

**CALIFORNIA STATE UNIVERSITY- BAKERSFIELD
SCHOOL OF EDUCATION**

FOUNDATIONS OF SECONDARY EDUCATION

EDSE 501 WINTER 2009 CRN- 11248 5 credits Thursdays 4:35-8:45 P.M. Ed. Building 129

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**THE SCHOOL OF EDUCATION THEME
Excellence ~Integrity ~ Caring**

CANDIDATE DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

COURSE DESCRIPTION AND OBJECTIVES

EDSE 501 is a general introduction to American Education and the Teaching profession for students in the Single Subject/Secondary Credential Program. It focuses on the foundations of education, including the knowledge and skills necessary to become a successful teacher/facilitator. It examines personal reasons for wanting to teach. Other main topics include basic educational philosophies, legal and ethical issues in education, teaching as a profession, the study of current educational trends and conditions, the role of technology, and “teaching as an art and science.”

COURSE OBJECTIVES & CCTC PROGRAM STANDARDS

The following objectives are coded to the domains to which they pertain: C = Cognitive; A = Affective; S = Social; and P = Psychomotor. References to CCTC (California Commission on Teacher Credentialing (Single Subject Program Standards) are noted in the second set of parentheses. Student Candidates should develop the ability to:

1. Analyze and assess her/hers personal cultural values, needs, goals, views of diversity, strengths and weaknesses as they relate to the professional teacher and to today’s diverse classrooms. **(C, A, S) (Standards 12)**
2. Identify and understand the purposes and curricula of American Education as it relates to our complex social and culturally diverse settings. **(C, S) (Standards 13)**
3. Understand the nature of culture, ways teachers can learn about their students’ cultures and how teachers can use cultural knowledge in their instruction, e.g., SDAIE (Specially Designed Academic Instruction in English). **(C, S, A) (CLAD Domain # 3) (Standards 13)**
4. Acquire an overview understanding of the organization, control and support resources of public education, as well as the use of educational ideas and research. **(C, S) (Stds 11, 12)**
5. Demonstrate an awareness of and sensitivity to the socio-cultural differences between students and communities, and thereby make appropriate adjustments to curricular and instructional decisions. **(S) (Stds 11, 12, 13 and CLAD Domain #3)**

REQUIRED TEXTBOOK

Parkay, Forest W. and Stanford, Beverly Hardcastle. *Becoming a Teacher: My Lab School Version* (2007) 7th ed. Allyn & Bacon. ISBN 0-205-457800

SUGGESTED TEXTBOOK

Banks, James A. and McGee Banks, Cherry A (editors). *Multicultural Education: Issues and Perspectives*. (2004) 5th ed. Hoboken, NJ. ISBN 0-471-14982-9

PARTICIPANT RESPONSIBILITIES

REGULAR PARTICIPATION is required of all teacher candidates. All assignments are due when scheduled unless prior arrangements have been made with the instructor.

WRITTEN ASSIGNMENTS- Please type and double-space, using a 12 font size with headings: full name, course number, assignment name and title and date.

FEEDBACK- Graded assignments will normally be returned within a week of being submitted.

TENTATIVE COURSE ASSIGNMENTS/ACTIVITIES

INDIVIDUAL ASSIGNMENTS - 80 POINTS

	POINTS	DUE DATE
# 1. Reasons for Becoming a Teacher	10	1/22
# 2. Watch a contemporary “teacher” movie and written report	5	1/29
# 3. Description of school(s) attended paper	10	2/5
# 4. Personal Philosophy of Education Paper	15	2/28
# 5. Classroom observation and written report	10	3/5
OR		
# 6. Teacher interview and written report	10	3/5
# 7. Write brief chapter <i>reviews of Parkay</i>	10	3/12
# 8. Weekly participation	10	weekly

DESCRIPTION OF INDIVIDUAL ASSIGNMENTS -

1. **Reasons for Becoming a Teacher-** Answer such questions as Who?, What?, When?, etc. to analyze the forces that have influenced you to choose the teaching profession for your career. Include results of *Why I Want to Teach Survey*. (700 words).
2. **Watch a movie,** e.g., *The Ron Clark Story, Freedom Writers, Dangerous Minds, Stand & Deliver* etc., and write a one-page response. What are the strengths and weaknesses of the teacher? What are his/her students like? What is the culture and ambiance of the school, etc.?
3. **Describe the schools** you have attended using Parkay’s descriptions of schools on pages 123-128. What was the cultural of these schools? What were the written & unwritten rules, etc.? (700 words)
4. **Personal Philosophy of Education paper** –
Write a paper that incorporates your views of education: (1,250 words) 2 points
 - Identify the goals of education, the process of education, and your role as a teacher in the overall content of education. Identify your preferred learning and teaching style?
 - In what sense is teaching both an art and a science? 3 points
 - What is the role of student-centered instruction? In what way is a teacher a *facilitator*? 3 points
 - What are some characteristics of effective teachers? 3 points
 - Include at least two *references* from our texts and two *references* from pertinent articles. 2 points
 - Include with which of the 5 philosophical orientations to teaching you identify. (Parkay) 2 points

5. **Classroom observation and written report-** Observe a teacher in a professional classroom setting and use the Classroom Observation form to write a two-page report.
COMPLETE # 5 OR #6
6. **Interview** a professional educator and write a two-page report. Use the Teacher Interview form.
7. Write brief **chapter reviews** of Parkay. For example, “This chapter focused on ...” Or, “I was surprised to read in this chapter that...” “The most important thing I learned was...”
8. **Weekly participation-** Attend each complete session as scheduled by the instructor.
Each student is responsible for information covered in assigned readings, class lectures, handouts, in-class discussions and activities, and any changes to course assignments.
A brief five to ten minute quiz will be given each class session based on that week’s textbook reading or class session. This work will be immediately graded and recorded. No make ups will be recorded.

