

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION**

EDUCATION 350

CRN 21960

Foundations of Teaching as a Profession

Spring 2002

UNIV 441 Tuesdays 4:00-6:45

Pamela Barger, MEd., DTIR
Phone: 760-750-8512
Email: pbarger@csusm.edu

Office: UH-313
Office Hours: Tuesdays
2:00-3:30 and by appointment

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

CLAD 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.

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, each student will complete forty-five hours of fieldwork in a variety of classroom settings. Major topics include:

1. Understanding the role of schools in society.
2. Exploring philosophies and contemporary issues in education.
3. Assessing the roles of teachers in schools.
4. Understanding the qualifications and credentialing process for California teachers.
5. Understanding and appreciating the student as an individual.
6. Understanding factors affecting student achievement.
7. Understanding critical issues in curriculum and instruction.
8. Understanding reform movements, nationally and statewide, for elementary, middle level, and secondary schools.

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 CSUSM. 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.

Required Reading

1. Ryan, K. & Cooper, J.M. (2000). *Those Who Can, Teach* (9th Edition) Boston, MA: Houghton-Mifflin
2. *Education Week* magazine

COURSE REQUIREMENTS

Students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement. Please read the university policy on academic honesty in the student guidebook.

COE 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.

For this section of EDUC 350: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss three class sessions, you cannot receive a grade of B+ or B. More than 15 minutes tardy or leaving early counts as one half absence. A minimum grade of C+ is required in EDUC 350 to qualify as a prerequisite for admission to the CSUSM teacher credential programs. EDUC 350 instructors provide feedback to the College of Education Admissions Committee.

Class Participation (5 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.

Written Work

Because it is important for teachers to be able to communicate their ideas to students, colleagues, parents, and administrators effectively, writing that is original, clear, and error-free is a priority in the College of Education. **Points will be deducted if assignments are submitted late (10% per day late; no credit will be awarded if the assignment is one week late).**

- *Be sure every assignment includes your assignment title, your full name, EDUC 350, date and Barger in the upper right hand corner.*
- *Be certain all written assignments are typed (in traditional, easy-to-read font) and proofread carefully.*
- *Any evidence of cheating or plagiarism of the words or ideas of others as your own will result in a failing grade for that assignment and possibly for the course.*
- *Notify me immediately if you have special needs that warrant modification of any assignment.*
- *Do not hesitate to see me before an assignment is due if you need additional explanation or support.*

Weekly Response Papers (15 points)

No more than one type written page, this assignment provides an opportunity for you to reflect on your reading. Guidelines will be given in class. This assignment will not be accepted late, unless you have been absent.

Contemporary/Controversial Issue Research/Position Paper (20 points)

Choose an issue that interests you (from the topics provided by the instructor or see instructor). Research the issue thoroughly and take a position regarding it. Write a persuasive paper that demonstrates your understanding of the issue, provides a clear defense for your position, and also indicates your understanding of the opposing side. Cite a minimum of three (3) references, using correct bibliography format. Footnote/endnote where appropriate. When your topic is due, you should be prepared to support/defend either side in a panel discussion. Format for panel discussion will be discussed in class. (Approximately 5 pages)

Due Dates: see syllabus

Field Experience Documentation and Journal Entries(30 points)

In addition to in-class work, assigned readings, and projects, you will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school classroom settings. You will maintain a log of hours-spent observing/participating in these classroom settings. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites, with teacher signatures.

In addition, you will maintain a journal, reflecting on your observations, documenting assumptions/expectations, interesting observations, and connections to concepts studied in EDUC 350, analyses and questions. Respect the confidentiality of the students and teacher. Use initials or fictitious names. **A minimum of 15 journal entries is required.** The format to be used will be explained in class.

Key Skills/Knowledge I'll be evaluating in your fieldwork log and journal entries:

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe pertinent details and see both the “big picture” of the classroom as well as focus n on specific methods, interactions, etc.?
- Can you monitor and take responsibility for your placement to include meeting the requirements of varied settings and minimum hours? (Each observation should be at least 30 minutes long)
- Can you relate your class work and readings to your observations and provide insightful analysis about that relationship?
- **Due dates: March 12 (1-5) April 23 (6-10) May21 (11-15)**

Teacher Interview (10 points)

You will write a 2-4 page paper based on an extended interview with a public school teacher who has been teaching at least three years. After summarizing answers to key questions, analyze your personal reflections on these responses. I will also go over more details of this assignment in class.

