

Course & Section Nos.	EDUC 350- 01
Course Title	Foundations of Teaching as a Profession
Class Roster No.	21072
Course Day(s)	Monday(online) & Wednesdays 15 weeks
Time	4:00-5:15
Course Location	University Hall 443
Semester / Year	Spring 2018
Instructor	Leslie Mauerman, MS.Ed
Phone	760-750-8528 (voicemail only) Cell-urgent: 760-846-0401
E-Mail	lmauerma@csusm.edu
Office	University Hall 453
Office Hours	Tuesdays 12-1 PM and by appointment

WELCOME

Welcome to EDUC 350, Foundations of Teaching as a Profession. We will spend our time together this semester learning the “behind the scenes” part of schooling—that is, the historical, philosophical, and societal foundations of public education in the US. This is not a class in how to teach; rather, it is a class about *why* we teach, and *how* the schools we have today have evolved from the schools of the past

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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	1
Course Prerequisites.....	1
Course Objectives.....	1
Unique Course Requirements.....	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS.....	2
Required Texts.....	2
Cougar Courses.....	2
TaskStream Account.....	Error! Bookmark not defined.
COURSE LEARNING OUTCOMES.....	2
Authorization to Teach English Learners.....	Error! Bookmark not defined.
Teacher Performance Expectation (TPE) Competencies.....	Error! Bookmark not defined.
Teacher Performance Assessment.....	Error! Bookmark not defined.
CalTPA.....	Error! Bookmark not defined.
edTPA.....	Error! Bookmark not defined.
Expected Dispositions for the Education Profession.....	Error! Bookmark not defined.
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	2
SCHEDULE/COURSE OUTLINE.....	4
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	7
Course Assignments.....	7
Grading Standards.....	7
Final Exam Statement.....	Error! Bookmark not defined.
School of Education/Course Attendance Policy.....	11
Policy on Late/Missed Work.....	Error! Bookmark not defined.
Student Collaboration Policy.....	12
GENERAL CONSIDERATIONS.....	12
CSUSM Academic Honesty Policy.....	12
Plagiarism.....	12
Students with Disabilities Requiring Reasonable Accommodations.....	12
Credit Hour Policy Statement.....	13
All University Writing Requirement.....	13
Course Format.....	13
Necessary Technical Competency Required of Students.....	13
Contact Information for Technical Support Assistance.....	13
Electronic Communication Protocol.....	13
Use of Technology.....	Error! Bookmark not defined.

COURSE DESCRIPTION

Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. Requires participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.

Course Prerequisites

This is a foundational course and it a prerequisite itself for all School of Education Programs. Students who plan to become teachers must complete this course with a B- or better.

Course Objectives

This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates will 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.
- 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 and online work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Students will be allowed to apply hours from the EDUC 364 and the EDUC 422 course **to contribute toward this 45** hour total. Details and waiver forms are available in the cougar course.

Details for this fieldwork are found on the Cougar Courses site. Documentation of these hours is required to receive a grade in EDUC 350. **Those not completing these hours can expect to fail the course.**

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.

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. Do not request a letter of recommendation from the instructor, as the process for this recommendation is already in place in the School of Education.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Sadker, David Miller and Zittleman, Karen. (2016). *Teachers, Schools, and Society: A Brief Introduction to Education.* (4th ed), McGraw Hill. Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9780078110436).

Prices range from \$80-200 depending on used/new and rent/buy. For the Connect Card to the ebook (ISBN 9781259413681), see bookstore for prices. 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.

Video vignettes are also required, but available in the CC web class OR in the media library.

Nieto, Sonia. (2015). *Why We Teach Now.* Teachers College Press. ISBN 9780807755877 (paperback); 9780807773611 (ebook). Available in CSUSM Bookstore: Prices range from \$13-33 depending on used/new and rent/buy. Also available for purchase in online marketplaces and via check-out in libraries.

Both text books are also available for 2-hour check-out from the Library Reserves desk on 3rd floor Kellogg Library. Several short videos are also required. These are linked on the Cougar Courses website and are available on a DVD for 2-hour check-out from the Media Library on 2nd floor Kellogg Library. Other required readings (e.g., selected articles) are linked on the Cougar Courses website

Cougar Courses

This is a hybrid course, meeting face-to-face on Wednesdays as noted. The following Monday, in lieu of a class meeting, students attend to assignments as well as field placement hours. Log into the EDUC 350 Cougar Course to find and complete **required** assignments for the online portion of the class.

All submissions into the assignment portals MUST be either inline or in MSWord—work submitted in Pages or OTD or other less common forms of document writing will earn a zero, since the Moodle format does not recognize these formats.