DESCRIPTION OF GROUP ASSIGNMENTS - 20 POINTS	POINTS	DUE DATE
# 9. Current Trends in Education PPT Presentation	10	2/12 & 2/19
# 10. Crucial Issue in Education and PPT Presentation	10	3/5 & 3/12

DESCRIPTION OF GROUP ASSIGNMENTS-

9. **Current Trends in Education PPT Presentation**
The class will be divided into groups of four. Each group will identify a current trend in education to present to the class in the form of a 15 minute Powerpoint presentation. Suggested topics may be chosen from The Top Ten Educational Trends in America Today. Lynne S Dumas. Family PC 7.5 (May 2000) (Parental Involvement, Distance Learning, Technology, School Safety, etc.)
10. **Crucial Issue in Education and PPT Presentation -**
The class will be divided into groups. Each group will identify a crucial issue in contemporary education, e.g., school vouchers, standardized testing, school violence, school finance, school leadership (administration vs. teacher controlled), etc.
 - Use a pros/cons approach to analyze the issue.
 - Develop a 15 minute Power point presentation and a two to three paper written description of your presentation.
 - Prepare five questions for other students to answer or discuss. *What change(s) are needed to help resolve this problem, implement a change, etc?*
 - Write a two page description of your presentation.

DIFFICULTIES WITH WRITTEN ASSIGNMENTS?

Students who are experiencing difficulties with written English grammar, syntax, etc. are encouraged to use APA PERRLA before submitting written assignments; one-time fee of \$24.95. perrla.com

Grading System: A = 95-100 pts. A- = 90-94 pts. B+ = 87-89 pts.
B = 83-86 pts. B- = 80-82 pts. C+ = 77-79 pts.

DATE	TENTATIVE SCHEDULE/ ACTIVITIES	READING
1/8	Receive syllabus - Group formation; groups begin to plan group assignments - Take "Reasons Why People Teach Survey."	Read Parkay Ch.1
1/15	What are the challenges of teaching? - What is teaching really like? - How do good teachers view their work? - What essential knowledge do you need to teach? - The teacher knowledge base - Preparing for a successful classroom observation - What determines your educational philosophy? - Five modern philosophical orientations to teaching - A short history of American education	Read Parkay Ch. 2 Parkay Ch. 3
1/22	Social Realities Confronting Today's Schools	Parkay Ch. 4-5
1/29	Characteristics of successful schools - Funding and community and resources for public schools - Ethical and legal issues in education	Parkay Ch. 5 Parkay Ch. 6
2/5	Teaching diverse learners - The language – culture connection - Multicultural Ed. - unifying or divisive? Multicultural Ed. lesson planning	Parkay Ch. 7 Banks Ch. 1
2/12	- Addressing individual learner's needs - Piaget's, Erikson's & Kohlberg's models of development - Mainstreaming the inclusive classroom - Teaching as an art and science	Parkay Ch. 8 Banks Ch. 2
2/19	- Creating cultural congruence in your classroom - Creating a positive learning environment & Keys to successful classroom management - Characteristics of high-impact & low- impact teachers	Parkay Ch 9 & Banks Ch. 10-1- 4
2/26	Effective use of technology in your classroom - Educational research in the classroom & The teacher's role in educational reform - Preparing for your first teaching position - Educational Trends Presentations	Parkay Ch. 10-11 SOCIs
3/5	- Teachers as Educational Leaders - Preparing for your first teaching assignment	Parkay Ch. 12 Parkay Ch. 13
3/12	- <i>Crucial Issue</i> Powerpoint presentations 7 wrap up	

ALL ASSIGNMENTS ARE DUE. COURSE PRESENTATIONS REPLACE FINAL EXAM.

Gary D. Christiansen, Instructor

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INSTRUCTOR QUALIFICATIONS

Mr. Christiansen has been active in various fields of education for over 40 years and has taught foreign languages and English Language Development at the high school and adult school levels for

twenty-four years. He holds a B.A. in French and Spanish from the U. of Wisconsin-Madison, a Master of Divinity from Garrett-Evangelical Theological Seminary and a Master of Arts in Educational Administration from California State University- Bakersfield.

He has been a lecturer in the Advanced Educational Studies Department program at CSU-Bakersfield since 1997 and was a Secondary Education Intern Supervisor from 2000-2005. He teaches Culturally & Linguistically Diverse students daily and is very aware of the economic, political, and educational issues influencing their lives.

ACCOMODATIONS FOR DISABILITIES

Bakersfield Participants-- To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Antelope Valley participants- To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours so we can discuss the specific accommodations that you might need in this class.

HONESTY POLICY

There are certain forms of conduct that violate the university's policy of academic integrity. **ACADEMIC DISHONESTY (CHEATING)** is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the **SUBMISSION OF THE SAME, OR ESSENTIALLY THE SAME, PAPER** or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

ATTENDANCE POLICY

Regular attendance and participation are required of all candidates in this professional preparation program. A professional attitude, including punctuality and attendance at all sessions, are requirements. All assignments are due when scheduled unless prior arrangements have been made with the instructor. In the event of an absence, an assignment must be submitted by the scheduled date.