

**California State University San Marcos**  
**College of Education**  
**Education 350: Foundations of Teaching as a Profession 3 units**  
**Mondays 6:00 to 8:45 p.m.- 3 units**

**Instructor:** G.E. Stuve' Ph.D.

Office Hours: By Appointment

Phone (760) 750-8202

FAX: (760) 749-6679

On Campus Rm: 321B

Email: gibstuve@cox.net

**Mission Statement of the College of Education, CSU 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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**CLAD Emphasis**

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 that focuses on the role of schools in society, issues affecting student achievement, introduction to curriculum and instruction, the role of teachers in schools and communities, teacher education, and the process of becoming a teacher in the state of California. In addition to classroom attendance and participation in oral and written assignments, students will complete forty-five (45) hours of supervised fieldwork in a variety of classroom settings. Written and oral communication, literacy, and appropriate use of technology are required of professional educators; therefore they are stressed as method for completing course requirements.

**Purpose and Goals:** The intent of this course is to help students appreciate the role of formal education in society, to understand aspects of global education, and to explore some of the major issues facing teachers and the education profession today. The course is intended for individuals interested in becoming teachers, and/or for those interested in promoting quality education. Upon completion of this course, the student should

understand the nature of formalized education in the United States and should be able to assess his/her interest in teaching as a career. Major topics include:

- Understanding the role of schools in society.
- Exploring philosophies and contemporary issues in education.
- Understanding the history, rationale, and legal foundations of inclusive education.
- Understanding the qualifications and credentialing process to teach in California.
- Understanding and appreciating the student as an individual.
- Assessing the roles of teachers in schools and in the education of all children.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Clarification of motives for choosing teaching as a career.
- Understanding educational reform movements

**Required Materials:**

Segall, W.E., and Wilson, A.V. (1998). Introduction to Education: Teaching in a Diverse Society. New York: MacMillan.

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

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

**Suggested Texts/readings**

Meier, Daniel R. (1997). Learning in Small Moments: Life in an Urban Classroom. New York: Teachers College Press.

Kozol, J. (1991). Savage Inequalities: Children in America's Schools. New York: Harper.

State Reports and reform documents; "It's Elementary," "Caught in the Middle," "Ready or Not," "Second to None," and other works supplied and/or approved by the instructor.

Ryan, K. & Cooper, J.M. (1998). Kaleidscope. Houghton-Mifflin.

**Course Requirements**

*General Expectations:* This course is designed for dynamic learning where students take an active part in the learning process. It is therefore essential that students come to class prepared to discuss required readings, submit required assignments, conduct research, lead discussions, and participate in group activities.

Under new provisions of state law, institutions of higher education are to spell out specific behaviors students will be able to perform after successfully completing a course of study. The behaviors listed below have been adopted for this class.

*Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*

*Students successfully completing Education 350:*

- 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.
- resist racism and acts of intolerance.  
appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- are aware of and act in accordance with ethical considerations
- they model ethical behaviors for students.
- understand and honor all laws relating to professional misconduct and moral fitness.
- 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.
- can articulate the rationale for inclusive educational opportunities for all students.
- 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)
- are familiar with their legal and ethical responsibilities to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity.
- 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

- 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
- 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

***Attendance:* The attendance policy of the College of Education (COE): Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than eighty percent of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If you miss two class session or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+" Should you have extenuating circumstances, contact the instructor as soon as possible**

*Fieldwork:* In addition to in-class work, assigned readings, and projects, students will be expected to observe a minimum of 45 hours in public schools. Each student will maintain a journal, documenting interesting observations, analysis and questions generated from observations of classrooms in various educational settings (see guidelines for field experience.) Written reports of these visits and the observation forms will be submitted on three dates listed on the tentative class schedule. These reports will be included in determining the final grade. These "field experiences may be included in the requirements for admission to the CSUSM Teacher Credential program.

*Reading Log:* Students are expected to read and keep a log summarizing at least one article **each week** selected from newspapers, magazines, and/or professional journals(10 required). The articles chosen should relate to education in general and to the topics mentioned in the text and the course syllabus. The first reading log is due the second week of class. You may be asked to share these articles with other students. The log will be collected and will be reflected in the final grade. Entries in the log are to provide the following:

- title, source, date of the article, and the log number –i.e., "Log #2"
- a brief summary of the main points
- personal reflections

*Teacher Interview:* Students will interview a teacher and write a 3 to 4 page summary of the information learned. Specific details are attached and will be discussed in the first class.

*Oral Report:* Each student will participate in an oral presentation on a major contemporary issue in education or present a brief summary of a book provided by the instructor. The topics and the assessment plan will be discussed more thoroughly in class.

*Technology Assignments:* 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).

**Grading Policy:** From time to time the instructor will administer a short assessment to determine student comprehension of the concepts being presented in class discussions and lectures. The following elements will be considered in determining the final grade: Attendance and Class Participation (10 points), Reading Logs (20 points), Teacher Interview (10 points), Oral Report(10points), Technology Assignments (5) points, Field Experience (25 points) and Final Exam (20points.)

The total number of points earned out of 100 possible will determine grades.

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

TENTATIVE CLASS SCHEDULE

Date	Topic	Assignment
2/4	Course overview, introductions, field experience guidelines;, discussion-“Why do you want to become a teacher”	Read S&W Ch.1 & 4 Interview a teacher
2/11	Overview of the credentialing process, and future assignments	
2/18	Discussion of teacher interviews-lecture on Historical Foundations-Current and past roles of schools in society	.Read S&W Ch.11
2/25	<b>Fieldwork Discussion #1.</b> –focus on school climate, children at play  Discuss of categorical programs: GATE, Special Education, LEP/NEP (ELL).Title I, etc.	Technology assignment Read S&W Ch. 8
3/4	School Governance, role of the state, county and local school districts. Superintendent, Board power and responsibilities	Read S&W Chapters 14 & 9
3/11	Teacher Unions- Teacher Ethics and School Law Educational Philosophies. <b>Field Experience Discussion #2.</b>	S&W Ch.6& 7

3/18	Curriculum and Instruction, Trends in Education	S&W Ch. 9
3/25	Standards, assessments including; STAR.PSAA, API,HSEE and SAT 9.	Instructor handouts
4/1	<b>Spring Break Holiday-No Class</b>	
4/8	Community Values-Classroom Impact	S&W Ch. 10
4/15	School Finance, developing a budget, income sources, expenditures, block grants etc.,	S&W Ch.13
4/22	Educational reforms	
4/29	<b>Field Experience Discussion #3.</b> Applying for a job, the 1 <sup>st</sup> year of teaching, teachers support-BTSA, PAR	Reading Logs due
5/6	Getting a Job/ The First Year of Teaching –	
5/13	Oral reports begin	
5/20	Obtain final exam	
5/31	Final-wrap up	