

<b>Course &amp; Section Nos.</b>	<b>EDUC 350, Section 901</b>
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### WELCOME

*"I touch the future... I teach." (Christa McAuliffe)*

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 in why we teach, and the ways in which today's schools have evolved from 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

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## 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 Tuberculin (TB) Risk Assessment required prior to engaging field experience hours. Not required for Fall 2020 (COVID) but strongly recommended if you intend to apply for admissions to a credential program.

### 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
- Understanding philosophies and contemporary issues in education.
- Understanding 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 (Modifications due to impact of COVID 19 for Fall 2020)

In addition to in-class work, assigned readings and projects, students will complete fifteen (15) hours of video observations of classroom footage in a variety of public school settings. Given that the impact of COVID-19 limits or will prevent on site classroom observations, EDUC 350 instructors will provide weblinks of exemplars of classroom footage to complete this course requirement. For applicants applying to a CSUSM credential program, these modifications continue to meet credential applicant entry requirements. Details regarding the observation requirement are found in our Cougar Course site. Documentation of these hours is required to receive a grade in EDUC 350.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

Sadker, David M. 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.

### Cougar Courses

Other required readings (e.g., articles) may be required for this course and housed in Cougar Courses

## COURSE LEARNING OUTCOMES

### 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:

**1.6** 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. **(Introduced)**

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

**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. **(Introduced)**

**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. **(Introduced)**

#### 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. **(Introduced)**

**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. **(Introduced)**

#### 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. **(Introduced)**

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

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

**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. **(Introduced)**

**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. **(Introduced)**

**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.

**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

<u>Week</u>	<u>Dates/Meet</u>	<u>Topic</u>	<u>Reading Responses Due</u>	<u>Assignments Due</u>
1	8/31-9/6	Course Introduction Discuss: Syllabus/Expectations	TSS/CCRQ: 1 (Fri/Mon)	
2	9/7-9/13	The Teaching Profession and You! Why Teach?	TSS/CCRQ: 2 (Fri/Mon)	
3	9/14-9/20	Different Ways of Learning	TSS/CCRQ: 3 (Fri/Mon)	Grp Ax2 (Mon)
4	9/21-9/27	Teaching Your Diverse Students	TSS/CCRQ: 4 (Fri/Mon)	Grp Bx2 (Mon)
5	9/28-10/4	Student Life in School and Home	TSS/CCRQ: 5 (Fri/Mon)	Grp Cx2 (Mon) <b>Teacher Interview (9/30)</b>
6	10/5-10/11	Multicultural History of Am Education	TSS/CCRQ: 6 (Fri/Mon)	Grp Dx2 (Mon)
7	10/12-10/18	Philosophy of Education	F.A.T. City Video	Grp Ex2 (Wed) <b>Ed Philosophy (Draft 1)</b>
8	10/19-10/25	Including Inclusion F.A.T. City	TSS/CCRQ: 7 (Fri/Mon)	Grp Fx2 (Mon) <b>The Outsider Paper (10/21)</b>
9	10/26-11/1	Financing & Governing US Schools	TSS/CCRQ: 8 (Fri/Mon)	Grp Gx2 (Mon) <b>Class Obs Reports #1 &amp; 2 (10/26)</b>
10	11/2-11/8	School Law & Ethics	TSS/CCRQ: 9 (Fri/Mon)	Grp Hx2 (Mon) <b>Wiki Groups # 1 through 4</b>
11	11/9-11/15	Purpose/Reform of America's Schools	TSS/CCRQ: 10 (Fri/Mon)	Grp Ix2 (Mon) <b>Wiki Groups # 5 through 8</b>
12	11/16-11/22	Curriculum, Standards & Testing	TSS/CCRQ: 11 (Fri/Mon)	Grp Jx2 (Mon) <b>Wiki Groups # 9 through 12</b> <b>Class Obs Reports #3 &amp; 4 (11/16)</b>
13	11/23-11/29	<b>Catch-up and Holiday</b>		
14	11/30-12/6	Becoming an Effective Teacher	<b>Wiki Groups # 13 through 14</b>	
15	12/7-12/14	☺ LAST CLASS! ☺ Looking backwards...Looking forward	<b>Video Observation Hours Log (12/11)</b> <b>Philosophy Final Paper (12/11)</b>	

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

1. Weekly Online Focused Activities (WOFA) & Chapter Reading Responses..... 220 points
2. Hot Topics in Education..... 5 points
3. Interview of a Teacher..... 10 points
4. The Outsider..... 10 points
5. Contemporary Issues Research..... 20 points
6. Personal Philosophy of Schooling, Learning and Teaching..... 15 points
7. Classroom Observation Reports and Log (*must be completed to pass the course*)..... 20 points

\*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).

### Grading Standards

Grades will be determined by the total number of points earned divided by the total number of points possible (300) and follow the percentage (%) categories below. If you earn 280 of the 300 points possible you will have earned a 93% and a grade of A-. Please note that a minimum grade of C+ is required in EDUC 350 to qualify as a pre-requisite for admission to the Cal State San Marcos teacher credential program.

A = 95-100	A- = 90-94	B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72	D = 60-69	F = 0-59

### Final Exam Statement

There will be no final exam for this course.

### 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. 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*). 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.

In this section of EDUC 350, the following attendance policy will apply: As an online class, attendance is comprised of completing all assignments by the posted due date. Thus, your participation points will reflect timely submissions of all course activities.

### Policy on Late/Missed Work

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. 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).

## 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.

### **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 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.) As an online course, out-of-class time will total at least 45 hours per unit of credit.

### **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 Outsider, Philosophy Paper, and Classroom Observation Reports – as well as various other in-class writing assignments.

### **Course Format**

The format for this course will be remote, online (RO)



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

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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.

### **Contact Information for Technical Support Assistance**

Please visit the CSUSM Help Desk online at <https://www.csusm.edu/iits/iitsforyou/students.html>

### **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.

### **Class Participation, Professionalism, and Civility:**

Students will engage in student-centered learning and will be expected to actively participate in a timely manner. In particular, this fall semester brings heightened concerns related to COVID-19, the political climate, social unrest, financial hardships, online learning, and many other issues. It will therefore be especially important for all of us to be highly self-aware and self-monitoring to ensure that stress does not negatively influence the way we interact with others. It is the expectation that students' words and actions will be professional, collaborative, courteous and supportive at all times. Instances of a failure to display a civil disposition that violates our student code of conduct will be directed to the appropriate campus administrator.