Key Skills and/Knowledge I'll be evaluating:

- Has your paper provided a rich description of the teacher you interviewed?
- Does your paper integrate appropriate class readings and discussions to support your analysis? (i.e. Are several references made to our text, articles, or journal readings?)
- Have you articulated your ideas fluently and coherently with college level writing style and mechanics?
- **Due date: April 16**

Personal Philosophy of Teaching, Learning, and Schooling (in place of final exam 15 points)

This is the second major paper for the course. In place of a final exam, you will be asked to submit a paper (3-5 pages) in which you imagine what you would say to the hiring committee of a school district if asked to describe your own distinct set of beliefs about teaching, learning, and schooling. It is crucial to be logical. Support your statements in a concise manner.

- **Due date: May 28**

Article Reviews (5 points)

- You will be required to subscribe to “Education Week” magazine. It is a professional magazine that addresses contemporary issues in education. We will use this magazine each class as a discussion tool; you will be required to prepare five written responses to articles for grading. Choose articles that present an in-depth look at a subject. **Only one review may be turned in for one issue.**

The total number of points earned (100 points possible) will determine grades:

A = 93-100	C+ = 78-79
A- = 90-92	C = 73-77
B+ = 88-89	C- = 70-72
B = 83-87	D = 60-69
B- = 80-82	F = 0-59

SCHEDULE: (Subject to changes)

Date:	Topic:	Reading Prepared:
February 5, 2002	Introduction, Course Overview Guidelines for Field Experience Importance of Community Motivations for Entering the Profession	
February 12, 2002	New Teacher “Culture Shock” Roles of the Principal Value of Mentors First Day!	Chapters 1 & 2 Why Teach? What Can the New Teacher Expect?
February 19, 2002	Snapshot of a School What makes a school effective?	Chapter 3 What is a School and What is it for? Check-in: Field Experience Arrangements Due: Culture Bags
February 26, 2002	Culture Diversity in the Classroom Learning Styles Students with Special Needs (Inclusion)	Chapter 4 Who are Today’s Students in a Diverse Society?

**Panel Discussion #1: How do we effectively teach second language learners?
(Bilingual Education/Immersion)**

March 5, 2002	Social Situations that Affect Your Students Violence, Family Structure, Equality in Educational Opportunities	Chapter 5 What Social Problems And tensions Affect Today’s Students?
March 12, 2002	Engaged Academic Time Questioning Skills Importance of Teacher Attitude, Knowledge, and Teaching Skills	Chapter 6 What Makes a Teacher Effective? Due: Field Experience Journal Entries 1-5
March 19, 2002	The History of Technology in the Classroom. Computers in Schools How Technology Affects Student Learning and Teacher Instruction.	Chapter 7 What Should Teachers Know About Technology and its Impact on Schools.
March 26, 2002	State Curriculum—What is it? State Standards Textbook Adoptions Trends in Curriculum	Chapter 8 What is Taught?

Panel Discussion #2: Standards Based Education—Yes? No? To what extent?

April 2, 2002 No Class—Spring Break

Date:	Topic:	Reading Prepared:
April 9, 2002	School Financing Who is in charge of our educational system? What is a school board? What does it do? Who else influences education?	Chapter 9 How are Schools Governed, Influenced, and Financed?
April 16, 2002	Four Branches of Philosophy Four Philosophies of Education Contributions of John Dewey	Chapter 10 What are the Philosophical Foundations of American Education?
Due: Teacher Interview		
April 23, 2002	Historical events that have helped shape American Education. The Key American Educators The Court's Role in Shaping Education	Chapter 11 What is the History of American Education?
Panel Discussion #3: Public versus Private (Voucher Initiatives)		
May 1—Class Cancelled—International Reading Association Convention		
May 7, 2002	The Main Laws That 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?
Due: Field Experience Journal Entries 6-10		
May 14, 2002	Elements of Lasting School Reform What reforms have worked? What are current reforms underway?	Chapter 13 How should Education Be Reformed?
May 21, 2002	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?	Chapter 14 What are Your Job Options? in Education?
Panel Discussion #4: Merit Pay for Teachers (Accountability)		
Due: Field Experience Journal Entries 11-15		
May 28, 2002	Professional Organizations Defining Characteristics of a Professional Teacher National Board Certification Continuing Education	Chapter 15 What Does it Mean to be a Professional?
Due: Personal Philosophy of Education		