

California State University, San Marcos
College of Education

EDUC 350 Introduction to Teaching as a Profession

Spring 2002

Instructor: Dr. John J. Halcón

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Meeting Times: Fridays 9:00-10:45 am
Meeting Place: FCB

Mission Statement

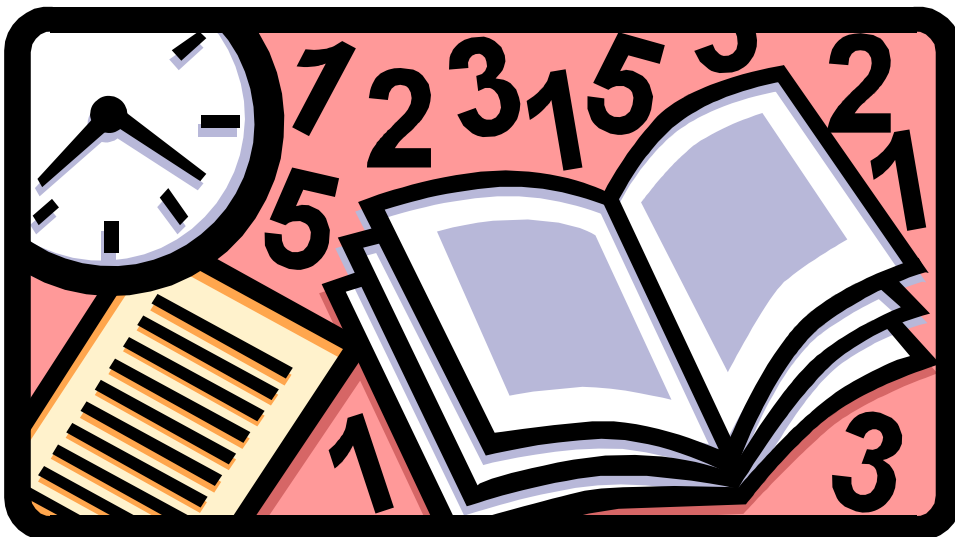


The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, 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*).

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.

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. *(adopted by the COE Governance Community, December, 1997).*



Course Description

This course deals with complex material processed in a variety of ways. Structured interaction, group processes, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read the assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in structured groups. A significant portion of or grade is dependent on your engagement with the subject matter and class processes. Teaching and learning is difficult if one is not present for and engaged in the process. I expect 90% compliance. Thus, I interpret the COE Attendance Policy to mean **that three absences and you will be dropped from the class.** Absences due to illness and emergencies are negotiable. It is my policy that your family is more important than my class. Therefore, take care of your families FIRST. However, when you come to class, be prepared to engage actively.

This is a required course and serves as an orientation for those of you contemplating careers in elementary, middle, and high school education. It is my obligation to try to convince as many of you as I possibly can that teaching is not for everyone and therefore, everyone in this class may not be suited to become a classroom teacher. Only you can decide that. However, I will be asked to make recommendations, or not, for continuance into credential programs.

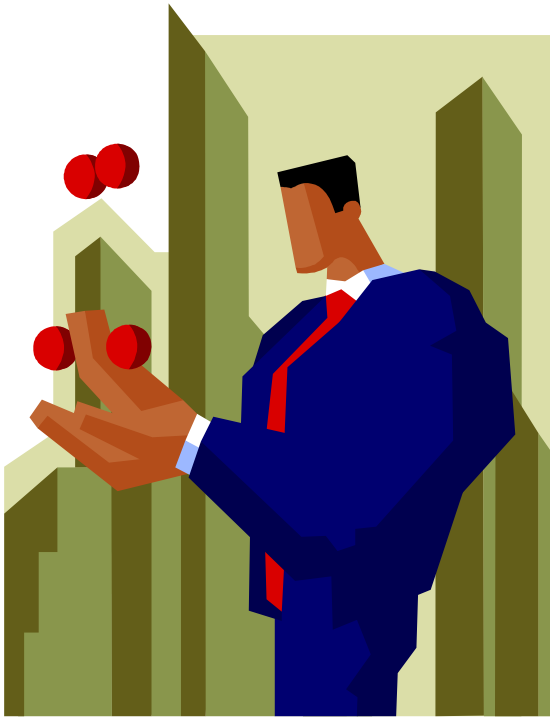
Credential program recommendation: As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at CSUSM. Keep in mind that your professionalism and hard work in this class not only affects your grade, but also indicates your readiness for a credential program.

