

<b>Course &amp; Section Nos.</b>	<b>EDUC 350 (05) &amp; EDUC 350B (01)</b>
<b>Course Title</b>	<b>Foundations of Teaching as a Profession</b>
<b>Class Roster No.</b>	<b>EDUC 350: 41989 &amp; EDUC 350B: 40672</b>
<b>Course Day(s)</b>	<b>Monday</b>
<b>Time</b>	<b>5:30-8:20pm</b>
<b>Course Location</b>	<b>CSUSM University Hall 440</b>
<b>Semester / Year</b>	<b>Fall 2016</b>
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### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DESCRIPTION

This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates 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.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

### Course Objectives

Students participating in this course will engage in:

- 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.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

### Unique 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. Details on the fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

## REQUIRED TEXTS, MATERIALS AND ACCOUNTS

### Required Texts

Sadker, David Miller and Zittleman, Karen. (2016). *Teachers, schools, and society: A brief introduction to education. (4th ed)*, New York, NY: McGraw Hill. Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9780078110436) New for purchase \$143; New for rent \$107. ebook (ISBN 9781259413681) Connect Card \$103. Note: In this section of EDUC 350, you will not be required to use the textbook publisher's website. This textbook (paperback or ebook) is also available for purchase and rent in various online marketplaces.

Nieto, Sonia. (2006). *Why we teach*. New York, NY: Teachers College Press.

Palacio, R.J. (2012). *Wonder*. New York, NY: Knopf.

### Other Course Materials

Other course material and resources will be available on Cougar Courses.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career.

### **Special Education Inclusion:**

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities.

### **Teacher Performance Expectation (TPE) Competencies**

A primary goal of EDUC 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing are expected to be met during this course:

### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

### **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.

### **Teaching Performance Assessment for Developing as a Professional Educator**

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the School of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

### **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 Cal State San Marcos. 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.

**SCHEDULE/COURSE OUTLINE**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 08/29/16	<b>Course Introduction</b>  Course intro, community learning outcomes and assignment descriptions	Access syllabus on Cougar Courses website at <a href="http://cc.csusm.edu/">http://cc.csusm.edu/</a>  Complete personal profile on Cougar Courses  Read the field experience guidelines in Cougar Courses
Session 2 09/12/16	<b>Teaching as a Profession</b>  What does it mean to teach? What does it mean to learn?  Guest Speaker: Dr. McDaniel— Middle Level Education	<b>Read:</b> Teachers, Schools, and Society—Chapter 1  <b>AND</b>  Begin reading Wonder  <b>Due:</b> Reading Log 1
Session 3 09/19/16	<b>Nature of Schooling</b>  What is the purpose of schooling in a democracy? How do these purposes align with what teachers do?	<b>Read:</b> Freire, Pedagogy of the Oppressed—Chapter 2  <b>AND</b>  Continue reading Wonder  <b>Due:</b> Reading Log 2
Session 4 09/26/16	<b>Educational Theories/Philosophies</b>  What are different theories of learning and teaching? How do they inform what teachers do?  Philosophy of education assignment  Visit to Virginia Hansen Curriculum and Work Room	<b>Read:</b> Teachers, Schools, and Society—Chapter 2 & Chapter 6  <b>AND</b>  Continue reading Wonder  <b>Due:</b> Reading Log 3  ** Waiver requests for field experience hours must be turned in during class today**
Session 5 10/03/16  <b>***NOTE: ONLINE</b>	<b>Teaching Inclusively</b>  Students with impairments and disabilities	<b>Watch:</b> FAT City: <a href="https://www.youtube.com/watch?v=zHQA3u-KPXc">https://www.youtube.com/watch?v=zHQA3u-KPXc</a>  <b>Contribute:</b> Online Wonder book club (discussion groups will be formed in advance on Cougar Courses, with guiding questions)

