

California State University Stanislaus
School of Education – Department of Liberal Studies

Liberal Studies 4960

Fall, 2011

Wednesdays – 8:00 AM to 10:30 AM in C-234

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Course Information

Course Description:

This integrative course provides students with a chance to reflect on the nature and extent of their liberal arts education. Students will be required to demonstrate both their ability to integrate studies across disciplines as well as their competencies within those disciplines. This course addresses the California Commission on Teacher Credentialing Standard 6: Assessment of Subject Matter Competence. It also provides the opportunity for senior Liberal Studies majors to demonstrate their learning and growth, and to reflect on their educational experiences and their futures as teaching professionals. Competency in all subject matter areas is required to pass this course.

Prerequisites:

Successful completion of LIBS 3000, Successful completion of Subject Matter Courses or CSET exams.

Course Texts:

Cliffs Test Prep CSET Multiple Subjects by Jerry Bobrow, PhD, Stephen Fisher, MA, Wiley Publishing, Inc. Copyright 2010. All 6 California Content Standards: <http://www.cde.ca.gov> or at the CSU Stanislaus Library Reserve Desk.

Learning objectives:

Through this course, students will...

- Demonstrate subject matter competency
- Demonstrate the ability to analyze and synthesize information that connects two or more subject matter areas
- Demonstrate information gathering and research skills by utilizing multiple print and electronic sources in preparation for oral and written work.
- Apply proper supporting materials and adequate detail for clarification of ideas in oral and written presentations
- Demonstrate effective oral presentation skills, including skill in creating and appropriate use of multimedia aids and appropriate language
- Demonstrate effective interviewing skills

Course Requirements:

- I expect that all work you submit will be your own. Your name on an assignment is taken as assurance that the work in that assignment reflects your own thoughts and study, and was produced without assistance. When you use another's ideas or words (as when you quote from an article or the textbook), you must acknowledge your source. Any form of academic dishonesty will not be tolerated, and will mean an immediate 0 on the assignment.
- Assignments are due on Sundays (before midnight) as indicated on the weekly schedule. All assignments must be turned via blackboard as MS Word attachments. No hardcopies and no emailed assignments will be accepted.
- Late work is not accepted
- Part of your semester grade will be based on your participation in class. Participation includes being prepared for class, careful listening, and engagement in the subject. In order to participate, you must be here, so attendance is required. Absence for any reason will lower your attendance grade. Tardy students and those leaving class early will lose attendance credit. I expect you to be on time and present for the entire class. On days when you meet in groups, if you are absent you must arrange an alternate meeting time with your group members. Attendance on presentation days is mandatory; it is important that you be present to serve as an involved audience and evaluate your classmates.
- Exit survey: Midway through the semester, you will be invited to complete an online survey on the Liberal Studies program as a whole. Your response will be anonymous, and only reported to the department in aggregate (that is, all the responses together). I will receive a list of those who completed the survey; you will receive 10 extra credit points for doing so. The information we gather will be used to evaluate the effectiveness of the Liberal Studies program.

Major assignments

Integrated oral presentation project: Having completed subject matter area courses, you are well prepared to work on a research project integrating these subjects. You will work in pairs. Together you will select and present (25-35 minutes) on a topic **appropriate for a college level audience**, approved by the instructor, that includes integration of two or more subject areas.

Mock interview: Each student will complete a 15-20 minute mock interview for an elementary school teaching position. The interview will be conducted by the instructor and other students. In preparation for the Oral Defense, students should review the Content Standards for California Public Schools, their own coursework, and their personal and professional development. The instructor will choose from a list of 50 questions and ask questions accordingly. Student observers will be part of your interview panel and will consist of half of the class. Students must also develop a "letter of application" and an updated curriculum vitae/resume. Students will participate in evaluation and feedback of class interviews as well as question development. Students will be given an Interview Evaluation Form to be submitted to the Credential Program at CSUS. This form will be signed by the LIBS 4960 instructor and will waive the interview required to admittance to the Multiple Subject Credential Program. This

form will not suffice for the Exceptional Children and Youth Credential Program, or the Credential Program at any other school.

Subject matter competency: A primary responsibility of teachers is to make subject matter comprehensible to students (Teacher Performance Expectation #1). To develop your understanding of what you will be teaching in the future you were required to take classes in a variety of subject matter areas. These included classes in language and literature; history and social science; mathematics; science (physical, life and earth); visual and performing arts (art, music, theater, dance); physical education, human development, and health; and technology. In this course you will be reflecting on what you learned in those courses and demonstrating your understanding of the subject matter.

Project Blogger: The purpose of this project is to keep you current with the education issues relating to the K-12 environment. Each week your professor will choose a news article that is meant to provide you with background on the “hot topics” relating to today’s education system and will tie into the course’s central concepts, theoretical frameworks, and ideas. Your job is to update your “blog” online that journals your thoughts and reflections on the chosen article.

Portfolio: The portfolio in 4960 is due at two points in the semester. In the early weeks of the semester, the Subject Matter Competency section is due. The completed portfolio is due at the end of the semester.

Assignment Point Breakdown

Task	Points Possible
Attendance and participation	50
Subject matter competency	70
Integrated Learning project and presentation	150
Peer evaluations	25
Annotated bibliography	10
Project Blogger	40
Interview	50
Letter of application and personal CV	20

Tentative Course Schedule and Due Dates

Week	
1	Introduction to the course Overview of assignments Subject matter preparation and discussion **Student information form
2	Subject matter examples Subject matter workgroup **Work on the subject matter area relating to language and literature OR mathematics

	**Project Blogger
3	Subject matter workgroup and peer edits for language and literature, mathematics, visual/performing arts, human development **Bring and work on subject matter artifacts/write-ups to class for the above areas
4	Subject matter peer workgroup and peer edits for history/social science, science, physical education, health, technology **Bring and work on subject matter artifacts/write-ups to class for the above areas. **Project Blogger **IEP due
5	Credential program presentation **First half of portfolio due by Friday **Project Blogger
6	Integrated oral project discussion Integrated learning project examples Integrated learning project group introduction and work **Integrated project work log due **Project Blogger
7	Research/preparation for presentations Presentation conferences **Integrated project work log due **Project Blogger
8	Research/preparation for presentations Presentation conferences **Annotated bibliography for portfolio due **Integrated project work log due **Project Blogger
9	Research/preparation for presentations Presentation conferences **Full Integrated project due **Project Blogger
10	Presentations **Project Blogger
11	Presentations **Project Blogger
12	Presentations as necessary *Prepare for interviews in small groups **Letter of intent due (for interview) **CV due **Project Blogger
13	Presentations as necessary Prepare for interviews in small groups **Project Blogger
14	Interviews **Portfolio due **Project Blogger
15	Interviews

	**Project Blogger
16	Interviews if necessary Work on interview reflections **Interview reflections due

*The above schedule is tentative and the instructor reserves the right to change dates as necessary.