

CALIFORNIA STATE UNIVERSITY, FULLERTON  
College of Education  
**Secondary Education Department**  
**EDSC 310 The Teaching Experience**  
**Spring 2022**

Location: CP 125

Day and Time: Tuesdays 10am – 12:45pm

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Office hours: Wednesdays 8 -10am & Fridays 8 - 9am & 11:45am - 12:45pm


Technical support: (657) 278-8888

[StudentITHelpDesk@fullerton.edu](mailto:StudentITHelpDesk@fullerton.edu)

<http://www.fullerton.edu/it/students/helpdesk/index.php>

Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

Table 1: Education Unit Conceptual Framework

<p style="text-align: center;"><b>EDUCATION UNIT CONCEPTUAL FRAMEWORK</b></p>  <p><b>Mission</b> The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</p> <p><b>Program Outcomes and Indicators</b> After successful completion of a program of study, our credential recipients and program graduates are:</p> <ol style="list-style-type: none"><li><b>1. Knowledgeable and Competent Specialists who</b><ol style="list-style-type: none"><li>a) demonstrate a strong foundation of knowledge</li><li>b) implement effective practice</li><li>c) use current technologies for teaching and learning</li></ol></li><li><b>2. Reflective and Responsive Practitioners who</b><ol style="list-style-type: none"><li>a) advance just, equitable, and inclusive education</li><li>b) make informed decisions</li><li>c) participate in collaborative endeavors</li><li>d) think critically and creatively</li></ol></li><li><b>3. Committed and Caring Professionals who</b><ol style="list-style-type: none"><li>a) demonstrate leadership potential</li><li>b) maintain professional and ethical standards</li><li>c) engage in continuous improvement</li></ol></li></ol>
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## COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

Cal State Fullerton has identified multiple measures to help reduce the risk of infection from COVID-19. These measures are based upon guidance established by the California Department of Public Health along with local health authorities and agencies. We are able to reduce the risk of spreading coronavirus by taking precautions like requiring face coverings while you are in this class and throughout your time on campus and washing and/or sanitizing your hands regularly.

Please review *President's Directive No. 22: Mitigation Measures and Guidelines*, which details the expectations for students regarding these health and safety precautions.

Prior to arriving on campus and before entering class, you should conduct a personal health screening and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me. CSUF requests that any student who tests positive for COVID-19 or becomes aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID-19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form on CSUF's Titans Return website, [coronavirus.fullerton.edu](http://coronavirus.fullerton.edu).

If you require Americans with Disabilities Act (ADA) access for this course or other courses, please contact Disability Support Services.

I will work with you to address any COVID-19 related impact to your participation in and completion of this course. If you have any questions or concerns about this information, please let me know or contact the Dean of Students Office at [deanofstudents@fullerton.edu](mailto:deanofstudents@fullerton.edu)."

### President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Updated January 18, 2022

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

## **RECORDING**

**When Zoom is used to conduct class, classes may be recorded in Zoom. Zoom holds the recording for 14 days before deletion.**

## **VETERAN & MILITARY SERVICES STATEMENT:**

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the VRC website at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail [veterans@fullerton.edu](mailto:veterans@fullerton.edu); or stop by Gordon Hall, Room 244

## **COLLEGE OF EDUCATION STRATEGIC GOALS**

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

Spiritual, Religious, and/or Cultural Holidays

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

### **PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

### **COURSE DESCRIPTION**

3 units. History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents.

This course requires 45 observation hours in a combination of middle school and a high school. All 45 hours of the fieldwork must be complete to pass the course. The student is responsible for setting up these observations. If you do not have the time or availability to complete this fieldwork at this time, we strongly recommend you take the course when it is more convenient for you. Please contact the course instructor for more information.

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## **STUDENT LEARNING GOALS AND RELATED OBJECTIVES**

This section presents the course's student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

The overall objective of *The Teaching Experience: Participation* is to provide students with an overview of teaching as a profession. Through observations, readings, and open-ended inquiry, students will reflect on various topics/issues as they gain a comprehensive view of present-day education. Major emphasis will be placed on allowing students to clarify their own reasons for wanting to teach, identify their attitudes about teaching, and identify their personal goals for their future teaching careers.

