



EDEL 380: Teaching in a Democratic Society

Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Instructor: Dr. Jill Isbell

Phone: (562) 547-0966

Office Hours: Tuesday & Thursday 6:00-7:00 pm

Course: EDEL 380

Class Days/Times: Section 2: Tuesdays 7:00- 9:45pm
Section 4: Thursdays 7:00 – 9:45pm

Office: EED1-63

Email: jill.isbell@csulb.edu

Corequisite: EDSP 303

Term: Fall 2016

Class Location: Ed2-158

Course Description

Professional, historical, social, philosophical, legal, and political concepts and issues related to K-8 education in contemporary society. 45 hours structured fieldwork in approved elementary, self-contained classroom required.

Required prerequisite for admission to the Multiple Subject Credential Program. Letter grade only (A-F). Course fee may be required.

Course Goals/Student Learning Outcomes

The following Student Learning Outcomes (SLOs) are in alignment with the *California Standards for the Teaching Profession (CSTPs)* and the *Teaching Performance Expectations (TPEs)*, revised and adopted March, 2013).

Upon successful completion of the course, students will be:

SLO 1-Engaging & supporting all students in learning (CSTP 1; TPEs 4, 5, & 6):

- 1.1 Recognize theories of learning and teaching practices ranging from direct instruction to inquiry, being able to identify pedagogical circumstances in which various teaching approaches are most effective.
- 1.2 Describe major concepts and principles regarding the historical and contemporary purposes, roles, and functions of education in American society.
- 1.3 Analyze the major concepts, principles, and values necessary to create and sustain a just, democratic society, which provides for an equitable education for all.

SLO 2-Creating & maintaining effective environments for student learning (CSTP 2; TPEs 10 & 11):

- 2.1 Cite research regarding the social and cultural conditions of K-12 schools

(focusing particularly on K-8) and general elements of best practice.

2.2 Identify classroom routines that support student learning.

2.3 Demonstrate competence in using various aspects of technology to facilitate personal learning and/or teaching

SLO 3-Understanding & organizing subject matter for student learning (CSTP 3; TPE 1):

3.1 Identify programs for English learners and describe English learner rights and teacher responsibilities.

3-2 Identify programs for students with special needs and describe the students' rights and teacher responsibilities.

SLO 4-Planning instruction & designing learning experiences for all students (CSTP 4; TPEs 7, 8, 9):

4.1 Demonstrate significant experimentation of the role of teacher as facilitator of learning and assessor of developmental progress in academic content standards of at least one K-8 student (preferably an English learner) through tutorial work over an extended period of time in reading and/or mathematics in their SERVE fieldwork based upon the needs, background, and interests of the student.

SLO 5-Assessing student learning (CSTP 5; TPEs 2 & 3):

5.1 Students will describe various types and purposes of assessment.

SLO 6-Developing as a professional educator (CSTP 6; TPEs 12 & 13):

6.1 Identify personal meanings related to why they want to become a teacher, examining personal characteristics and beliefs, biases, subject matter knowledge, experiences, and goals which could affect their development as a teacher.

6.2 Demonstrate creativity, flexibility, responsibility, commitment to teaching, and the ability to communicate effectively with students and adults.

6.3 Relate course content to a real classroom/school through satisfactory completion of 45 hours of approved fieldwork including structured assignments

6.4 Demonstrate evidence of reading, analyzing, discussing, and evaluating professional literature pertaining to a variety of contemporary issues in California schools and classrooms.

Required Texts/Readings

Textbooks

Becoming a Teacher, Forrest W. Parkay, 9th or 10th Ed. ISBN-13 978-0134016092

The Teacher's Guide to Success, Ellen L. Kronowitz ISBN-13 978-0137050741

Other Readings (I will provide this article for you)

Kafka, J. (2016). "In Search of a Grand Narrative: The Turbulent History of Teaching" In *Handbook of Research on Teaching*, 5th edition. (Edited by Drew H. Gitomer and Courtney A. Bell). Washington, D.C: AERA.

Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Schedule

| Week | Class Dates | Class Topics | Readings, Assignments Due the Week After Assigned |
|------|-------------------|---|---|
| 1 | Aug. 23 & 25 | Theory: Preparing to Teach Practicum: CSULB Requirements; Course Requirements; SERVE coordinator to talk of requirements | Becoming a Teacher: Chapters 1-2 The Teacher's Guide to Success: Unit 1 (Chapters 1-4) Journal #1: Write a 1-2 page essay in which you describe why you have chosen teaching as a career, what you hope to accomplish as a teacher and how you view the role of a teacher. You will share this next week. This will later be revised and can be used as your personal statement of experiences and teaching goals for the MSCP application. |
| 2 | Aug. 30 & Sept. 1 | Share Journal Theory: Today's Teacher Practicum: Introduction to Teaching | Becoming a Teacher: Chapter 3 The Teacher's Guide to Success: Unit 2-3 Journal #2: Write 1-2 pages about your initial observations in your serve placement. Describe the classroom culture including the type of school/classroom, physical environment, student diversity, and general characteristics. |
| 3 | Sept. 6 & 8 | Theory: Today's Schools Practicum: Understanding Different Types of Classroom Management | Becoming a Teacher: Chapter 4 The Teacher's Guide to Success: Unit 4 Journal #3: Write 1-2 pages about your observations of classroom management including routines, rituals and rules. See Units 2-3 checklists |
| 4 | Sept. 13 & 15 | Theory: Philosophical Foundations of U.S. Education Practicum: Positive Discipline | Becoming a Teacher: Chapter 5 The Teacher's Guide to Success: Unit 5 (Chapters 21-22) Journal #4: Write 1-2 pages about your SERVE observations with positive classroom discipline. What kinds of positive rewards are utilized? How does the |

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| | | | discipline plan accommodate all students? How does the classroom environment promote good classroom management? See Unit 4 checklist. |
| 5 | Sept. 20 & 22 | Theory: Historical Foundations of U.S. Education Practicum: Planning and Organizing Subject Matter; Writing a Lesson Plan | Becoming a Teacher: Chapter 7 The Teacher's Guide to Success: Unit 5 (Chapter 23-24) Journal #5: Write a lesson plan in the style of Madeleine Hunter. Include the 7 stages. We will share these next week. |
| 6 | Sept. 27 & 29 | Theory: Ethical and Legal Issues in U.S. Education Practicum: Lesson Planning Continued | Becoming a Teacher: Chapter 8 The Teacher's Guide to Success: Unit 6 (Chapters 25-26) Journal #6: Write 1-2 pages about your SERVE observations of lesson planning. How does the classroom teacher organize the plan book? Describe how the teacher takes individual differences into account when executing the lesson plan. If there is a classroom aide, parent, or behavioral aide, describe their role in the classroom and what the teacher prepared for them. |
| 7 | Oct. 4 & 6 | Theory: Today's Students Practicum: Engaging All Learners <ul style="list-style-type: none"> • Communicating Positive Expectations • Research-based Strategies | Becoming a Teacher: Chapter 9 The Teacher's Guide to Success: Unit 6 (Chapters 28 & 29) Journal #7: Write 1-2 pages about your SERVE observations of research-based teaching strategies. Note what strategies were used, how the strategies engaged all students; and, how the strategies facilitated student understanding. See Ch 26 for ideas. |
| 8 | Oct. 11 & 13 | Theory: Addressing Learner's Individual Needs Practicum: Engaging All Learners Continued <ul style="list-style-type: none"> • Differentiating Instruction • Effective Strategies for English Language Learners | Becoming a Teacher: Chapter 10 The Teacher's Guide to Success: Unit 6 (Chapters 27) Journal #8: Write 1-2 pages from your SERVE observations about how the classroom teacher differentiates instruction. Provide a few examples. How has the teacher met the individual needs of English Language Learners and students with special needs? |
| 9 | Oct. 18 & 20 | Theory: Creating a Community of Learners | Becoming a Teacher: Chapter 11 |

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| | | <p>Practicum: Engaging All Learners Continued</p> <ul style="list-style-type: none"> • Cooperative Learning Groups | <p>The Teacher's Guide to Success: Unit 7 (Chapters 30 & 31)</p> <p>Journal #9: Write 1-2 pages about your observations in your SERVE placement regarding cooperative learning in the classroom. When was it used? Describe what you noticed when students work together. Make sure to note how the teacher organized the routines around cooperative learning activities.</p> |
| 10 | Oct. 25 & 27 | <p>Theory: Curriculum Standards, Assessment, and Student Learning</p> <p>Practicum: Assessing and Communicating Student Progress</p> <ul style="list-style-type: none"> • Assessing Student Performance • Assessing Student Interests and Attitudes | <p>Becoming a Teacher: Chapter 12</p> <p>The Teacher's Guide to Success: Unit 7(Chapters 32-34)</p> <p>Journal #10: Write 1-2 pages based on your SERVE observations about how the classroom teacher assesses the students. Find one example of how the teacher uses authentic assessments to rate a student's progress. What kind of feedback does the child receive? How does the classroom teacher assess the students' interests and attitudes? Does the teacher utilize whole group responses? Which ones did you observe?</p> |
| 11 | Nov. 1 & 3 | <p>Theory: Integrating Technology into Teaching</p> <p>Practicum: Assessing and Communicating Student Progress Continued</p> <ul style="list-style-type: none"> • Paperwork and Grading • Preparing Students for Standardized Testing • Parental/Guardian Support and Communication | <p>Becoming a Teacher: Chapter 13</p> <p>The Teacher's Guide to Success: Unit 8</p> <p>Journal #11: Discuss the following with your SERVE classroom teacher and write a 1-2 page reflection:</p> <ul style="list-style-type: none"> • How he/she prepares students for standardized tests. • How he/she keeps up with paperwork, homework, and grading • How he/she communicates with parents or guardians |
| 12 | Nov. 8 & 10 | <p>Theory: Becoming a Professional Teacher</p> <p>Practicum: A Professional Life in Balance</p> <ul style="list-style-type: none"> • Reflective Practice • Establishing Relationships with Administrators | <p>Work on Final Paper</p> |

