

Course Number	EDUC 350 – Sec 2
Course Title	Foundations of Teaching as a Profession
CRN Number	40005
Days	Hybrid: Face-to-Face on Tuesdays, Online of Thursdays
Time	1030 – 1145 HRS
Course Location	UH 441
Semester / Year	Fall 2019
Instructor	Moses K. Ochanji
Phone	760 750 8546
E-Mail	mochanji@csusm.edu
Office	University Hall 416
Hours	Tuesdays 12.00 – 1.30 p.m.

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.....	3
Unique Course Requirements.....	3
Fieldwork.....	3
Credit Hour Policy Statement.....	3
REQUIRED MATERIALS.....	4
Course Material Available.....	4
COURSE LEARNING OUTCOMES.....	4
Teacher Performance Expectation (TPE) Competencies.....	4
Teaching Performance Assessment for Developing as a Professional Educator.....	6
Assessment of Professional Dispositions.....	6
GENERAL CONSIDERATIONS.....	6
School of Education Attendance Policy.....	6
CSUSM Academic Honesty Policy.....	6
Plagiarism.....	7
Students with Disabilities Requiring Reasonable Accommodations	7
All University Writing Requirement.....	7
Course Format.....	7
Necessary Technical Competency Required of Students.....	7
Use of Technology.....	7
Electronic Communication Protocol.....	8
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	8
Final Exam Statement.....	12
Grading Standards.....	12
Policy on Late/Missed Work.....	13
SCHEDULE/COURSE OUTLINE.....	14

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 practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings and interactions with local educators will promote an understanding of the richness and complexity of teaching as a career in a diverse society. Participation in fifteen (15) hours of fieldwork assignments in K-12 classroom settings. Certificate of clearance and TB test required prior to engaging field experience hours.

Course Objectives

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. By the end of the course the student will be able to develop an informed personal philosophy of teaching.

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.

This course is a required pre-requisite for all applicants to CSUSM's K-12 credential programs.

Unique Course Requirements

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. 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—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. It is expected that work will be turned in 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 one week late).

Fieldwork

In addition to in-class work, assigned readings and projects, students will participate in fifteen (15) hours of supervised fieldwork assignments in a variety of public-school settings. Fieldwork details are found on the Cougar Course 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 (Certificate of Clearance/Live Scan, 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. Students may NOT engage in fieldwork hours until Live Scan and TB tests are cleared. You will need to provide your instructor with verification of Live Scan clearance. Be prepared to show evidence of Live Scan and TB clearances at school sites.

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.

REQUIRED MATERIALS

Sadker, David Miller and Zittleman, Karen. (2018). *Teachers, Schools, and Society: A Brief Introduction to Education. (5th ed)*, McGraw Hill.

Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9781259913792). Prices range from \$129-200 depending on format.

Note: In this section of EDUC 350, you will not be required to use the textbook publisher’s website. This textbook may also be available for purchase and rent in various online marketplaces.

Nieto, Sonia. (2015). *Why We Teach Now*. Teachers College Press.

Available in CSUSM Bookstore in paperback or ebook: Paperback (ISBN 9780807755877). Prices range from \$14-35 depending on new/used and rent/buy. Also available for purchase in online marketplaces and via check-out in libraries.

Other required readings (e.g., selected articles) will be required for this course.

Course Material Available

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

COURSE LEARNING OUTCOMES

Upon successful completion of this course, the student 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 a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City and related readings.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE1. Engaging and Supporting All Students in Learning. Beginning teachers:

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.5 Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6 Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English

immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

TPE 6: Developing as a Professional Educator. Beginning teachers:

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards – Adopted December 2015 14 Teaching Performance Expectations (TPEs) – Adopted June 2016 tools.

6.7 Critically analyze how the context, structure, and history of public education in California affects and

influences state, district, and school governance as well as state and local education finance.

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.

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 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 - and developed an assessment rubric. 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.

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.

GENERAL CONSIDERATIONS

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: This is a hybrid class. The class meets twice a week on Tuesdays and Thursdays. The Tuesday class session will be held face-to-face while the Thursday classes will be held on online or at some predetermined locations. It is therefore expected that students attend all the 15 face-to-face class sessions. You may miss up to one face to face class session without penalty. **Each subsequent class session missed will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss three or more class sessions, you will receive an F.** Absences do not change assignment due dates. For online class sessions, failure to complete the activities of the week by the assigned time constitutes and absence from class.

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 be approved for services by providing appropriate and recent documentation to the **Office of Disability Support 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.

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: Reading Journals, Teacher Interview, **The Nieto book reflection, Philosophy Paper, and Classroom Observation Reports – as well as** various other in-class writing assignments.

Writing support is available through the University Writing Center. The CSUSM Writing Center is located in Kellogg 1103. In addition to 30-minute individual appointments, the Writing Center also offers workshops on a variety of topics and online consultations. Walk-in appointments are welcome! To reserve a consultant for a particular time or to learn more about the center's services, visit the Writing Center website: www.csusm.edu/writingcenter. For additional resources and updated information, call the Writing Center at (760) 750-4168.

