Liberal Arts Defined: College curriculum designed to impart general knowledge and developing intellectual capacities, in contrast to professional, vocational, or technical curricula. In Classical antiquity, the term designated education proper for a freeman (Latin liber, “free”) as opposed to a slave. In the medieval Western university, the seven liberal arts were grammar, rhetoric, and logic (the trivium-verbal arts) and geometry, arithmetic, music, and astronomy (the quadrivium-numerical arts). In modern universities, the liberal arts include the study of literature, languages, philosophy, history, mathematics, and science.

Course Description:
You are on the road toward becoming a teacher! This course is a prerequisite for entering the 5th year Multiple Subject Program at SDSU. In this class, we investigate ways of thinking, or “habits of mind,” in the disciplines that are typically taught in grades K-8. The goal of our efforts is to enhance understanding of the nature of these disciplines, focusing on how they contribute to middle childhood development.

You will learn what it means to be a liberally educated person as we explore issues of diversity in contemporary society through the lens of “responsive pedagogy” in selected readings, class discussion, and directed field experiences. Also, you will be guided through individual qualitative evaluations required by the liberal studies major, for which clear academic writing is essential.

You should arrive in class on time ready to participate in the class. Late arrival will result in loss of participation points. All cell phones need to be turned off and miscellaneous items such as newspapers, magazines, etc. are to be put away. Laptops or tablets should be used for note taking only.

I hope that this will be a valuable experience for you!

Student Learning Outcomes:
Upon completion, a successful student in this course will be able to:
1. Define, in narrative form, what a liberal arts education is.
2. Integrate knowledge of disciplines in a comparison/contrast of them.
3. Reflect on a variety of instructional experiences in field work with a culturally responsive lens.
4. Use proficient academic writing, including academic language and grammar, in completion of departmental assignments and assessments.
5. Reflect on a variety of education field experiences through a culturally responsive lens.
Required Readings:
You are expected to have read assignments in the EFE Guide and Blackboard BEFORE each class and to be prepared to participate in class discussions!
Texts:
1. Selected readings are posted under “Course Documents” in Blackboard
2. *Early Field Experience Guide: Multiple Subjects* (download from course Bb site)

Additional Requirements:
1. Complete 30 hours of volunteer work in a public elementary and middle schools during the semester liberal studies is completed.

<table>
<thead>
<tr>
<th>Points/Grading</th>
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<tbody>
<tr>
<td>You will accumulate 295 points during this semester. At the end of the semester, those points will be assigned a transcript grade according to the following criteria:</td>
</tr>
<tr>
<td>90% or above</td>
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<tr>
<td>80%-89%</td>
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<tr>
<td>70%-79%</td>
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<tr>
<td>60%-69%</td>
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<tr>
<td>59% or lower</td>
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The total range of possibilities is provided in order to present a complete picture. There is no expectation that anyone will fall into the bottom 4/5ths of the scale.

Course Assignment Expectations

**Completed on Time:** Assignments are due on the assigned day. Problems with the policy should be discussed and negotiated advance of the due date. Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

**Academic Honesty:** Academic honesty is of utmost importance. All work submitted must be original and created specifically for this class. References to the work of others must be appropriately cited in any paper submitted. Academic dishonesty will be treated within the guidelines established by the University. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism.