Date	Topic	Assignment
Session 6 10/10/16	<p><b>Teaching Inclusively</b></p> <p>Working with diverse students</p> <p>Dr. Hernandez—Bilingual Education programs</p>	<p><b>Read:</b> Teaching, Schools, and Society—Chapter 3</p> <p><b>AND</b></p> <p>Bilingual education article:  <a href="http://www.pbs.org/newshour/rundown/battle-of-bilingual-education-once-again-brewing-in-california/">http://www.pbs.org/newshour/rundown/battle-of-bilingual-education-once-again-brewing-in-california/</a></p> <p><b>Due:</b> Reading Log 4</p>
Session 7 10/17/16	<p><b>Teaching Inclusively</b></p> <p>Racially/ethnically/culturally diverse students</p>	<p><b>Read ONE</b> (your choice):</p> <p>Black Like Me:  <a href="http://www.rethinkingschools.org/archive/29_01/29_01_watson.shtml">http://www.rethinkingschools.org/archive/29_01/29_01_watson.shtml</a>;</p> <p>Dear White Teacher:  <a href="http://www.rethinkingschools.org/archive/29_01/29_01_lathan.shtml">http://www.rethinkingschools.org/archive/29_01/29_01_lathan.shtml</a></p> <p>Queridos Maestros Blancos:  <a href="http://www.rethinkingschools.org/archive/29_01/29_01_lathan_esp.shtml">http://www.rethinkingschools.org/archive/29_01/29_01_lathan_esp.shtml</a></p> <p><b>Due:</b> Draft of Philosophy Paper</p>
Session 8 10/24/16	<p><b>Curriculum and Standards</b></p> <p>What is curriculum? How does it impact teaching and learning in schools? What counts as knowledge?</p> <p>Choose Contemporary Issues groups</p>	<p><b>Read:</b> Teachers, Schools, and Society—Chapter 10</p> <p><b>AND</b></p> <p><b>Look over:</b> California Common Core State Standards  <a href="http://www.cde.ca.gov/be/st/ss/documents/finaelaccss_standards.pdf">http://www.cde.ca.gov/be/st/ss/documents/finaelaccss_standards.pdf</a></p> <p><b>Due:</b> Reading Log 5</p>
Session 9 10/31/16  <b>***NOTE: ONLINE</b>	<p><b>Teachers' Rights and Responsibilities</b></p> <p>Professionalism, students with disabilities, ELLs</p>	<p><b>Read:</b> Teachers, Schools, and Society—Chapter 8</p> <p><b>Due:</b> Classroom observations 1 &amp; 2</p> <p><b>Contribute:</b> To forum discussion</p> <p><b>Collaborate:</b> with Contemporary Issues group</p> <p><b>Due:</b> Reading Log 6</p>
Session 10 11/07/16	<p><b>Teaching in the Age of Accountability</b></p> <p>High-stakes testing and equity</p> <p>Contemporary Issues group work time</p>	<p><b>Watch:</b>  <a href="https://seattleducation2010.wordpress.com/2015/10/11/a-video-wayne-au-phd-on-high-stakes-testing-unequal-by-design/">https://seattleducation2010.wordpress.com/2015/10/11/a-video-wayne-au-phd-on-high-stakes-testing-unequal-by-design/</a></p> <p><b>Due:</b> Teacher Interview paper</p>

Date	Topic	Assignment
Session 11 11/14/16	<b>Contemporary Issues Presentations</b>	<b>Read:</b> Start reading Nieto (as assigned) <b>Due:</b> Contemporary Issues documents (each person must turn in their own to receive credit)
Session 12 11/21/16	<b>Contemporary Issues Presentations</b>	<b>Read:</b> Continue reading Nieto <b>Due:</b> Classroom observations 3 & 4
Session 13 11/28/16	<b>Contemporary Issues Presentations</b>	<b>Read:</b> Continue reading Nieto
Session 14 12/05/16	<b>Why We Teach</b> On becoming a teacher	<b>Due:</b> Classroom Observation 5, summary report, and timesheet <b>Due:</b> Final Philosophy paper <b>Due:</b> Nieto essay
Session 15 12/14/16	<b>NO CLASS</b>	<b>Due:</b> Professionalism reflection (see participation assignment)

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

#### **Personal Philosophy of Schooling, Learning and Teaching (15 points) Due 12/5 (draft due Session 7)**

A major learning outcome of this course is for you to develop a personal philosophy of teaching, learning, and schooling. You will write a paper (2,000-2,500 word) that explains your personal philosophy, drawing on your readings (reference your log for support), observations in the classroom, and your own personal experiences. The structure of the paper should be as follows:

##### *Paper Introduction*

Describe the level of schooling and subject field(s) you hope to teach.

Name your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

##### *Nature of Schooling*

Describe what you believe is the purpose of schooling in a democracy

How will you as a teacher help achieve these purposes?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

##### *Nature of the Learner*

Describe what you believe is the nature of the learner

What are your thoughts about the students you will teach? What do they need from a teacher?

Give at least one concrete example of how you will interact with your students in light of your beliefs

##### *The nature of the teaching/learning process*

Describe what you believe is the nature of the teaching/learning process

What do you believe counts as knowledge and how should it be presented?

