

**California State University San Marcos**  
**College of Education**  
**Spring 2002**

**EDUC 350: Foundations of Teaching as a Profession**

**Class Meetings: Friday (4:00-8:00) Saturday (9:00-12:00)**  
**March 22/23      April 12/13      April 26/27      May 10/11**

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**Office Hours: By Appointment**

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**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.

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**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.
- Assessing the roles of teachers in schools.
- 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.

**Required Texts:**

- Segall, William E. and Wilson, Anna V. (1998) *Introduction to Education: Teaching in a Diverse Society*. Prentice Hall.
- Kidder, Tracy (1989). *Among Schoolchildren*. Boston: Houghton Mifflin

## Optional Texts:

- Wong, Harry (1998) *The First Days of School*. Harry Wong Publications

## 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.

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**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 B- 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 B- is also required in this course.

## ASSIGNMENTS AND GRADING:

### ➤ **Field Experience Log and Journal (15 Points):**

You will maintain a log of hours spent observing/participating in classrooms. The log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, you will maintain a journal documenting assumptions, expectations, interesting observations, connections to concepts studied in EDUC 350, analysis and questions. **A minimum of 15 journal entries is required.** The format to be used and the dates entries are due will be discussed in class.

### ➤ **Reading Response Log (10 Points):**

The reading log provides an opportunity to reflect on learning about teaching through the assigned reading in Segall and Wilson. In addition to commenting on SW, you may respond to Kidder. In the reading log DO NOT SUMMARIZE. Instead, respond to the reading: note specific ideas, express your perspective, make connections with your own experiences, etc. Log entries will be discussed with a partner at the beginning of each class period and the partner will respond. Individual submissions are not graded; rather their timely submissions are noted and points are assigned on the basis of having completed the assignment for the semester. Reading logs will not be accepted late.

➤ **Education Article Analysis - (15 Points):**

As we analyze and discuss various articles from professional and popular press throughout the semester, you will be asked to complete a 1-2 page (typed, double-spaced) response to a given article. Your article analysis should include the title and author of the article, a brief overview of the main ideas and an analysis of your thinking regarding the topic and how it relates to issues covered in class and other assigned readings.

➤ **Contemporary Issues Research and Debate (20 Points):**

**Part I** – You will research and write a 3-4 page analysis of a contemporary educational issue (from topics assigned in class). Your written report should include a clear description of the issue and an analysis of the issue’s implication for education and society. A bibliography is also required with a minimum of 6 sources.

**Part II** – In 2 groups of 4 students you will debate the pros and cons of your assigned topic. You will be assigned the perspective of either pro or con and will defend “your position” in an in-class debate facilitated by student moderators. During the debate your responses should clearly reflect your understanding of the issue and should be supported with examples from your research.

➤ **Teacher Interview (15 Points):**

You will write a 3-4 page (typed, double spaced) paper based on an extended interview with a public school teacher who has been teaching at least 3 years or has been retired within the past year. After summarizing the teachers answers to key questions, students will analyze their personal reflections on these responses.

➤ **Choice Activity (15 Points):** You will choose **one** of the following to complete.

• **Book Review on *Among Schoolchildren***

Prepare a 3 -5 page report written from the viewpoint of the parent of one of the students in Mrs. Zajac’s class. Your report, in the form of a letter, should illuminate your critical analysis of the book’s content and be supported with examples drawn from class readings, discussions and field experiences (see handout for further details).

• **Personal Philosophy of Teaching, Learning and Schooling**

As you begin your journey as an educator, it is important that you consider your personal education philosophy. Write a 3-5 page philosophy statement reflecting your belief system about the role of schools and teaching in society, the purpose of education, how children learn, etc (see handout for further details).

• **Profile of a School or a School District**

As you visit schools and districts you will become aware of those which you would like to work and those you would not. Choose a school or district in which you are interested and research it in terms of effective school indicators, curriculum, teachers, population, special programs, etc. Organize and present your information in the form of a portfolio, binder or report (3-5 pages).

➤ **Other Activities, Assignments, Participation (10 Points)**

Throughout the semester you will be engaged in a variety of hands-on learning opportunities including simulations, interviews, and different kinds of reflective writing. These assignments will be evaluated for completeness rather than for specific content and are part of your class participation. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. **There will be no make-ups for these activities if you are absent.**

**GRADES:**

Grades will be determined by the total number of points :

Class Activity/participation:	10 Points
Reading Log Response:	10 Points
Article Analysis:	15 Points
Teacher Interview :	15 Points
Field Experience Log/Journal	15 Points
Choice Activity	15 Points
<u>Issues Research/Debate</u>	<u>20 Points</u>
	100 Points

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 (0-59)

***Special Note:*** As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for the 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.