With this in mind, the successful student should understand the nature of education in the U.S. and be able to assess his/her interest in teaching as a career. Major topics covered in class include:

- understanding the role 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 reform movements in education, nationally and statewide.
- clarifying motives for choosing to become a classroom teacher.

****Additional Course Requirements:** 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. (This is a State requirement). 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 Credential Programs. A minimum grade of C+ in the course is also required.



General Considerations

Outcomes & Standards: The context for and scope of this class is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as recommended by California Commission on Teacher Credentialing, and approved by the faculty of the College of Education. Further consideration has been given to the alignment of standards for multicultural

education as articulated by the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking of tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his/her own work, and contribute equitably to group projects and processes. Plagiarism or cheating will not be tolerated. 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 class. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, 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 need. 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.



Structure of the Class

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.

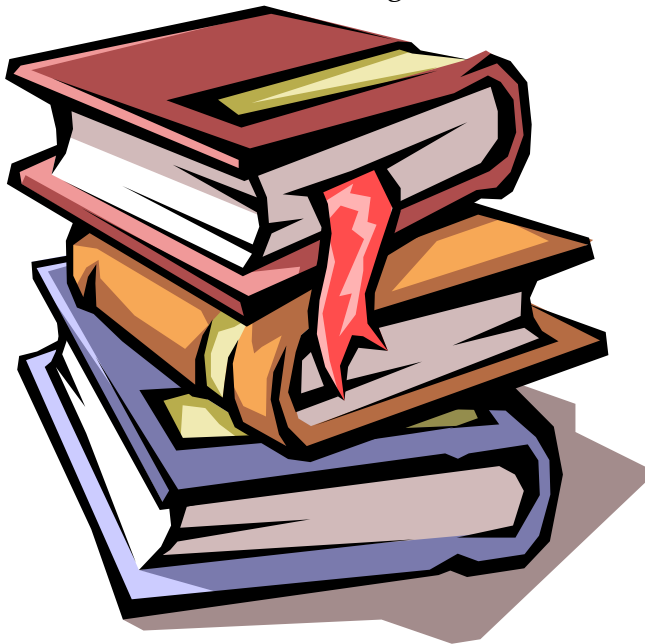
The use of technology will be an important part of this course and is integrated into my teaching and expectations of your learning. All presentations in class will be done in PowerPoint.

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 be given ample opportunity to “empower” yourself--i.e., to use the tools which are before you to try out new ideas.

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

Required Texts

1. Segall, William E. & Wilson, Anna V. (1998). Introduction to Education: Teaching in a Diverse Society. Prentice-Hall. Upper Saddle River, New Jersey. ISBN 0-02-408711-4.
2. Spring, Joel (1991). American Education: An Introduction to Social and Political Aspects (5th Ed). Longman, New York. ISBN 0-8013-0605-1.
3. Wink, Joan (2000). Critical Pedagogy: Notes From the Real World (2nd Ed). Longman, New York. ISBN 0-8013-3257-5.
4. Michie, Gregory (1999). Holler if you hear me: The Education of a Teacher and His Students. Teachers College Press. ISBN 0-8077-3888-



3.