Course Format

50% Face-to-face with some online class sections

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.

Use of Technology

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). Specific requirements for course assignments with regard to technology are at the discretion

of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignments and grading:

1. 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 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 details and depth. You need to specify which of these aspects you are using. Before you submit, read the sample logs. Entries should be at least three paragraphs in length per log. Each paragraph should comment on a different section of the assigned chapter. The goal is to reflect on the whole chapter and not just a single section of the chapter. All log entries must be submitted via the Cougar Courses site by midnight, 11:55 PM, the day before the class. For example, a reading log for class section three which meets on Tuesday must be submitted by 11.55 p.m. on Monday. See the schedule for the readings for each class. 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 11:55 PM at mochanji@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

2. Current events in education (Sign up for due dates)

5 points

Current events (CE) on education in the media reflect the underlying issues in education at a given time. These issues impact the decision teachers make relative to curriculum and teaching. As part of this course, each student will make a presentation on a current event about education. Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The CE information may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national/, or international educational issues. Students choose a CE of that is of significance and/or interest to them. Use the following template to share their CE information. The CE should not exceed one page. Students share their CE with their group members. Group members will listen and comment on each CE report by each of the group member. It is recommended that comments focus on the interests, issues and questions that the CE raises for you. Be sure that you make a connection to future teachers in California if the news is from afar.

Checklist and Template for CE presentations

X	Items Needed in CE Report Presentation
	State the source of the CE information The source of my CE is...
	Summarize at least 1 and no more than 3 main point(s) of the CE information A main point of the CE is... Another main point is...
	Share one quote from the source One quote from the source is...
	Explain why the CE is of significance and/or interest to you This CE is of significance and/or interest to me because...

3. 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 15 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 4 formal written Classroom Observation Reports

Using the classroom observation instrument provided online, write up four 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. 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?

4. Assignment: Interview a Teacher – 10 points

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 Common core standards and NGSS, 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

5. Nieto Book – Why We Teach Now Group Presentations 10 points

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

Prepare a 1-page essay (double spaced) 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 Now*?
- ✓ 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?

Group Presentation: All students assigned to the same section of *Why We Teach Now* will work together to prepare a group "dramatized" presentation to share your knowledge and insights with other students.

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?

6. Contemporary Issues Research

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. 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 CC.

7. Personal philosophy of schooling, learning and teaching

20 points

A major learning outcome of this course is for you to develop a personal philosophy of teaching learning and schooling. Write a paper (2,000-2,500 word) that explains your personal philosophy of schooling, learning and teaching. Follow the template below and self-assess before you turn in the paper.

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 & 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 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.

Participation in Class and in online forum discussion – 10 points

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 prepared to discuss assigned readings/topics and to participate in class activities. Some online forums will require you to complete specific tasks.

Participation in these forums and in face to face class meeting will be evaluated using the following criteria:

- 1) Do you participate in class discussions productively, sharing your knowledge and understandings?
- 2) Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- 3) Do you contribute appropriately to group work—do you “do your share”?
- 4) Do you demonstrate you are able to accept others' opinions and support others' ideas?
- 5) Do you support your peers during their presentations?
- 6) Do you manage potential diversions (electronics, personal business, appointments, etc.) that can impede your ability to give your full attention to class sessions?
- 7) Do you monitor and adjust your participation to allow for others' ideas as well as your own to be heard? Grading Standards Grades will be determined by the

Final Exam Statement

There will be no final exam for this course.

Grading Standards

Assignment Values: (100 points)

- | | |
|---|-----------|
| • Reading Response Logs and Questions | 10 points |
| • Current Events in Education | 5 points |
| • Participation in class and in online forum activities | 10 points |
| • Classroom Observation Reports | 20 points |
| • Teacher Interview Assignment | 10 points |
| • Nieto Essay/Presentation | 10 points |
| • Contemporary Issues Report | 15 points |
| • Personal Philosophy of Teaching | 20 points |

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.

Grading Scale:

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

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

Policy on Late/Missed Work

Absences from class does not change assignments due date. Late submission of an assignment will lead to a 10% reduction in points scored on the assignment.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1A 8/27	Course intro, Community Building	– Review the syllabus
Session 1B 8/29-9/02 - ONLINE	Learning outcomes and assignment descriptions	<ul style="list-style-type: none"> – Access syllabus on Cougar Courses website at http://cc.csusm.edu/ – Complete personal profile on Cougar Courses – Read the field experience guidelines in Cougar Courses – Review sample reading logs – Sign up for Current Event presentation date
Session 2A 9/03	Field Experience Guidelines Sample Current Event Sample Reading Log	– Read Field Experience Guidelines
Session 2B 9/05-9/09 - ONLINE	- Making the best out of classroom observations	<ul style="list-style-type: none"> – Read S&Z: 1 – Submit Reading Log #1 on S&Z 1 – Identify Classroom and teacher Videos – Find and post a Video Artifact of Schooling and a summary description of the video
Session 3A 9/10	- The teaching profession and you - Advising session with John Bowman, Educational Service Center - Teacher Interview Assignment Description	Review the SoE Website and the credential requirements for your program
Session 3B 9/12-9/16- ONLINE	Teaching Pathway	<ul style="list-style-type: none"> – Read S&Z: 2 – Submit Reading Log #2 on S&Z chpt 2 – Review the Be a Teacher Pathway website – Set up your pathway goals and checklist
Session 4A 9/17	Different ways of learning	<ul style="list-style-type: none"> – Current Event presentations by individual dates – Read the Teacher Interview Assignment
Session 4B 9/19 -9/23 - ONLINE	Teaching Diverse Students	<ul style="list-style-type: none"> – Read S&Z: 6 – Submit Reading Log #3 on S&Z 6 – Complete “Inventory of Philosophies of Education” survey in S&Z pp. 153-155. – READ the Personal Philosophy Assignment Description
Session 5A 9/24	- Philosophy of Education. -Personal Philosophy Assignment Description	<ul style="list-style-type: none"> – Current Event presentations by individual dates – Bring the results of your “Inventory of Philosophies of Education” survey in S&Z pp. 181-83 to class today. –