Again, this section of EDUC 350 is categorized as "Hybrid" (HY), meaning that half of the required sessions will be face-to-face Wednesday schedule, and the other half will be held online with actual deliverables for students to submit by a deadline.. Please refer to Cougar Courses for the exact schedule, as there might be exceptions to this general calendar. One purpose of this schedule is to assist students to find time during the K-12 school day in which to accomplish their observations. We will meet for our last class session during Final Exams week; there will be no exam and we will be finishing group presentations that day.

COURSE LEARNING OUTCOMES

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. The instructor will be monitoring dispositional behaviors, and this will factor into the recommendation given to the admissions committee for CSUSM teacher education programs.

By the end of the course, students will be able to:

1. Describe the main theoretical philosophies of education in the US
2. Understand and apply the nature of the schooling process
3. Grasp and discuss the various learning needs of students in a classroom setting
4. Conduct and report/analyze observations of students and teachers

(NOTE - This document contains an embedded section break so that the course schedule stands alone.)

SCHEDULE/COURSE OUTLINE

EDUC 350 Hybrid Course Schedule - Spring 2018 - Mauerman

Note: As this is a hybrid course, many class sessions will be conducted online as indicated in the schedule.

Wk	Date	Topics and activities	Assignment
1	M f2f 1/22	Course overview & assignment descriptions Syllabus, schedule, class hours. Orientation to SoE programs & credentialing	Readings: Cougar course for ED 350
	W f2f 1/24	-Choose Current Events & Contemporary Issues in Education First Current Event report	Readings S/Z Ch.1 SoE website,
2	M 1/29 online	This is a good day to watch FAT City: How Difficult can this be? Found in week 6	Palmer article: Aims of Education
	W f2f 1/31	Becoming a Teacher Why Teach Activity Placements, Assignments, housekeeping. Consider teaching as a profession	Due: Reading Log 1
3	M 2/5 online	-Follow prompts on Cougar Course in week/module 3 for online session and complete/submit activities	Readings: S/Z Ch.6 Due: Reading Log 2
	W 2/7 F2f	Introduction to teaching as a profession -Introduction to Philosophy of Education paper	
4	M 2/12 online	Complete online activities on cougar course	Readings:
	W 2/14 F2f	Purposes of Schooling in a Democracy -Goals of Schooling -Group Workshop for Current Events	Due: Reading Log 3 AND Waiver form for observ. hours
5	M 2/19 Prez Day online	-Explore the elements of various educational philosophies and philosophical perspectives -Complete online activities on cougar course, watch videos	Readings: S&Z Ch. 5
	W 2/21 F2f	-Identify & explore the elements of various educational philosophies in class -Introduction to Interview of a Teacher	Due: Reading Log 4
6	M 2/26 online	Special Education & inclusion View & discuss Fat City video F.A.T. City: How difficult can this be?	Readings: S&Z ch. 2 Forum: Response to F.A.T City

	W 2/28 F2f	The nature of the learner -complete online activities on cougar course (my philosophy - nature of the learner) “ Outsider ” Reflective Essay intro Forum: My Multiple Intelligences	Readings Multiple Intelligences Online article: Multiple Intelligences by H. Gardner Due: Reading Log # 5
	Date	Topics and activities	Assignment
7	M 3/5 Online	- The purposes & goals for education & their relationship to curriculum -complete online activities on cougar course	Readings: S&Z ch. 9 (goals) S&Z ch. 10 (curriculum) Due: Goals of Ed Survey
	W 3/7 F2f	Identify purposes & goals for education & their relationship to curriculum -Introduction to “Interview of a Teacher” Essay (my philosophy – nature of schooling) (my philosophy – knowledge, teaching/learnng)	Readings Online: Standards websites Article: Common Core Critique Due: Forum: National CC Standards
8	M 3/12 Online	Identify knowledge, skills, & dispositions of effective teachers -Introduction to Contemp. Issue in Education (my philosophy – nature of teaching/learning) (my philosophy – teacher dispositions)	Readings: S&Z ch. 3 S&Z ch. 11 Culturally Competent Tchr Overview of Bloom’s Txnmy
	W 3/14 F2f	Identify knowledge, skills & attitudes of effective teachers -Complete online activities on cougar course	Readings Video: “Do You Believe in Me?” Due: in Forum: Response to Video: “Do You Believe in Me?”
9	M 3/19	Happy Spring Break	Readings: S&Z ch 11 (instruction)
	W Online	Components of Instruction & Blooms Taxonomy -Complete online activities as possible... <i>good time to work ahead</i>	Readings Bloom’s Taxonomy tutorials
10	M 3/26 Online	Complete online activities on cougar course and readings	Readings: S&Z ch. 9, S&Z ch.3 Forum: Blooms Taxonomy and Effective Instruction
	W3/28 F2f	Organizational structures of schools Examine and determine relationships among the components of instruction(my philosophy – nature of teaching/learning) Identify and describe various organizational	Watch: Video: Diplomas Now Due: Interview of a Teacher Forum: Diplomas Now