**Students with Special Needs:** Students who need instructional accommodations for their disabilities should contact me privately. We can discuss specific accommodations for which you have received authorization. If you need accommodations due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me. You may access more information about available services for SDSU student by visiting [http://www.sa.sdsu.edu/sds/sdsmain/students.html](http://www.sa.sdsu.edu/sds/sdsmain/students.html).
**Anticipated Class and Assignment Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **August 25** | Course rationale, overview, logistics, & syllabus  
Setting up and completing the Early Field Experience  
“Who’s Coming to Dinner” (in-class activity)  
Characteristics of a liberally educated person (discussion)  
**Assignments:**  
1) Type a **one** paragraph response to the “dinner party activity including 3 interesting facts that support why one of your guests is liberally educated (post your response on Bb “Discussion Board” **Due by midnight on 8/31.**  
2) Complete the Plagiarism Task at: [http://infotutor.sdsu.edu/plagiarism/](http://infotutor.sdsu.edu/plagiarism/)  
(You need to print the final page and bring it to our 9/1 class as evidence of your completing the tutorial). |
| **September 1** | History of Public Education in the US (articles + discussion)  
Shift Happens & The liberal arts in the 21st century (video)  
Expectations for Essay #1  
Brainstorm your choice of a person who is liberally educated and outline your “Liberally Educated Person” essay.  
Discuss EFE Expectations  
**Assignments:**  
1) Read the first 6 articles that address what a liberal arts education is: 25 Reasons to Get a Liberal Arts Education, Characteristics of a Liberally Educated Person, Our Greatest Need, Liberal Learning Goals, On the Purpose of a liberal arts education, and What is a liberal education? (found under Course Documents on Bb) **Read before 9/1 class.**  
2) **Due: print out and Bring EFE guide to class in a binder**  
Complete your “Student Information Sheet” (part of EFE packet)  
**Bring your EFE Guide to every class for possible discussion.** |
| **September 8** | Guest Speaker: Sharon Bendall—Director of Liberal Studies  
Socratic Seminar on *School versus Education* (discussion)  
Conventions of SAE, finding an “Academic” voice, and revision  
Peer Editing/Writing Workshop with Essay #1 (partner work)  
Discuss Classroom Research Paper Expectations (p. 8)  
**Assignments:**  
1) **Typed draft of Essay #1 “Liberally Educated Person” Due**  
3) Read “School versus Education” and Socratic Seminars (both are in Course Documents on Bb in the folder “What is liberal education”) **Read before 9/8 class.**  
4) Generate at least 5 discussion questions (based on “School vs Ed.” that you could pose in Socratic discourse) **Bring to Class**  
5) Be prepared to participate in a Socratic discussion of “School vs Education” on 2/8 |

*Have you set up your EFE yet? If not, make calls now!* You should have your initial 20-Hour classroom arrangement set by the end of this week.
| September 15 | Habits of Mind in Literature and History Discussion  
Assignment:  
1) **Post Essay #1 “Liberally Educated Person” in Bb Due September 14th by midnight**  
2) Read articles in Db folder “Exemplars of Subject Area Work” on Literature and History **Read before 9/15 class**  
3) Find your own article that discusses or defines a liberal education and post it on our course “Discussion Board” (on Bb), including a 2 or 3 sentence statement that summarizes a key idea and/or bit of useful information. Each article must be an “original,” meaning that you may not post an article that a classmate has already used (plan ahead)! All articles must be **posted by midnight September 21**. |
| September 22 | Habits of Mind in Mathematics and Science Discussion  
Expectations for Essay #2 “Habits of Mind”  
Assignment:  
1) Read articles in Db folder “Exemplars of Subject Area Work” on Mathematics and Science **Read before 9/22 class** |
| September 29 | Habits of Mind in VAPA - Visual and Performing Arts  
Other People’s Children & Culturally Responsive Teaching  
Equity and Diversity Awareness Quiz (in class activity)  
Critical pedagogy (Freire)  
School Culture *(what have we observed in the field?)*  
Assignments:  
1) Read articles in Db folder “Exemplars of Subject Area Work” on VAPA **Read before 9/29 class**  
2) **Post Essay #2 in Bb “Habits of Mind” Due October 5 by midnight**  
3) Read “Beyond the Tip of the Iceberg” AND “Pedagogy of the Oppressed (excerpt)” – look in the “Culturally Responsive Pedagogy” folder (in “Course Documents”). **Read before 9/29 class**  
4) Read any three (3) of the other articles (selected from the Culturally Responsive Teaching folder in “Course Documents” on Bb) **Read before 9/29 class**  
5) In the Discussion Board in Bb, post a synopsis of your readings in the form of a paragraph definition of what it means to be a culturally responsive teacher. Cite each of the 3 articles you read. Identify a specific classroom activity/experience that you have observed in your EFE that may reflect cultural responsiveness in the classroom. **Due October 5 by Midnight** |
| October 6    | A critical analysis of children’s literature  
Addressing the “how” + the “what” in education  
Goal + Process = Product  
Overview of primary subject area attributes (Matrix)  
Demonstration Lesson Planning: “Goal + Process in ELA”  
Assignment:  
1) Type a half-page analysis, reflecting a “different lens” on a self-selected, early childhood tale. Post your critical analysis on the Bb “Discussion Board” by **October 12 by midnight**  
2) Skim through all of the “Subject Area Statements” (on Bb) **Read before 10/6 class**  
3) Plan distribution of tasks with your team |
| October 13   | Responding to Reflection Prompts (EFE report)  
Organize your EFE binder with up-to-date activity log, 20-hour contract, and teacher’s evaluation  
Instructional Design (Backward by Design, units, and lessons)  
Lesson plan organization (plan and deliver)  
Team presentation preparation time  
Assignment:  
1) Read the Subject Area Statement for your content group along with the sample work representing it **Read before 10/13 class**  
2) Prepare your role in a team presentation (materials and/or technology needed?) |
| October 20   | **You should be finished w/20 hour EFE by now**  
No formal class session today  
1) Work on Lesson Plan - Content Team Presentations  
2) Complete the Quiz – Subject Area “Habits of Mind” quiz on Bb  
**Due by midnight on October 20th.** |
| October 27   | Social Issues In Education – Discussion: Does class size or type of school matter? What is the state of education in the US today and how do we compare with other industrialized nations? Should we be concerned about the politics of curriculum in the US?  
Complete Subject Area Graphic Organizer  
Assignment:  
1. Read the articles posted in the “Social Issues in Education” folder (posted in “Course Documents”). **Read before 10/27 class.**  
2. After reading the articles in the “Social Issues” folder, post your response to the related prompt on the “Discussions” board by **November 2nd by midnight** |
| November 3   | You are the teacher!  
Content Team Lesson Plan Presentations – individually turn in a “hard copy” of the group lesson plan with feedback and reflections attached.  
Assignment:  
1) **Presenting groups turn in lesson plans and reflections**  
2) Work on your EFE report – due soon! |
November