How will you as a teacher use subject matter and other experiences to guide students towards meaningful learning activities?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

##### *Teacher dispositions and actions*

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

##### *Conclusion*

Summarize and Recap your philosophy

What are your outstanding questions/concerns/thoughts about becoming a teacher?

### **Criteria for Assessment of Philosophy Paper**

Be sure to self-assess using the following criteria. Submit the self-assessment with your final draft of your philosophy paper (at least one "beefy" paragraph). These are the criteria that will be used to evaluate your philosophy paper.

Exemplary papers have the following characteristics:

**Ideas:** The paper is clear and focused. It holds the reader's attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

**Organization:** The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure

and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

**Connections:** The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

**Voice:** The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

**Sentence Fluency:** The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

**Conventions:** The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

### **Reading Log (See schedule for due dates) (10 points)**

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Your reading log should demonstrate your ability to critically think, and also provide you with a reference for the Philosophy paper. Therefore, your reading log should do *at least* one of the following:

- 1) Connect to ideas you have learned about philosophies of education;
- 2) Connect with your own personal experiences/background and/or what you have seen or are seeing in schools;
- 3) Give an example of what the reading described and/or connect to other readings;
- 4) Connect with your emerging ideas about how students learn, what students learn, or how teachers teach;
- 5) Provide a different perspective on the topic of the reading;
- 6) Expand upon the ideas in the reading by including more detail and depth.

You need to specify which of these aspects you are using. Entries should be one paragraph in length per week. Log entries for each week's class must be submitted via the Cougar Courses site by the Sunday *prior to class* at 11:55 PM. See the schedule for due dates. The log will be graded holistically; you will receive either full credit or none.

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Sunday at 11:55 PM at jkolman@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

### **Interview a Teacher – 10 points Due 11/07**

In this assignment, you will interview a teacher and write a summary (1,500-2,000 words) of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

#### Gathering information:

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Suggested questions are:

- Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

- What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?
- What were/are the teacher's goals for the education of students? Have these goals changed over the years?
- What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?
- What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?
- How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?
- What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?
- What does the teacher think of current "hot issues" in education such as the California High School Exit Exam, the No Child Left Behind Act, and merit pay for teachers? How does the teacher take action to address new reforms that impact his/her classroom?
- What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. Protect your teacher's confidentiality by using a pseudonym (e.g., Mr. Sunshine or Ms. Biology or Mr. Standards) and masking identifying details (e.g., "taught fifth grade in a suburban school district in southern California" or "moved from Suburban Middle School to Central City Elementary School").

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include multiple references to the readings/discussions we have in class.

Criteria for evaluation:

- Exemplary papers are characterized by:
  - Clarity of description of the teacher's experiences and views
  - Explanation of how the teacher interview relates to your thinking about teaching
  - Integration of coursework (readings + discussions) into the analysis
  - Correct grammar, syntax, and spelling

**Classroom Observation Reports (see schedule for due dates) 20 points**

This assignment is designed to help you to better understand the complexity of today's classrooms, students and the various ways teachers address the needs of their classes – and to engage in a variety of classroom settings in order to determine if, and at what level, you might want to teach.

Students will maintain a log of hours spent observing/participating in classrooms. This log should reflect a minimum of 45 hours spent in various classrooms at different grade levels and on different sites. In addition, students will document their field observations, connections to concepts studied in EDUC 350, analyses, and questions through 5 formal written Classroom Observation Reports.

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Each written observation should be 500-750 words. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in last class session. If you do not complete the classroom observations, you will not pass the course.

**Key skills/knowledge I'll be evaluating:**

- Can you articulate your assumptions/expectations about a given setting and then identify how your observation affects those assumptions/expectations?
- Can you observe key details, seeing both the “big picture” of the classroom and specific methods, interactions, etc.?
- Can you responsibly monitor your placement to include meeting the requirements of varied settings and minimum hours?
- Can you relate your class work and readings to your observations and provide an insightful analysis?

**Contemporary Issues Research- Due 11/14 (15 points)**

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) at least two partners with whom to work. Research the issue and prepare a PowerPoint or Prezi plus an oral report to share in class. The report should describe and analyze the issue in approximately 10 minutes. You will present in class in December. When you present your research orally, provide a copy of your visual presentation for each of your classmates (these can be miniature slides on one page of paper). Each partner must submit the one-page version of your presentation (either a summary or the miniature slides) to the Cougar Courses site to receive credit for this assignment. You will be graded according to the rubric presented in class and on Cougar Courses. This is due to Cougar Courses on November 14 regardless if your presentation is later.