		structures of schools -Workshop: Contemp. Issues in Ed	
11	M 4/2 Online	Develop flow chart of structures of US schooling governance & finance- see prompts Share insights from “Interview of a Teacher”	Readings: S&Z ch. 7
	W 4/4 F2f	Educational finance	Readings: Article: Funding of Public Schools in California Due: Reading log
12	M 4/9 Online	Ethics (role play) Compare & contrast teacher rights & responsibilities as well as those of student	Readings: S&Z ch. 8 (rights/responsibilities Due in forum: Response to Bullying Article
	W 4/11 F2f	Ethics & bullying NEA Code of Ethics	Readings Websites & video on bullying
13	M4/16 Online	Creativity & diversity in education Philosophy of Ed draft	Due: Phil of Ed <i>draft in cc</i>
	W4/18 F2f	Creativity & Diversity Nieto themes-The career of teaching	Readings: Videos & Websites on CC Forum: Creativity and Diversity
14	M 4/23 Online	Discuss Nieto themes	Readings: Nieto: 1 & 23 & select chapter Due: Nieto chapter organizer
	W4/25 F2f	Compare / contrast Nieto narratives Workshop Contemporary Issues in Education	Readings Online: RSA video erformance”
15	M4/30 online	Insights from the field: Class Observ Report Contemporary Issues in Education	Due: Class Observ Report
	W 5/2 F2f	Reviewing key concepts of the course Contemporary Issues in Education presentations.	Due: Philosophy of Ed. paper
16	As needed	Contemporary Issues in Education presentations.	Due: Contemp. Issue Presentation
		Contemporary Issues in Education presentations. Record of 45 hours of observation Celebration of learning- Potluck	Due: Contemp. Issue Presentation Classroom Observation Reports

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

1. Reading logs	10 points
2. Current Events in Education presentation	5 points
3. Interview of a Teacher	15 points
4. The Outsider	10 points
5. Classroom Observation Reports	20 points
6. Personal Philosophy of schooling, learning and teaching	15 points
7. Participation	10 points
8. Contemporary Issues Research & Presentation	15 points

Grading Standards

Grades will be determined by the total number of points earned (100 points possible). A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program, and a B or above is noted in a positive light in reviewing transcripts for admission to the program.

A = 94-100	A- = 90-93
B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72
D = 60-69	F = 0-59

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are 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 School of Education.

Assignment Detail and Rubrics for Performance

1. Reading log

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 must demonstrate the "**value-added**" model. That is, your response must do one of the following: *give an example* of what the reading described; *provide a different perspective* of a topic in the reading; or *expand upon the idea* in the reading by including more detail and depth. You need to specify which of these aspects you are using. Before you submit, read the sample logs. 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 *prior* Sunday at 11:55 PM. See the schedule for readings. 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 by Sunday at 11:55 PM to lmauerma@csusm to earn full credit, HOWEVER, you must still submit into CC for points as soon as you re-establish Cougar Courses access.

2. Current events in education

You will be assigned a small group for Current Events. In your group, sign up for a date when you will present an item from the week's news in K-12 education. The item must be from a reputable news source and may pertain to local, national, or international issues. Do not submit "news" from personal blogs, newsletters, or other opinion sources. You will summarize

and present the importance of the news for your classmates. Be sure that you make a connection to future teachers in California.

Current events groups will be re-formed in the middle of the semester, and the above assignment will repeat.

This assignment will be graded as either 0 or 5 points; there is no partial credit. To earn 5 points, you must: (1) present a different current event on the two dates you are assigned; and (2) engage in the group discussion on a regular basis. The instructor will monitor the groups each session and will assign grades at the end of the semester.

3. Interview of a teacher

In this assignment, you will interview a teacher and write a summary (1,000-1,200 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 three years of full-time experience in elementary, middle, or secondary school classrooms. **The nine questions to ask and obtain answers are:**

1. 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?
2. 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?
3. What were/are the teacher's goals for the education of students? Have these goals changed over the years?
4. 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?
5. 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?
6. 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?
7. 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?
8. What does the teacher think of current issues in education such as the California High School Exit Exam, Common Core, Race ToThe Top, and evaluation systems for teachers? How does the teacher take action to address new reforms that impact his/her classroom?
9. 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 Dr. 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:

1. Clarity of description of the teacher's experiences and views
2. Multiple, explicit connections of coursework (Sadker/Zittleman, assigned articles/videos, class activities) into the analysis
3. Explanation of how the teacher interview relates to your own thinking about teaching as a career
4. Correct grammar, syntax, spelling

The written report is due via the Cougar Courses site.

