

Educ: 350 Introduction to Teaching as a Profession
Syllabus: Spring Semester 2002

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Mission Statement of the College of Education
CSU San Marcos

The 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 and advancing professional practices. We are committed to the democratic principles of educational equality and social justice for all learners, exemplified through reflective teaching, 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 required course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, the student 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.
- * Understands the historic, rationale, and legal foundations of inclusive education
- * Assessing the roles of teachers in schools and in the education of all children.
- * Understanding the qualifications and credentialing process for California teachers.
- * Understanding and appreciating the student as an individual.
- * Understand factors affecting student achievement.
- * Understanding critical issues in curriculum and instruction.
- * Clarification of motives for choosing teaching as a career.

Teaching Performance Expectations (TPEs) for EDUC 350

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

DEVELOPING AS A PROFESSIONAL EDUCATOR

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.

TPE 6 SP: Teaching Special Education Populations in General Education Environments

Candidates for a Teaching Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services). They are familiar with their legal and ethical responsibilities to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes such as the Student Study Team and consultation with general and special education colleagues rather than automatic referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan for, teach, and assess the students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

Required Texts:

*Kidder, Tracy (1989). *Among Schoolchildren*. Boston: Houghton Mifflin

*Segall, William E. and Wilson, Anna V. (1998) *Introduction to Education: Teaching in a Diverse Society*. Prentice Hall.

*Villa, Richard A. and Thousand, Jacqueline S. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.

One of the reform movements:

State of California. *It's Elementary*.

State of California. *Caught in the Middle*.

State of California. *Second to None*.

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program. Students will be 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. Late work will affect the student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

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. 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 3 class sessions, your highest possible grade is a C+. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the CSUSM 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.

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised field work assignments in a variety of public school settings. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Form with documented hours and teacher verification are requirements for admission to the CSUSM Teacher Credentialing programs. A minimum grade of a C+ is also required in this course.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion

Goals

Students will gain knowledge and be able to articulate the:

1. philosophical and historical underpinnings of public education
2. current issues of importance to public schooling
3. roles of teachers in schools
4. critical elements of elementary, middle, high school curricula and special education
5. teacher credentialing process in California

Assignments and Grading

10 pts. Interview with a Teacher

10 pts. Classroom Observation Reports
each (3) Using the observation instrument provided in class, document 15 - 30-minute observations of your field work.

20 pts. Contemporary Issues Research
Choose an issue that interests you and one or two people to work with. Research the issue and prepare a report to share in class. The report (5-8 pages) should describe and analyze the issue. When you present your research orally, provide a 500 word abstract and a reference list (min. 10 cites) to your classmates.

20 pts. Book Review of *Among Schoolchildren*
Prepare a 2 page written report from the viewpoint of a parent of one of Mrs. Zajac's student. Your report, in the form of a letter, would illuminate your critical analysis of the book's content and be supported with examples drawn from class readings.

10 pts. Personal Philosophy of Teaching, Learning and Schooling
Details will be given in class.

10 pts. Participation/information card
This is an interactive course for active learning during class. Hence, students must come to class on a

regular basis prepared to discuss assigned readings/topics and to participate in class activities.

Grading

A 100 pt. system will be used.

A = 93-100

A- =90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

D = 60-69

F = 59-

Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1.	Intro.		
2.	Text	S&W ch. 1,2	Information card due
3.	Text	S&W ch. 3,4 K pp. 3-53	Teacher interview due Speaker
4.	Text	S&W ch. 5 K pp. 57-107	Speaker
5.	Text	S&W ch. 6,7	Observations 1-15 due
6.	Text	S&W ch. 8,9 K pp. 145-193	Speaker
7.	Elem. Schooling	<i>It's Elementary</i>	<i>IE</i> group presentations
8.	Text	S&W ch. 10 K pp. 197-228	Speaker
9.	Mid.schooling	<i>Caught in the Middle</i>	<i>CIM</i> group presentations Some issues presentations

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|-----|----------------|--------------------------------|---|
| 10. | Text | S&W ch. 11,12
K pp. 197-228 | Some issues presentations
All issues |
| 11. | Sec. Schooling | <i>Second to None</i> | STN group presentations
Some issues presentations

Observations
16-30 due |
| 12. | Text | S&W 13,14
K pp. 261-331 | Some issues presentations
Book review

due |
| 13. | | | Some issue presentations
Personal philosophy due |
| 14. | | | Observations due 31-45
Some issue presentations |
| 15. | Course wrap-up | | |