

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

Liberal Studies 2000

Spring, 2012

Mondays – 12:00 PM to 1:50 PM in C-102

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Department Website: http://www.csustan.edu/LiberalStudies	

Course Information

Course Description:

Students observe grades 4-8 classroom environments and analyze observations in discussions and writing, noting student characteristics, teaching styles, and classroom management techniques. This observation-based analysis increases awareness and teaching effectiveness. Fingerprint clearance from Public Safety office on campus and tuberculosis clearance must be completed before the second week of the semester to insure timely placement for field experience. Placements may be limited or unavailable for students with felony convictions. Prerequisite: LIBS 1000 or equivalent.

Mission Statement: Preparing Leaders in Learning:

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

Texts and Resources:

- Reed, A.J.S. and Bergemann, V.E., (2005). *A Guide to Observation, Participation and Reflection in the Classroom* (5th ed.). Boston: McGraw Hill.
- California State Content Standards available at: <http://www.cde.ca.gov/> (Review Mathematics and Science standards)
- LIBS 2000 required forms are available at: www.csustan.edu/LiberalStudies

Course Requirements:

To earn a letter grade of — C or better, students must

- **Secure placement for a school observation no later than the week #3 class meeting.**
- LIBS 2000 requires students to complete 30 hours of classroom observation in a 4-8 grade Science and Mathematics class (Split 50/50). The school must contain a demographic of at least 25% English Language Learners.
- Before beginning fieldwork, CSU Stanislaus requires fingerprints cleared by completing a Livescan at the CSUS Department of Public Safety and a tuberculosis clearance completed within the last four years. TB tests available at the Student Health Center. LIBS 2000 students whose fingerprints were cleared in LIBS 1000 do not need another Livescan. Submit a copy of your TB test that will NOT be returned to you.
- Attend all university class sessions and actively participate in class activities and discussions.
- Complete all assignments. Unless otherwise noted, all written assignments must be submitted via Blackboard as Microsoft Word attachment and are due Sundays before midnight on the indicated week.
- Submit an approved individual education plan (IEP).

Course Learning Objectives:

As a result of completing the requirements of this course, students will

- Understand and demonstrate the ethical and professional responsibilities of an educational observer.
- Observe and analyze student behaviors and teacher responses in elementary classrooms.
- Observe and analyze assessment strategies.
- Understand California K-8 Content Standards in Mathematics and Science
- Analyze teacher strategies in student motivation.
- Reflect upon and adjust Individual Education Plans based on outcomes of this course.
- Identify skills and strategies necessary for integrating curriculum.
- Demonstrate active listening, group discussion and critical thinking skills.
- Produce an Observation Analysis Report that exhibits serious reflective writing.

Assignments

Mini-Quizzes:

Throughout this course you will be required to review a variety of readings and complete in-class quizzes. The quizzes allow you to reflect from the readings and connect concepts learned to your field work observations.

Core Assignments:

The assignments below are based upon the California Teaching Performance Expectations (TPEs). Papers must use APA formatting guidelines and follow the Reflective Cycle discussed in the text. Please respect the privacy and confidentiality of the students you observe by using incomplete names or pseudonyms when discussing specific individuals.

1. **Creating and Maintaining Effective Environments for Student Learning**

- Interview a teacher or principal at the school where you are observing and develop a case study describing techniques the teacher or principal has implemented at the site to create/maintain effective learning environments for students. Specifically address strategies that the teacher/principal has used to increase student achievement in Math and Science. **Use the Reflective Cycle and APA format** for your essay.
2. **Technology integration**
 - Develop a list of 5 websites for educators that you regard as valuable professional resources. For each site, (1) summarize the content available at the site; (2) evaluate site content and resources; and (3) print a copy of the site homepage.
 3. **Planning Instruction and Designing Learning Experiences for Students**
 - Based on the classroom in which you are currently observing, select a topic students are studying, describe how the teacher designs activities to integrate Math and Science across disciplines. Describe specific examples of curricular connections that you have observed between Math and Science and other disciplines in particular lessons. List additional possibilities for integration of Content Standards addressed in class —activities. Explain which Content Standard(s) is (are) being addressed with the integration. Be sure to include the subject and grade level, students' primary language, as well as the teacher's experience in his/her current assignment. **Use the Reflective Cycle and APA format** for your essay.
 4. **Individual Education Plan (IEP)**
 - Develop or update your Individual Education Plan (IEP) to include all coursework completed. **Please submit 2 copies**, one for your file in the LIBS Department office and one to be reviewed and returned to you. Your IEP must include the following statement: *This completed IEP for LIBS 2000 in fall 2010 is an UNOFFICIAL planning guide. I understand it is my responsibility to monitor and verify progress toward completion of my Liberal Studies degree.*

Course Projects:

In total there are three course projects. Two course projects are completed in small groups and each has a research and presentation component. The final project is a reflection on your field work experiences. Details are below.

1. LIBS 2000 - Science Conference

- a. Review the California Science Curriculum Content Standards for students in grades 4-8. Consider what coursework is required to gain the knowledge is essential for a teacher to help students achieve competence in the Science Standards. Complete the Content Standards Concepts/Course Content Chart (available on the LIBS website) aligning college classes and K-8 Math and Science Content Standards.
- b. This task requires that you and a partner present a mini-lesson about a specific science concept that aligns to an elementary science standard to a small group of students. The concept should have been learned in one of your science courses (earth science, physical science, physics, life science), so you will have to reflect on any previous resources you have, or find new resources online. The presentation is meant to enrich your subject specific content knowledge relating to science, and allow you to explore a concept that you might feel weak in.
 - i. The presentation must be accompanied with a poster board that includes information about the concept being presented and a sample lesson plan that can be taught to the appropriate grade level that aligns to the state standard.