### **During the course the students will:**

1. explore various teaching experiences and observe educational processes within a classroom;
2. observe the teaching of reading, English learners and special populations in school settings;
3. report on observations in subject specific classrooms and at a school board meeting;
4. clarify their reasons for wanting to teach and identify their attitudes about teaching;
5. establish their goals for their own teaching careers;
6. discuss pedagogical practices of effective teaching;
7. describe ways in which schools have been organized in the past, are organized at the present time, and will be restructured in the future;
8. identify and discuss current issues in education;
9. familiarize themselves with subject area content standards;
10. investigate the current accountability movement in American education; and familiarize themselves with the admission and program requirements of the Single Subject Credential Program at CSUF including TPEs and TPAs.

## **ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS**

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

## **REQUIRED TEXT**

1. Ryan, K. & Cooper, J.M., Bolick C.M, Callahan C. (2022). *Those who can, teach. 15<sup>th</sup> edition*. Cengage Learning Inc., 200 Pier 4 Blvd. Boston, MA 02210

## **OTHER REQUIRED MATERIALS**

You will need a microphone for this course. Check to see if your computer has an internal microphone. If it does not, you will need to acquire an external microphone.

## **IMPORTANT UNIVERSITY INFORMATION**

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

## **RESPONSE TIME**

Usually within 48 hours, except weekends.

## **COURSE COMMUNICATION**

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course.

## **GRADING POLICY AND GRADING STANDARDS FOR THE COURSE**

This course is letter grade only - A, B, C, D, F. *A grade of C or better is required to pass the course and an average GPA of 3.0 is required across the prerequisite courses (EDSC 310, 320, 330 & 340) for admission to the Single Subject Credential Program.*

The grade breakdown is:

90-100% = A

80 – 89% = B

70 - 79% = C

60 - 69% = D

59% and below = F

## **ASSIGNMENT SUBMISSION POLICY**

Most assignments and forms are due at the end of the week for which they are assigned and must be submitted through Canvas. Assignments must be typed into the form/template provided. Handwritten assignments will not be accepted. Assignments will not be accepted as attachments to email unless authorized by the instructor.

## **ATTENDANCE POLICY**

Student presence in the course is **mandatory** for each scheduled class. Student presence will also be demonstrated through timely completion of online activities. Students who do not complete online activities during the weeks they are assigned will be considered absent for that week and will not receive credit for the incomplete activities.

## **LATE ASSIGNMENTS**

Late assignments are strongly discouraged. If you will submit an assignment late, please email the instructor to inform him that the assignment will be late. Due to the nature of this course in that a couple of assignments completion times is not predictable (Certificate of Clearance and

Observation requirement) some **Instructor approved** late work on the above two assignments will be accepted up to the end of the course. So, **the answer to Syllabus Quiz number 7** on your is “Late work will be accepted up to the end of the course”.

## **EXTRA CREDIT OPTIONS**

There are no extra-credit options for this course.

## **ACADEMIC HONESTY**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Academic dishonesty will not be tolerated. Instructor will follow all protocols of the university regarding academic dishonesty up to and including dismissal from the course.

## **MAJOR ASSIGNMENT DESCRIPTIONS**

1. 45 hours of observation at a combination of 1) high school and 2) middle/intermediate/jr. high school
2. Syllabus and Chapter Quizzes (10 points each)
3. Admission Requirements Questionnaire
4. Students with Special Needs Presentation - Narrated
5. Philosophy of Education Presentation – Narrated
6. Classroom Observation Report #1
7. Classroom Observation Report #2
8. School Board Meeting Report
9. Certificate of Clearance (Strongly Encouraged and Needed to Apply to the SSCP)
10. Mandated Reporter Training
11. Class Discussions and Activities

Other assignments may be required. Students are required to study the syllabus for the course to become familiar with the mission of the college of Education and department of Secondary Education; support services offered by the university; policies and guidelines of the California Commission on Teacher Credentialing; course objectives and learning goals; and course expectations and assignments. The *Syllabus Quiz* is an activity that targets specific areas of importance in the course and brings them to the attention of the students. Students are expected to demonstrate knowledge of the course expectations, objectives, learning goals, procedures and course assignments.