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| | | and Colleagues • Professional Opportunities | |
| 13 | Nov. 15 & 17 NO CLASS MEETING | Partner Observation: Meet with classroom partner from an alternate grade level to discuss your SERVE observations | Journal #12: Based on what you have learned from your alternate grade level partner, write 1-2 pages describing key differences in grade level classroom routines, management, positive discipline, differentiating instruction, and cooperative learning. |
| | Nov. 22 & 24 | Happy Thanksgiving! NO CLASS | |
| 14 | Nov. 29 & Dec. 1 | Using Graphic Organizers: An Introduction | Journal #13: Reflect back to week one of class. Rewrite/revise your personal statement of experiences and teaching goals for the MSCP application. Include both in your completed journal. |
| 15 | Dec. 6 & 8 | RESEARCH PAPER DUE! Share Research Papers Questioning Strategies to Develop Higher Level Thinking | Journal: Complete and revise entries |
| Final Exam | Dec. 13 & 15 | Share Research Papers | Journal Due |

Course Policies and Requirements

Class Attendance, preparation, active participation: Your thoughtful participation is essential to the class and to your learning. The more energy you are willing to put in to the readings, writing, thinking and discussing, the more we can all learn from one another and the more valuable the experience will be for you. Complete reading and writing assignments for each class and be prepared to contribute to small group and whole class activities and discussions.

Written Work: All written work should be typed, double spaced and edited carefully. Assignments are due on the dates listed unless altered in class. They may be sent to me through Beachboard Dropbox or printed and handed to me in class. Late assignments will be marked down two points for each day of lateness unless you have negotiated a different due date because of special circumstances (e.g. serious illness).

Graded work includes:

Weekly journal entry: based on class discussion, readings, and reflection on your SERVE placement. (2 points each, except Journal #12 worth 6 points). See above Course Schedule for weekly topics.

Final Paper: 8-10 pages long, that includes about 10 references. You may write about any topic that is covered in the class and do a thorough job of research into the issue. You are encouraged to relate what you research into what it means for key education topic today. (Paper: 25 pts.; Oral Presentation 5 pts.)

SERVE Field Work: In addition to the class seminar, you will spend 45 hours in a classroom placement which serves as a laboratory for the course. You are expected to visit your classroom throughout the semester taking on the role of participant/observer. Being a participant/observer means watching and listening carefully, asking questions, taking notes, trying to make sense of what is going on. The syllabus identifies a focus for your weekly observations but you should also let your own questions guide your observations and note taking. The classroom is the setting for your Journal, which is a major project for this course. Remember that you are a guest in the classroom. Dress and act professionally. Always notify the school and teacher if you will be late or absent. An incomplete grade may be assigned if the full 45 hours are not completed.

Grading Policy

Evaluation Method

| Assignment | Points | Weight |
|---|--------|--------|
| Class Attendance and Participation; Quizzes | 15 | 15% |
| Journal | 30 | 30% |
| Final Paper | 30 | 30% |
| Field Work; SERVE placement; 45 hours | 25 | 25% |

Course Grading Scale

| Percent Range | Letter Grade |
|---------------|--------------|
| 90 – 100% | A |
| 89 – 80% | B |
| 79 – 70% | C |
| 69 – 65% | D |
| Below 64% | F |

Communication Policy

I have regular office hours on Tuesdays from 6:00-7:00pm and Thursdays from 6:00-7:00pm in EED1-63. You can also email me at Jill.Isbell@csulb.edu.

Late work/Make-up policy

Late assignments will be marked down two points for each day of lateness unless you have negotiated a different due date because of special circumstances (e.g. serious illness).

Plagiarism/Academic Integrity Policy

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for

withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the the [CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy.

Attendance Policy

Students are expected to attend classes regularly. Please refer to and get familiar with the [CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form - http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Inform me of Any Accommodations Needed

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their [website - http://www.csulb.edu/divisions/students/dss/](http://www.csulb.edu/divisions/students/dss/) or contact them via email at dss@csulb.edu or by phone at (562) 985-4635.