4. The Outsider

Many students with special needs come to view themselves as "outsiders" because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After completing the assigned readings, write a reflective essay (1,000 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the assigned readings.

Consider the following questions:

- What personal characteristics fostered your (or your friend's) feelings of being an outsider?
- How did you react to and cope with the situation?
- Did you share your experience with any teachers or other school personnel? Did any of them assist you?
- What could school staff, parents or friends have done to help?
- In what ways did this experience change you? Did you "learn" from this experience?
- How might this experience make you a more sensitive and effective teacher?

Criteria for evaluation: Exemplary papers are characterized by:

- Addressing the questions above in a thoughtful/analytical manner
- Integration of the assigned readings in the paper
- Correct grammar, syntax, spelling

The written report is due in Cougar Courses

5. 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 and is also on the School of Education website at the top of the syllabus webpage. 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 approximately 300-400 words. Submit these via the Cougar Courses site as instructed in two different "batches". See the CC modules Submit your Classroom Observation Record (timesheet) and Report Summary (distribution

report) to Cougar Courses by May 4. If you do not complete the classroom observations, you will receive a grade of INC for the course.

6. Personal philosophy of schooling, learning and teaching

Write a paper (1,000-1,200 words) that explains your personal philosophy of schooling, learning and teaching. Follow the template below, and self-assess before you turn in the 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 Sadker and Zittleman Ch 6.
- 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 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?
- What are your thoughts about the students you will teach? What do they need from a teacher?
- How will you as a teacher use subject matter and other experiences to guide students toward 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

- Recap your philosophy.
- What are your unresolved questions/concerns/thoughts about becoming a teacher?

Criteria for Assessment of Philosophy Paper

Append a self-assessment of at least one "beefy" paragraph to your paper. 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.

The written report is due via Cougar Courses

7. Participation

This course is designed for active learning during class sessions, both f2f 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. You will submit a self-assessment on Cougar Courses by May 2. The instructor will consider your self-assessment when assigning points for this assignment.

Answer each of the following questions:

- 1) How do you participate in class discussions productively, sharing your knowledge and understandings?
- 2) 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?
- 3) How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- 4) How do you contribute appropriately to group work—do you “do your share”?
- 5) How do you demonstrate that you are able to accept others’ opinions and that you are supportive of others’ ideas?
- 6) How do you support your peers during their presentations?
- 7) How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- 8) How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?
- 9) What grade (10 points maximum) do you feel you have earned for your participation in EDUC 350 this semester?

8. Contemporary issues research

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or 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). You will be graded according to the rubric presented in class and on CC. This is due to Cougar Courses, with strong encouragement to submit earlier.

Late Work Policy

It is expected that work will be submitted to the CC assignment portals on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is more than one week late).

School of Education/Course 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, and as such punctuality for face-to-face meetings. 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*).

- Students will contact and arrange for observations as discussed in class. Time sheets and signatures are the responsibility of the student. Failure to make observations and maintain AND submit a time sheet will result in a failure of the course.
- This course does not have a final exam, rather the authentic assessment of all assignments shall take the place of a formal final examination.

Student Collaboration Policy

This section of EDUC 350 requires collaborative student work both in class and online. Requirements for in class group activities as well as online projects are described in detail inside face-to-face meetings. Failure to contribute and/or participate to assigned activities lowers participation score, whereas engaged and enthusiastic contributions to group work result in higher participation scores..

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

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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- 350 course face-to-face instruction (Wednesdays) is designed to provide students lecture and activity class time; students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- Because this section of 350 is a Hybrid (HY) each weekly module in the course describes and provides reading and activities to students so that the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours **per unit** of credit. This is a 3 unit course. **It is expected that submissions are made for the online sessions. A “No Pass” score for online contributions lowers both participation and content scores.**

All University Writing Requirement

The All-University Writing Requirement includes 2500 words for courses of 3 or more units. This course upholds that policy and this is satisfied in the course.

Course Format

This section of EDUC 350 is categorized as “Hybrid” (HY), meaning that half of the required sessions will be face-to-face Wednesday schedule, and the other half will be held online with actual deliverables for students to submit by a deadline.. Please refer to Cougar Courses for the exact schedule, as there might be exceptions to this general calendar. One purpose of this schedule is to assist students to find time during the K-12 school day in which to accomplish their observations. We will meet for our last class session during Final Exams week; there will be no exam and we will be finishing group presentations that day.

Necessary Technical Competency Required of Students

Students must possess and be fluent in using a laptop computer. These devices must come to every class meeting. The use of Google drive, MS Word, and other common use software platforms are a requirement of this course.

Contact Information for Technical Support Assistance

[For on-line and hybrid courses]

This may include customer support for software used in the course as well as the CSUSM Help Desk.

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.