Date	Topic	Assignment (if any)
Session 5B 9/26 -9/30 - ONLINE	Teacher Interviews	<ul style="list-style-type: none"> - Work on 1st draft of personal Philosophy - Complete Teacher Interviews - Read S&Z: 3 - Submit Reading Log #4 on S&Z 3 -
Session 6 10/01	<ul style="list-style-type: none"> - Teaching Diverse Students - Lesson form Teacher Interviews - Nieto Book Group Presentation Assignment Description 	<ul style="list-style-type: none"> - Read Nieto Chapter 1 - Bring Nieto book to class - Current Event presentations by individual dates
Session 6B 10/03 -10/07 - ONLINE	Teacher Interview	<ul style="list-style-type: none"> - Interview Assignment Due - Read S&Z chpt 9 - Reading Log #5 on S&Z chpt 9 -
Session 7A 10/08	<ul style="list-style-type: none"> - Reforming American schools - Contemporary Issue Assignment Description 	<ul style="list-style-type: none"> - Current Event presentations by individual dates
Session 7B 10/10 -10/14 - ONLINE	<ul style="list-style-type: none"> - Creating Inclusive schools 	<ul style="list-style-type: none"> - The Outsider Discussion Forum Activity Due - Observation Report #1 due
Session 8A 10/15	<ul style="list-style-type: none"> - Why We Teach - Nieto presentations in class today - Becoming an Effective Teacher 	<ul style="list-style-type: none"> - Current Event presentations by individual dates -
Session 8B 10/17 -10/21 - ONLINE	Student Life in school and at home	<ul style="list-style-type: none"> - Nieto Group Preparations - Read S&Z: 4 - Submit Reading Log #6 on S&Z 4 -
Session 9A 10/22	Lives and Experiences of Teachers	<ul style="list-style-type: none"> - - Nieto Group Presentations II, III -
Session 9B 10/24 -10/28 - ONLINE	Multicultural History of Education	<ul style="list-style-type: none"> - Observation Report #2 due - Reading S&Z: 5 - Submit Reading Log #7 on S&Z chpt 5
Session 10A 10/29	Lives and Experiences of Teachers	<ul style="list-style-type: none"> - Nieto Group Presentations IV & V Due
Session 10B 10/31 -11/04 - ONLINE	<ul style="list-style-type: none"> - Curriculum, Standards and Testing 	<ul style="list-style-type: none"> - Read S&Z:10 - Submit Reading Log # 8 on S&Z 10 -
Session 11A 11/05	Lives and Experiences of Teachers	<ul style="list-style-type: none"> - Nieto Group Presentations VI & VII Due
Session 11B 11/07 -11/11 - ONLINE	<ul style="list-style-type: none"> - School finance & governance - Guest: School administrator 	<ul style="list-style-type: none"> - Read S&Z: 7 - Reading Log #9 on S&Z 7 - Observation Report #3 due -
Session 12 11/12	<ul style="list-style-type: none"> - Group Work time 	<ul style="list-style-type: none"> - Philosophy Paper Draft Due for partner feedback
Session 12B 11/14 -11/018 - ONLINE	Peer Feedback on Philosophy Paper	<ul style="list-style-type: none"> - Philosophy Paper Draft Due for partner feedback
Session 13A 11/19	Becoming an Effective Teacher	<ul style="list-style-type: none"> - BAT Community Event

Date	Topic	Assignment (if any)
Session 13B 11/21 -11/ 25 - ONLINE	- Teachers Rights and responsibilities	<ul style="list-style-type: none"> - Read S&Z: 8 - Reading Log #10 on S&Z 8 - -
Session 14A 11/26 ONLINE	Contemporary Issues Group prep	<ul style="list-style-type: none"> - Fieldwork time sheet and record due - Observation Report #4 due
- THANKSGIVING HOLIDAY		
Session 15A 12/03	- Some contemporary issues presentations	- Issues presentation handout due
Session 15B 12/05 FACE-TO-FACE	- Some contemporary issues presentations	- Personal Philosophy due
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