2. LIBS 2000 – Mathematics Workshops

- a. Review the California mathematics Curriculum Content Standards for students in grades 4-8. Consider what coursework is required to gain the knowledge is essential for a teacher to help students achieve competence in the mathematics Standards. Complete the

Content Standards Concepts/Course Content Chart (available on the LIBS website) aligning college classes and K-8 Math and Science Content Standards.

- b. This task requires that you work in small groups (3-4 students) and instruct mini-workshops about a specific mathematics concept that aligns to an elementary science standard. The concept should have been learned in one of your mathematics courses (Mathematics 1030 or Mathematics 1040), so you will have to reflect on any previous resources you have, or find new resources online. The presentation is meant to enrich your subject specific content knowledge relating to mathematics, and allow you to explore a concept that you might feel weak in.
 - i. The presentation must be accompanied with handouts that include information about the concept being presented and an outline of the workshop presentation. Groups must also include a short formal assessment (2-3 questions) that evaluates workshop participants which will be collected by the workshop presenters and assessed.
3. **Engaging and Supporting Students in Learning and Assessing Student Learning: Observation and Analysis Report**
- a. An Observation Analysis Report (Portfolio Assignment #4) is due during finals week and must include your Observation Log signed by the teacher (s) verifying your hours in grades 4-8 classrooms and your Final Performance Appraisal signed by your School Site Mentor and yourself.
 - b. Using the Reflective Cycle and APA format, write an Observation Analysis Report about your fieldwork in LIBS 2000 this term. Details for this task can be found on Blackboard.

Point Distribution

Task	Points
Mini-Quizzes (3 x 3 points each)	9
Core Assignment #1	10
Core Assignment #2	10
Core Assignment #3	10
Core Assignment #4	10
Project – Science Conference	25
Project – Science conference	25
Project – Observation and Analysis Report	50
Attendance and Participation	11
Total Points	160

Tentative Course Schedule

(see Blackboard for detailed information on specific tasks and due dates)

Week	Topics
1	Introduction to LIBS 2000 <ul style="list-style-type: none"> • Attendance / Introduction to Polleverywhere.com (PE) • Syllabus Review • Review of observation documents (due week 2-3) (1 extra credit point for submission by week 2, full credit by week 3, less credit beyond) • Learning groups (organization, short discussions/presentations)
2	Reflection in the mathematics and science classroom <ul style="list-style-type: none"> • Lecture/Group work on the importance of observation/reflection • Review of observation templates • Discussion of science conference in week 5
3	Creating and maintaining effective environments for student learning <ul style="list-style-type: none"> • Small group reflection discussions about positive learning environments, building rapport with

	<p>students/parents, (Previous knowledge, or observations) in the math or science classroom</p> <ul style="list-style-type: none"> • Lecture/Group work on teacher/student interactions <ul style="list-style-type: none"> ○ Creating positive learning environments ○ Building rapport with students/parents ○ Establishing routines ○ Setting expectations
4	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Continue - Small group reflection discussions about positive learning environments, building rapport with students/parents, (Observations completed so far) in the math or science classroom • Continue - Lecture/Group work on teacher/student interactions <ul style="list-style-type: none"> ○ Creating positive learning environments ○ Building rapport with students/parents ○ Establishing routines ○ Setting expectations
5	<p>Developing as a professional educator</p> <ul style="list-style-type: none"> • Mini-Science conference presentations
6	<p>Developing as a professional educator</p> <ul style="list-style-type: none"> • Mini-Science conference presentations • Discuss midterm assessments for fieldwork
7	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Small group reflection on science conference presentations • Lecture/Group work on grouping strategies and cooperative learning • Discussion of Core Assignment #1 (Due in week 9)
8	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Small group reflection discussions about grouping strategies used in the math or science classroom – Bring formal observation form • Lecture/Group work on teaching style
9	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Small group reflection discussions about teaching styles in the math or science classroom • Lecture/Group work on diversity <ul style="list-style-type: none"> ○ Ethnic differences ○ English Language Learners ○ Special needs ○ LGBT • Discuss Math Workshops Project (Due in week 12)
10	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Small group reflection work on diversity (case study with Guillermo) • Lecture/Group work on learning style differences and lesson differentiation • Discuss Core Assignment #2 (technology – Due in week 11)
11	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Small group reflection work on learning style differences and lesson differentiation • IEP Lecture • Short Lecture/Group work on technology
12	<p>Developing as a professional educator</p> <ul style="list-style-type: none"> • Mathematics Workshops
13	<p>Developing as a professional educator</p> <ul style="list-style-type: none"> • Mathematics Workshop
14	<p>Planning instruction and designing learning experiences</p> <ul style="list-style-type: none"> • Small group work reflection on assessment • Lecture/Group work on lesson/unit planning and integration across disciplines
15	<p>Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Small group reflection work on technology • Lecture/Group work on classroom management, motivation and organization • Discuss field work and observation reflections (final)

16	Creating and maintaining effective environments for student learning <ul style="list-style-type: none">• Small group reflection work on classroom management and organization• Lecture/Group work on assessment• Discuss fieldwork and observation reflections
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*The above schedule is tentative and the instructor reserves the right to change dates as necessary.