### **45 Hours of observations**

You will arrange observations at a Combination of high school & middle/intermediate/jr. high schools. Details for this assignment are in Canvas and will be discussed in class. You should arrange for your observations as soon as possible, however, **\*you will need a TB Clearance, Certificate of Clearance, and Release of Liability submitted to your Instructor for your observations.**

### **Credential Program Overview Questionnaire**

Students watch and listen to the single subject credential program overview presentation and complete a credential program questionnaire to display knowledge of the program and admission requirements.

### Supporting Students with Special Needs Presentation

Students create a narrated presentation on Strategies to Support Students with Special Needs. The presentation must be 6-8 slides in length and be narrated by the student.

### Philosophy of Education Presentation

Students reflect on their personal philosophy of education. Students create a presentation where they address the purpose of education, the role of the student, the role of the teacher, beliefs about how students learn, and the types of instructional strategies are most beneficial to students.

### Classroom Observation Reports

Two fieldwork observation reports are due as part of the fieldwork requirement. Each report should be based on an excellent and comprehensive lesson observed during the fieldwork experience. Each report requires a description of the classroom environment, lesson content and standards, teacher instructional strategies, student activities, formative and summative assessments, teaching performance expectations, classroom management procedures, philosophy of education indicators, and personal reflection on the observation experience. Students are expected to demonstrate a basic understanding of educational pedagogy.

### School Board Meeting Report

Part of the observation requirement is to attend a district school board meeting. This may be done online. Students will report on the proceedings of the meeting including current issues facing the board and community, special presentations and board decisions, and public comments. Students will be asked to reflect on their experience at the meeting. Students are expected to demonstrate an understanding of the governing process of local school boards and the impact they have on schools within their domain.

### Verification of Fieldwork Form

Students must document all fieldwork observation hours both in the classroom and in miscellaneous activities on the Verification of Fieldwork Form. Each section of the form needs to be signed by appropriate school personnel as indicated.

### *Mandated Reporter Training*

Students complete the Child Abuse Mandated Reporter Training for California. Students can access the training at <http://educators.mandatedreporterca.com/default.htm>. A certificate of completion is awarded at the end of the training. Students will submit a screenshot, scan, or PDF of the certificate as verification of training completion.

### *Discussions and Activities*

At the end of each lesson, students will be asked to reflect on what they have learned. Students are asked to respond to a discussion prompt or complete a structured activity and are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required readings and activities and demonstrate critical-thinking and reflection on the assigned topic.

## **POLICY ON RETENTION OF STUDENT WORK**



Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

## **TECHNICAL REQUIREMENTS**

Students are expected to

1. Have basic computer competency which includes:
  - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
  - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
  - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
  - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

### **Software for Students** (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

### **Canvas**

As a registered student you are enrolled in Canvas. You may access Canvas for this class by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email [StudentITHelpDesk@fullerton.edu](mailto:StudentITHelpDesk@fullerton.edu). Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

## **TENTATIVE SCHEDULE**

### **Week 1,**

Course Introduction

**Week 2,**

The Single Subject Credential Program at CSUF

**Week 3**

Why Teach?

**Week 4**

Students and Curriculum

**Week 5**

Students with Special Needs

**Week 6**

English learners/Standards

**Week 7**

School Governance

**Week 8**

School Funding and Assessment

**Week 9**

School Boards – Local, County, State, Federal Department of Education

**Week 10**

Accountability

**Week 11**

History of Schooling

**Week 12**

Effective Teaching

**Week 13**

Philosophies of Education

**Week 14**

Morals, Ethics, Law

**Week 15**

School Reform Efforts

**Classroom Emergency Preparedness Guide**

Information provided by the University Police Emergency Management Coordinator

**Emergency Preparedness for:** EDSC 310

**On the first day of every semester:**

- Know the emergency exits and evacuation areas for every classroom.

*Updated January 18, 2022*

- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

### **Emergency Communication**

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

### **Evacuations – Drills or Real**

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

**For this class, the closest 2 exits are:** Exit on the east or west side of our College Park (CP) classroom and proceed to evacuation area, the parking lot, just south of our CP building.

**We will meet at:** Evacuation Area, parkig lot, south of the CP building.

### **Earthquake**

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

### **Fire**

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

### **Shelter in Place or Dangerous Situation**

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all-clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

**When you need help Immediately or to report a dangerous situation, CALL 911.**

University Police non-emergency line: 657-278-2515

### **For more information**

Ask your instructor, or go to [Campus Preparedness website](#)