Assessment

Your performance in class will be assessed along the following criteria. **There are 1000 points possible:**

- 1. Attendance and Participation (100 points)** -First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss three classes, you will be dropped from the class.
- 2. Tutoring Assignment (200 points)**- As part of the class, each of you will be assigned to tutor a student for 45 hours over the semester (3 hours per week). This assignment will be discussed more in-depth in class during the first two weeks.
- 3. Electronic Chat (200 points)**--Students are required to participate in the class Chat Room (asynchronous & synchronous). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, current events, related to the class. A minimum of one substantial entry per week is expected.
- 4. Electronic Journal (100 points)**--Each student will keep a journal of their tutoring experiences and share highlights with the class.
- 5. Group Presentation (200 points)**-Each group will make a PowerPoint presentations to the class. The presentation will be on assigned topics.
- 6. Final Presentation (200 points)**--Each group will select a topic in Foster Care and prepare a 5-10 research paper and present it to the class. You will use the internet to conduct your research.

Schedule of Meetings

9:00 am-11:45 am

Meeting	Date	Topic
1	Feb 8	Introduction
2	Feb 15	Becoming A Teacher
3	Feb 22	Teaching As A Profession
4	Mar 1	Our Multicultural Nation
5	Mar 8	Education in the 21 st Century
6	Mar 15	Schools in the Global Community**
7	Mar 18-22	NABE-Philadelphia
8	Mar 29	Philosophy in Diverse Classrooms
	April 1-April 7	Spring Break
9	April 12	Learning and Teaching in the Classroom
10	April 15-19	AERA-New Orleans
11	April 26	The Organization of Schools
12	May 3	Rights & Responsibilities**
13	May 10	Educating Children Takes Money
14	May 17	The Children's Classroom & Beyond
15	May 24	Educational Reform**

****synchronous chats**



Schedule of Presentations

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1	Feb 8		Introduction
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9	April 12	1 & 2	Learning & Teaching in the Classroom
10	April 15-19		AERA-New Orleans
11	April 26	3 & 4	The Organization of Schools*
12	May 3	5 & 6	Rights & Responsibilities
13	May 10		Educating Children Takes Money
14	May 17	1 & 2	The Children's Classroom & Beyond
15	May 24	3 & 4	Educational Reform*
16	May 31	5 & 6	Joining the Profession

Note on Presentations:

- All presentations will be done on PowerPoint.
- Your group will "teach" the lesson for that week.
- Your group will be evaluated by the rest of the class.
- All members of the group will receive the same grade for the presentation.
- You will be allowed an opportunity to evaluate the work of all members of the group (upon request).

- An evaluation form will be provided.

Schedule of Readings

Feb 8 Meeting 1 Introduction

Feb 15 Meeting 2 Part One: Teaching As A Career

Read:

1. Segall & Wilson: Chapter 1: *Becoming A Teacher*. (pp 1-25)
2. Spring: Chapter 1: *Purposes of Public Schooling* (pp.1-34).
3. Michie: **Start Reading**.

Feb 22 Meeting 3 Part One: Teaching As A Career

Read:

1. Segall & Wilson: Chapter 2: *Teaching As A Profession* (pp. 27-44).
2. Spring: Chapter 2 *The Profession of Teaching*. (pp. 35-63).

March 1 Meeting 4 Part Two: Schools in America & Other Societies

Read:

1. Segall & Wilson: Chapter 3: *The Framework of Our Multicultural Nation* (pp. 47-74).
2. Spring; Chapter 3: *Teacher's Unions and Teacher Politics* (pp. 64-83).

March 8 Meeting 5 Part Two: Schools in America & Other Societies

Read:

1. Segall & Wilson: Chapter 4: *Coming Of Age: Education in the 21st Century* (pp. 75-99).
2. Spring; Chapter 4: *The Social Structure and American Education* (pp. 84-107).

March 15 Meeting 6 Part Two: Schools in America & Other Societies**

Read:

1. Segall & Wilson: Chapter 5: *Schools in the Global Community* (pp. 100-122).

2. Spring; Chapter 5: *Diversity & Education: Issues of Gender, Race, and Ethnicity* (pp. 109-152).
3. Wink: **Introduction: Welcome to My World** (pp. 1-18).
4. Michie: **Keep Reading**.