**Contributions to Online Forums (10 points)**

You are expected to participate meaningfully in online course discussions, both on the topic of Wonder and being an outsider, and on the topic of teachers' rights and responsibilities.

**Nieto Book – Why We Teach (10 points) – Due 12/02**

To gain a more personal look into the experiences of teachers, you will read the Introduction and Conclusion sections of *Why We Teach*, as well as an assigned section.

Prepare a 1-page essay (double spaced, 12 point font, 1 inch margins) in which you take on the role of “book section reviewer.”

Identify the section you read and then consider the following questions:

- How has your view of teaching changed as a result of your reading in *Why We Teach*?
- What is the most valuable “learning” to be gained from this book?
- What did the teacher(s) do to address their students' and their own needs?
- How does the experience of the teacher(s) relate to the readings and discussions from your coursework this semester?

Be prepared to share what you learned, and its relationship with your own experiences, on the last day of class.

**Key skills/knowledge I'll be evaluating:**

- Were you able to devise a well-written essay that addresses the questions above in a thoughtful manner?
- Were you able to work well with your peers and develop an engaging group presentation?

## Participation/Professionalism (5 points)

This course is designed for active learning during class sessions, both face-to-face and online. 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. Active and thoughtful participation requires your attendance for the full class sessions—please note that tardiness also impedes your learning. There is also the expectation that you will behave like a professional in this course, and this will be partially be assessed by a self-assessment you will submit on Cougar Courses by December 12.

The instructor will consider your self-assessment when assigning points in this area. Answer each of the following questions:

How do you participate in class discussions productively, sharing your knowledge and understandings?

How do you participate in online class activities productively? What has been your approach to online sessions, and how effectively have you engaged in these sessions?

How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?

How do you contribute appropriately to group work—do you “do your share”?

How do you demonstrate that you are able to accept others’ opinions?

How do you demonstrate that you are supportive of others’ ideas?

How do you support your peers during their presentations?

How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?

How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

What grade (either as A+, A, B, C, D, or E) do you feel you have earned for your participation in EDUC 350 this semester?

### Grading Standards

#### **Assignment Values:** (100 points)

- Reading Response Logs 10 points
- Teacher Interview Assignment 15 points
- Classroom Observation Reports 20 points
- Nieto Essay/Presentation 10 points
- Contemporary Issues Report 15 points
- Personal Philosophy of Teaching 15 points
- Online forum contributions 10 points
- Participation and Professionalism 5 points

### Grading Scale:

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100    A– = 90-92    B+ = 87-89    B = 83-86    B- = 80-82  
C+ = 77-79    C = 73-76    C- = 70-72    D = 60-69    F = 0-59

### A Holistic View on Grades and Performance

This course will begin to prepare you for a career in which you will significantly impact human lives. No amount of training will ever be enough. Giving less than 100% is not sufficient. Therefore, your instructor assumes everyone in the class will aim to perform at the highest level possible.

Following are characteristics of an “A” student.

An “A” student is one who:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces papers that reveal a commitment to self-discovery and learning.
- Produces papers at a professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- Contributes to the positive environment of the class by respecting all members.
- Completes the Personal Philosophy of Education paper to reveal significant understanding of the complexities of the education profession and to demonstrate learning around course goals.
- Completes all field experience work (45 hours, 3 different settings, & 5 written reports) with high quality analysis and reflection, and a willingness to “stretch” beyond what s/he already knows.

### **Final Exam Statement**

There will be no final exam for this course.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

In this section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F. Absences to not change assignment due dates.

### **Policy on Late/Missed Work**

Absences from class does not change assignments due date—readings and written assignments will be used as the basis of many in-class activities, so it is imperative that they are completed in a timely manner. Late submission of an assignment will lead to a 10% reduction in points per day it is late. Written assignments will not be accepted more than one week after the due date. Please speak to me in extraordinary circumstances.

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

### **All University Writing Requirement**

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, and The Outsider.

### **Course Format**

This is a hybrid course with face-to-face and online learning experiences. All course assignments should be turned in BOTH via Cougar Courses and in a hard copy.

### **Necessary Technical Competency Required of Students**

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Contact Information for Technical Support Assistance

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Cell Phones and Laptops**

You are not allowed to be on your cell phone making calls or texting during class time as this disrupts our learning (same for laptops and iPads). If there is an emergency with you or a relative, please notify me **before class** and place your phone on vibrate; take the call in the hallway. For students who fail to follow these rules, points will be deducted from your grade.

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