No formal class session today

November 17
You should finish your 10-Hour EFE by the end of this week
You are the teacher!
Content Team Lesson Plan Presentations – individually turn in a “hard copy” of the group lesson plan with feedback and reflections attached.
Assignment:
1) Presenting groups turn in lesson plans and reflections
2) Complete your EFE report!

November 24
No formal class session today

December 1
Submit your EFE report Due in class 12/1
EFE Classroom Research Paper Report Presentations

December 8
EFE Classroom Research Paper Report Presentations

December 15
Final Exam & Pick up graded EFE report!

Attendance Requirements:
Attendance is expected and necessary. If you are unable to attend a class session, email the instructor in advance. Your attendance will be reflected in your class participation and ability to demonstrate expertise in assignments—thus, your final grade! No late work is accepted without prior arrangements made with the teacher.

Grading:
Your grade is determined by dividing the total number of points possible by the number of points you earn. This division generates a percentage score and a “traditional” letter grade where 90-100% = an A. Following are the course assignments and their point values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinner Party Response (Bb Discussion)</td>
<td>10</td>
<td>8/31</td>
</tr>
<tr>
<td>Plagiarism Tutorial <a href="http://infotutor.sdsu.edu/plagiarism/">http://infotutor.sdsu.edu/plagiarism/</a></td>
<td>10</td>
<td>9/1</td>
</tr>
<tr>
<td>Essay #1 --“Liberally Educated Person”</td>
<td>25</td>
<td>9/15</td>
</tr>
<tr>
<td>Liberal Arts Education/Person (Bb Discussion)</td>
<td>10</td>
<td>9/25</td>
</tr>
<tr>
<td>Essay #2 – “Habits of Mind”</td>
<td>20</td>
<td>10/5</td>
</tr>
<tr>
<td>A “Culturally Responsive Teacher” (Bb Discussion)</td>
<td>10</td>
<td>10/5</td>
</tr>
<tr>
<td>Cultural Lens: Critique of Children’s Story (Bb Discussion)</td>
<td>10</td>
<td>10/12</td>
</tr>
<tr>
<td>Habits of Mind Quiz (on Bb)</td>
<td>20</td>
<td>10/20</td>
</tr>
<tr>
<td>Respond to “Social Issues” readings (Bb Discussion)</td>
<td>10</td>
<td>11/2</td>
</tr>
<tr>
<td>Group Work Lesson Plan (design, delivery, and reflection)</td>
<td>40</td>
<td>11/3 or 11/17</td>
</tr>
<tr>
<td>** EFE Report (see below) &amp; Classroom Research Paper</td>
<td>50</td>
<td>12/1</td>
</tr>
<tr>
<td>Classroom Observation Research Presentation</td>
<td>20</td>
<td>12/1 or 12/8</td>
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<tr>
<td>Attendance and Participation</td>
<td>60</td>
<td></td>
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</tbody>
</table>
### Requirements

1. **Class attendance, participation, professional conduct** ........................................... 60 pts.

