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| Course & Section Nos. | EDUC 350 (901) |
| Course Title | Foundations of Teaching as a Profession |
| Class Roster No. | 23616 |
| Course Day(s) | W |
| Time | 5:30-8:30 PM |
| Course Location | Remote learning via Zoom with meeting ID: 895 8715 7643; passcode: 064960 |
| Semester / Year | Spring 2021 (15 class sessions): Jan 25-May 14, 2020 |
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| Office | University Hall 468C/Zoom Meetings |
| Office Hours | Only virtual meetings 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 sociological foundations of public education in the United States. This is not a class in *how* to teach; rather, it is a class in *why* we teach, and how the schools we have today 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

Course Details

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 will be able to articulate the nature of formal education in the United States and be able to assess their 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.

Fieldwork

In addition to in-class and online work, assigned readings and projects, students will participate in fifteen (15) hours of supervised fieldwork assignments in a variety of public-school settings. Details on the fieldwork 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, TB) 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.

NOTE: Forty-five hours of field experience in K-12 settings are required for admission to the credential program. If you took EDUC 364 and/or EDUC 422 previously, and they did not each include 15 hours of fieldwork, you will be required to complete the additional hours in this course so that you are ready to apply to the credential program. Any additional hours will not impact the number of field reports required.

Course Format

This section of EDUC 350 is categorized as "Hybrid" (Synchronous and asynchronous), meaning that some of the required work will be f2f via Zoom meetings on scheduled dates, and some will be online and on your own. The general calendar will be to have f2f Zoom meetings the first half of the class and online work on your own the second half as indicated on CC week-by-week calendar (for more detail, see CC calendar). On the calendar you will see that we will have some full, f2f Zoom sessions combined with online work. The purpose of this schedule is to provide some flexibility for independent learning. There will be no final exam and, instead, we may use that final session for Contemporary Issues Research group presentations.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or they 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December 1997).

In this course 901 section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade (use it only if you have an emergency). Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). **If you miss 3 or more class sessions without authorization from the instructor, you will receive an F.** Please note that all online sessions are included in this policy. If you do not complete all required parts of an online session in the allotted time, you will be marked absent for that session. Students having extenuating circumstances must contact the instructor as soon as possible. NOT unless you request permission for a just reason to miss class, you will be marked absent.

Credential Program Recommendations

As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying to credential programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only influence your course grade, but also indicate your readiness for the 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 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.

TEACHER CANDIDATE LEARNING OUTCOMES

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 require not only specific content knowledge and pedagogical skills, but also positive attitudes (dispositions) 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 monitor dispositional behaviors, and this will factor into the recommendation given to the admissions committee for CSUSM teacher education credential programs.

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 4200, and can be reached by phone at 760-750-4905, or TTY 760-750-4909, and by email at dss@csusm.edu. 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.

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 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 a prospective 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.

Necessary Technical Competency Required of Students

To complete course activities successfully, you need to use Cougar Courses (download course documents, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, and more). You need to use email effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, among others). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader), engage in collaboration and file sharing (such as Google Drive & Apps), and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

Always keep a digital copy of all assignments. All assignments will be submitted online, and some may be submitted in hard copy as well. Details are indicated online or will be given in class, as needed.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest and fastest way to do so. The instructor will respond to all received emails in a timely manner during customary working hours. Please be reminded that email and online 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. Consequently, please be mindful of all email and on-line discussion messages you send to your peers, 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:

- Do not send the electronic message just to avoid a face-to-face conversation.
- You should be willing and able to say face-to-face what the electronic message intends to convey.
- Take care that the message cannot be misconstrued.
- Take care that the message represents your highest professional self.

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 address any confusion.

Assignments and grading:

COURSE REQUIREMENTS

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| 1. Reading log | 10 points |
| 2. Current events in education (team presentation) | 5 points |
| 3. Interview of a teacher | 15 points |
| 4. The Outsider | 10 points |
| 5. Classroom observation reports (8 points the first two and 12 the second two) | 20 points |
| 6. Personal philosophy of schooling, learning, and teaching | 15 points |
| 7. Participation | 10 points |
| 8. Contemporary issues research (team presentation) | 15 points |
| TOTAL | 100% |

Each assignment is described in detail below.

