, B-=80-76, C+=75-71, C=70-66, C-=65-51, D=50-46, F=45 or lower.

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or <[www.apastyle.org/index.html](http://www.apastyle.org/index.html)>

## COURSE REQUIREMENTS

**NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.**

This class will be structured as a graduate-level seminar. As such, we will read, write and discuss the materials. The success of a seminar is dependent upon each and every participant being prepared. However, discussion need not consist of only sitting around a table and talking. Multiple approaches, methods, and teaching experiences are a necessary strategy to accommodate learning given the possibility of various learning styles. The class will be divided into groups. Each group will be responsible for presenting and leading class discussion on various topics.

My role will be to “facilitate” the discussion and to intervene as necessary to promote the topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **Knowledge Base** through reading the assigned material (to develop a basic understanding of the subject matter), present it to the class (to develop your expertise), and lead the class discussion (to develop confidence in your KB and skills). In effect, you will have many opportunities to “empower” yourself--i.e. to use the tools which are before you to try out new ideas.

**NOTE:** Assigned texts and readings **MUST** be brought to **ALL** class sessions.

## COURSE REQUIREMENTS

### **Assignments:**

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

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|------------------------------------|-----------|
| 1. Attendance and Participation    | 20 points |
| 2. Reading response reviews        | 20 points |
| 3. Toward a Teacher's Epistemology | 20 points |
| 4. Class Presentation              | 20 points |
| 5. Movie Review                    | 20 points |

1. Attendance and Participation (20%) As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every class.
2. Reading Response Reviews (20%). For each class session where there is a reading assignment, you will be asked to write your reaction to what you have read. Your review should demonstrate your “thinking” about what it is you have read (it should not be merely a summary). This is an opportunity for you to present your perspective on the topic, share your experiences, struggle with ideas. At the end, construct one question that emerges from what you’ve read and your reaction to what you’ve read. For each review, do not exceed one page. It will be handed in at the beginning of class and/or be the basis for initial class discussion. You are allowed two reviews for which you can “pass.”
2. Toward a Teacher’s Epistemology (20%) Central to this class is discussion/debate around questions of epistemology. Epistemology refers to what we know and how we know. Several articles and readings propose alternative perspectives on what we know and how we know. Given these articles and discussion/debate, I would like you to advance your own thinking, at this point, on questions of epistemology. How do you know what you know? How does this influence what you do in your classroom?

Write a 3-5 page paper that focuses on your epistemology. What is your worldview? Consider your world view/epistemology of education. Your paper should address the following:

- your beliefs about knowledge and learning
- how you enact your beliefs in your choice of curriculum, your instructional strategies and your management style
- how your personal identity plays a role in your pedagogy and how you meet the needs of your students
- the influence of class articles

2. Class Presentation on Reading (20%) With a partner, select one of the articles from the custom reader. You and your partner are responsible for leading a class discussion of the article. Utilize one of the best practices in the Daniels and Bizar (1998) text. Plan to use 30-60 minutes of class time.

2. Movie Review (20%). Select a movie about education or teaching. View and analyze the movie. Consider the following questions

- How are teachers portrayed?
- How are students portrayed?
- Speculate on the teachers’ philosophy – what do they believe about teaching and learning?
- According to this movie, what does popular culture believe to be true about teachers?

Suggested movies:

Stand and Deliver  
 Blackboard Jungle  
 Dangerous Minds  
 Lean on Me  
 Up the Down Staircase  
 To Sir, with love  
 Dead Poets Society  
 Mona Lisa Smile  
 The Prime of Miss Jean Brodie  
 The Corn is Green

You may also suggest other titles.

## TENTATIVE COURSE SCHEDULE

DATE	TOPIC/ACTIVITY	READING ASSIGNMENT
Session 1 5/24/05	<i>Introduction</i> Community Building Syllabus Review/Rubric Dev. <b>Article Presentation Demo</b>	Assigned in class
Session 2 5/26/05	Starting with Me: Exploring the Self and My Epistemology <b>Article Presentation</b> <b>Reading Response DUE</b>	Palmer: Chs. 1 & 2
Session 3 5/31/05	Starting with Me: Exploring the Self and My Epistemology <b>Article Presentation</b> <b>Reading Response DUE</b>	Palmer: Chs. 3 & 4
Session 4 6/2/05	Starting with Me: Exploring the Self and My Epistemology <b>Article Presentation</b> <b>Reading Response DUE</b>	Palmer: Chs. 5, 6, 7
Session 5 6/7/05	Considering my Practice: Me and My Students <b>Article Presentation</b> <b>Reading Response DUE</b>	Daniels & Bizar: Chs. 1 & 2
Session 6 6/9/05	Considering my Practice: Me and My Students <b>Article Presentation</b> <b>Reading Response DUE</b>	Daniels & Bizar: Chs. 3 & 4
Session 7 6/14/05	<b>Independent Study</b> View movie for review	
Session 8 6/16/05	Considering my Practice: Me and My Students Peer Review of Epistemology paper - Draft <b>Article Presentation</b> <b>Reading Response DUE</b>	Daniels & Bizar: Chs. 5 & 6
Session 9 6/21/05	Considering my Practice: Me and My Students <b>Article Presentation</b> <b>Reading Response DUE</b>	Daniels & Bizar: Ch. 7
Session 10 6/23/05	Learning from Others: It's a Journey <b>Article Presentation</b> <b>Reading Response DUE</b>	Ladson-Billings: Chs. 1-3
Session 11 6/28/05	Learning from Others: It's a Journey <b>Article Presentation</b> <b>Reading Response DUE</b> <b>Epistemology paper DUE</b>	Ladson-Billings: Chs. 4-6
Session 12 6/30/05	Wrap-up: Final Thoughts and Sharing <b>Article Presentation</b> <b>Movie Analysis DUE</b>	

## SB2042 – 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>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> 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>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>C.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second- language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA.</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and immigration