   LS 300 is a participatory class. It is expected that you participate fully and respectfully in class discussions. Your experiences, background and ideas are critical elements in class discussions. If you are unable to attend a class session, email the instructor in advance. Please note that being absent is not an excuse for missing important information given in class. It would benefit you to have the names and phone numbers of several of your classmates. Each student is expected to display professionalism, which is defined and evaluated using the following criteria: attendance, preparedness/timeliness, attitude, responsibility, initiative, positive participation, and collaboration/collegiality. **Tardiness will result in half points for the class period.**

2. **Discussion Board Posts (5 x 10 points each)** .......................................................... 50 pts.

   After reading articles and participating in class discussions, there are five responses you need to make. The details are listed in the assignment schedule. Please post your responses in the Bb Discussion Boards. **Posts are due August 31, September 21, October 5, October 12 and November 2.**

3. **Plagiarism Quiz** ........................................................................................................... 10 pts.

   Go to: [http://library.sdsu.edu/guides/tutorial.php?id=28](http://library.sdsu.edu/guides/tutorial.php?id=28) Copy and paste this link to take the tutorial and the quiz. After completing the quiz, print the final page with your score and turn it in to the instructor. **Due September 1.**

4. **Liberally Educated Person Essay** .................................................................................. 25 pts.

   You will write an essay about what it means to be liberally educated expressing your philosophy about the relevance and the relatedness of subjects taught in primary education. More information about the essay will be shared during the semester. This type written paper should not exceed 3 pages. In addition to turning in a final draft, you will receive 5 points (of the total 25) for peer editing a classmate’s paper. **Typed Draft Due for Peer Review Sept. 8/Final Draft Due Sept. 15**

5. **Habits of Mind Essay** .................................................................................................... 20 pts.

   You will write a three-to-four-page essay identifying a person who exhibits the habits of mind. The weekly readings about the Habit of Mind in various disciplines will help you with this. More information about the essay will be shared during the semester. **Due October 5.**

6. **Habits of Mind Quiz** ..................................................................................................... 20 pts.

   Apply what you have learned about Habits of Mind through readings and discussion. Complete the Quiz – Subject Area “Habits of Mind” quiz on Bb. **Due on October 20th.**

**PRESENTATION:** In groups of 3 or 4, you will be teaching a 25 minute lesson to the class in a particular discipline. You must include a lesson plan indicating the appropriate grade level, content standard, and sequence of events. You must demonstrate your understanding of goals, processes, and product indicating that you understand the habits of mind of that discipline. Every member must take an active role in planning and teaching this lesson. You will earn up to 10 points for participating in other groups’ lessons.

**REFLECTION PAPER:** Your reflection paper must answer the following questions: (1) What is the most interesting thing you learned about your discipline (or perhaps saw this point from a new/different perspective) (2) What was your experience in working with your particular group – what were the dynamics, who was leader, how did you distribute tasks (3) What was your thinking about the way to present your lesson – engagement, sequence of activities (4) If you were to present this lesson again next semester to a new audience, what might you want to do differently?

Resources and grading rubric are available in the assignment section in Bb. Presentation November 3 or November 17, your group will sign up in class for a time.


You will spend 30 hours in public school settings this semester. You will turn in a detailed report of your experiences. Specific details and forms are available in the Early Field Experiences (EFE) Guide that you will obtain from the course Blackboard site. The EFE with 30 hours of observations must be completed to receive a passing grade in LS 300.

During the semester, you will be writing a 4-6 page classroom observation research paper (typed, double spaced). You will choose a focus question in which to ground your research. Possible topics and questions will be shared and discussed in class. Data will be collected and analyzed from classroom observations. A literature review of 3-5 sources that aligns with your research topic needs to be included in your paper. The Classroom Research Paper must be included in the final EFE Report.

**Regardless of point totals you cannot receive a passing grade in LS 300 without completing the EFE.**


You will give a 5-10 minute individual presentation sharing the data analysis and classroom application sections of your paper. Share with your peers a graph or chart that represents your findings. Summarize the evidence, patterns and observations you noted in the classroom. You will also share how you apply something from your findings into your future classroom. Presentations will be on December 1 or December 8, sign up in class for a time.