

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

**Liberal Studies 4960-003**

**Spring, 2013**

**Tuesdays 6:00 – 8:30 PM in Art 040**

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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.

**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.

**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.
- California Content Standards (online): <http://www.cde.ca.gov>

**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**

**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.

**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 to create a 20-25 minute presentation on a topic **appropriate for a college level audience**, approved by the instructor, which includes the 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 a panel of students and viewed by the rest of the class. 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. 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.

**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.

### Assignment Point Breakdown

Task	Points Possible	%
Attendance and participation	As necessary	Can be used to increase or decrease final grade
Subject matter competency	70	24%
Integrated Learning project and presentation	100	33%
Annotated bibliography	30	10%
Project Blogger	30	10%
Interview	50	16%
Letter of application and personal CV	20	7%
Total	300	

**See Blackboard for Tentative Course Schedule and Due Dates**