March 18-22	NABE Conference
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March 29 Meeting 7 Part Three: Philosophy and the Classroom

Read:

1. Segall & Wilson: Chapter 6: *Putting Philosophy to Work* (pp. 125-150).
2. Spring: Chapter 6: *Power & Control in the Local School District* (pp. 155-174).
3. Wink: Chapter 1: **Critical Pedagogy: How in the World Did I get into This?** (pp. 19-26).

April 1-April 7	Spring Break
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April 12 Meeting 8 Part Three: Philosophy and the Classroom

Read:

1. Segall & Wilson: Chapter 7: *Learning and Teaching in the Classroom* (pp. 151-170).
2. Spring: Chapter 7: *Power and Control at the State Level* (pp. 174-189).
3. Wink: Chapter 2: **Critical Pedagogy: What in the World Is It?** (pp. 27-74).

April 15-19	AERA-New Orleans
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April 26 Meeting 9 Part 4: Governance, Organization & Funding

Read:

1. Segall & Wilson: Chapter 8: *The Organization & Governance of Schools* (pp. 173-195).
2. Spring: Chapter 8: *Power & Control at the National Level* (pp. 190-211).

3. Wink: Chapter 3: **Critical Pedagogy: Where in the World Did It Come From?** (pp. 75-118).
4. Michie: **Keep Reading.**

May 3 Meeting 10: Part 4: Governance, Organization & Funding*

Read:

1. Segall & Wilson: Chapter 9: *Teachers & Students As Citizens: Rights & Responsibilities* (pp. 196-223).
2. Spring: Chapter 9: *The Politics of Curriculum, Instruction, and Textbooks* (pp. 212-230).
3. Wink: Chapter 4: **Critical Pedagogy: How in the World Do You Do It?** (pp. 119-160)

May 10 Meeting 11: Part 4: Governance, Organization & Funding

Read:

1. Segall & Wilson: Chapter 10: *Educating Children Takes Money: Financing Schools* (pp. 224-246).
2. Spring: Chapter 10: *The Courts and the Schools* (pp. 231-260).
3. Wink: Chapter 5: **Critical Pedagogy: Why in the World Does It Matter?** (pp. 165-180).
4. Michie: **Keep Reading.**

May 17 Meeting 12: Part 5: The Worlds in Which Children Live

Read:

1. Segall & Wilson: Chapter 11: *The Child's World Beyond the Classroom* (pp. 249-268).

May 24 Meeting 13: Part 5: The Worlds in Which Children Live*

Read:

1. Segall & Wilson: Chapter 12: *The Child's World of the Classroom* (pp. 269-290).

May 31 Meeting 14: Part 6: Effective Classrooms & Teachers

Read:

1. Segall & Wilson: Chapter 13: *Educational Reform and Effective Classrooms* (pp. 294-314).
2. Segall & Wilson: Chapter 14: *Joining the Profession* (pp. 315-333).
3. Michie: **Finish Reading.**

Child Welfare Research Paper

Child Welfare encompasses the systems and structures that are designed to protect children and preserve families. As a future educator you will encounter many situations where you will be called upon to address child welfare issues. The deeper your understanding of the Child Welfare system and the populations it serves, the more prepared you will be.

Please select a topic from the following list, or an approved topic of your choice. The research for this project must be web based. You may work individually or in groups. Please write five pages, typed.

Suggested Topics:

The Adoption Assistance and Child Welfare Act

Educational Outcomes for Foster Youth

The Chafee Act

ICWA (Indian Child Welfare Act)

Child Dependency vs. Child Delinquency

California Foster Parent Licensing Requirements

MEPA (Multi Ethnic Placement Act)

Adoption/Safe Families Act

Kinship Care

Effects of Trauma on child development