1. Reading log (See work samples)

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; OR 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 (select one of the three). Before you submit, read the work sample logs. Entries should be one paragraph with an average of 400 words. Log entries for each week's class must be submitted via the Cougar Courses prior to class day, or before, 11:55 PM. See the CC weekly schedule for readings. The log will be graded holistically; this means that 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 before class, by 11:55 PM or before to mvargas@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

2. Current events in education (See work samples)

You will be assigned to a small group for a Current Events team presentation. In your group, the instructor will assign a date when your team will present a topic related to K-12 education. The topic 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.

This assignment will be graded as either 0 or 5 points for all team members; there is no partial credit. To earn 5 points, you must: (1) present a current event on the date you are assigned; and (2) engage in the group discussion before you present. The instructor will assign grades upon completion of your team presentation.

3. Interview of a teacher (See work samples)

In this assignment, you will interview a teacher and write a summary (1,000-1,200 words) of what you learned from such teacher. The purpose is to render a sketch so that your readers 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 high school classrooms. Suggested questions:

- 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 issues in education such as Common Core, Race To The Top, and evaluation systems 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 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 (For example, Sadker & Zittleman, p. 163).

Criteria for evaluation:

Exemplary papers include the following characteristics:

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

Note: The written report is due via the Cougar Courses site (Refer to date on Cougar Courses Weekly Schedule).

4. The Outsider (See work samples)

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 doing 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 because of gender, religion, looks, beliefs/interests, family situation, academic ability, and others. 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 include the following characteristics...

- Address the questions above in a thoughtful, analytical manner
- Integration of the assigned readings in the paper (For example, Sadker & Zittleman, p. 163).
- Correct grammar, syntax, correct spelling

The written report is due via the Cougar Courses site (Refer to date on Cougar Courses Weekly Schedule).

5. Classroom observation reports (4 in total) (See work samples)

This assignment is designed to help you understand better 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 in classrooms. This log must reflect a minimum of 15 hours spent in the various required 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. Check Cougar Courses for more information on fieldwork instructions. You must submit at least one written observation (1000 words) from each of the four types of school settings: Elementary, Middle, High, and Special Setting for a total of 4 reports. If you do

not complete the classroom observation hours, you will not pass this course.

Submit these via the Cougar Courses site as instructed on CC Weekly calendar. Turn in your Classroom Observation Record ([timesheet](#)) and Report Summary (distribution report) to Cougar Courses by, or before, May 7.

6. Personal philosophy of schooling, learning, and teaching (See work samples)

Write a paper (1,000-1,200 words) that explains your personal philosophy of schooling, learning, and teaching. Follow the subheadings 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 because of 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?

Nature of schooling

- Describe what you believe is the purpose of schooling in a democracy.
- How will you as a teacher help achieve this purpose?
- 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 in the Cougar Courses site. See Weekly calendar for specific date.

7. Participation

This course is designed for active learning during class sessions, both Zoom f2f and independently online work. In order for this course to succeed, for individuals and the whole group, students must come prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by, or before, May 7. The instructor will consider your self-assessment when assigning points for this assignment. Failure to submit it on time may result in a lower than 10 points participation grade. For this self-evaluation, answer each of the following questions in your written reflection:

- 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, other)?
- 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 peers’ opinions and that you are supportive of other people’s ideas?
- 6) How do you support your peers during their presentations?
- 7) How do you manage potential diversions (electronics, personal business, appointments, and others) 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 (See work samples)

Choose (1) an issue that interests you (from the topics given to you by the instructor) along with the team members assigned to you for Current Events. Research the issue and prepare a PowerPoint, or Prezi plus, oral report to share in class. The report should describe and analyze the issue in approximately 15 to 20 minutes. You will present in class on dates designated on CC Weekly Schedule. Your PP Presentation document will be made available for class peers in lieu of paper copies. You will be graded according to the rubric presented in class and on CC. Submit your document on the assigned date to your team.

Grading Standards

Grades for this course 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.

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| A = 93-100 | A– = 90-92 |
| B+ = 87-89 | B = 83–86 |

B- = 80-82 C+ = 77-79
C = 73-76 C- = 70-72
D = 60-69 F = 0-59

Teacher education is a professional-preparation program. It is expected 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 communicate their ideas to students, parents, colleagues, and administrators, effectively, writing that is original, clear, and error-free is a priority for the School of Education. It is expected work will be turned in on time. Points will be deducted if assignments are submitted late (no credit will be awarded if the assignment is late more than one week).

SCHEDULE/COURSE OUTLINE

See the Cougar Courses site for the week-by-week course outline, required preparation for class sessions, online class instructions, assignments, and due dates.