

**ITEP Freshman Seminar  
Liberal Studies 100/100F**

**Instructor:**

**Phone:**

**Email:**

**Office:**

**Office Hours:**

**Instructor:**

**Phone:**

**Email:**

**Office:**

**Office Hours:**

**Moodle**

You will be required to upload all paper assignments to our Moodle course website. Sign in using your regular CSUN user id and password.

**LR S 100 Resources & Required Material**

**Readings**

- Dweck, C. (2008). *Mindset: The new psychology of success*. Ballantine Books: New York. ISBN 978-0-345-47232-8
- Medina, J. (2014). Updated and Expanded *Brain Rules: 12 principles for surviving and thriving at work, home, and school*. Pear Press: Seattle, WA. ISBN 978-0-9832633-7-1
- A copy of each book is on reserve at the library on campus. For more information, visit this link <http://library.csun.edu/CourseReserves>
- Additional readings will be uploaded to Moodle. Check the schedule.

**Technology**

As part of the [myCSUNtablet](#) initiative, students in this class are required, at minimum, to have an iPad running iOS 9 and have at least 32 GB of space. Devices may include an iPad Mini, iPad Air, iPad Pro, iPad with Retina Display, or any subsequent iPad model.

- You will need the following required Apps (\*indicates free):
  - Adobe Reader\*
  - Microsoft Word OR Pages
  - Box\*. As a CSUN student, you get **50G of free** cloud storage through [myCSUNBox](#).
- Students can **NOT** share their device with another classmate, friend, or family member during class hours or for class work.
- Students are required to bring their device to every class period.
- Students are to have their device and bring it to class by the third class meeting (**9/7**).
- Students are responsible for assuring that their device is charged, properly set-up, and connected to the wireless network prior to the start of each class.
- To foster a positive learning environment, students may not text, chat, make phone calls, play games, or surf the web during lecture and discussion.

## **Observation/Participation Fieldwork**

This course has a field component that requires some combination of Observation and/or Participation with students in K-5 classrooms. The Department of Elementary Education has worked with the Liberal Studies Program to ensure a diverse representation of students across the trajectory of your field experiences. We have a cadre of contracted schools with whom we work that will welcome you to their sites so that you can gain experiences with a wide variety of diverse populations.

## **Travel Costs**

- You will be required to visit off campus sites (elementary schools) as part of completing this course; therefore, please be prepared to spend money on gas/transportation.

## **Questions and Answers Forum**

You can probably find answers to your questions more quickly than we can respond if you first check on Moodle and ask a peer. If you still have a question, however, please use this forum to ask *questions about the course*. Feel free to answer each other if you like. We will respond to questions posted on this forum within 48 hours, except on weekends. Please only email us if you have a private matter to discuss.

### **Course Description**

Requirements:

- Limited to students in the Integrated Teacher Education Program—Freshman Option.
- Co-requisite: CADV 150, Fundamentals of Child and Adolescent Development (or prior completion of an equivalent course).
- You must be enrolled in both LRS 100 **and** LRS 100F. Please check your portal class schedule to make sure you are enrolled in both courses.

This course introduces first-time freshman ITEP students to university culture and to fieldwork in elementary education. The primary focus of this class is on the learning process. During the course of this semester, we will observe the learning process and discover how people learn and under what contexts. There will be opportunities for students to observe children learning in a variety of settings and to dialogue with the adults responsible for development of the child's social, cultural and academic well-being. We will learn that we, as well as children and adolescents, differ in learning styles and perspectives about lifelong learning.

Students learn best when engaged in active learning experiences and in an established community of learners. As such, we will do our best to engage LRS students in group activities, simulations and role-plays about learning. In attempt to honor your lived realities and to understand how educational policies and sociocultural realities impact student learning, we will reflect upon critical educational issues and discuss how they directly and indirectly impact student learning.

Finally, because this course is also an introduction to university life, we will also learn to manage our time, facilitate cross-cultural relations, sharpen our research and literacy skills, investigate issues of copyright and academic integrity and increase our technological skills through online

forums, e-mail, and use of tablets to complete classroom activities and assignments.

### **Student Learning Outcomes :**

1. To examine how the domains of **cognitive and social development** influence teaching and learning.
2. To apply **successful university strategies** that facilitate a more positive and streamlined experience during your career at CSUN.
3. To practice and apply **technological skills** specific for this campus (e.g., Moodle, CSUN portal, turnitin.com, etc.) and in general (e.g., email, CSUN library, iPad, etc.).
4. To practice research methodologies (i.e., **observational techniques**) for investigating teaching and learning contexts.

### **Assessment and Grading**

Your grade in this class will be determined by tabulating the following points in each of the following areas:

<b>Writing Assignments (34%)</b>			
Report Card	15 points	I earned (_____ pts)	
Voting	10 points	I earned (_____ pts)	
Observation Paper			
Peer Review	6 points	I earned (_____ pts)	
Paper	50 points	I earned (_____ pts)	
Revision Reflection	4 points	I earned (_____ pts)	
<b>Facilitation and Presenting (12%)</b>			
Mindsets Book Group Discussion	10 points	I earned (_____ pts)	
Brain Rules Small Group Presentation	20 points	I earned (_____ pts)	
<b>Exams (40%)</b>			
Quizzes (5 @ 5 points each, drop lowest)	20 points	I earned (_____ pts)	
Exam 1	40 points	I earned (_____ pts)	
Exam 2	40 points	I earned (_____ pts)	
<b>Participation &amp; Engagement (14%)</b>			
In-class Engagement	10 points	I earned (_____ pts)	
Course Activities (drop the lowest 2)	25 points	I earned (_____ pts)	
<b>*Pass/No Pass</b>			
Fieldwork Placement Hours	Pass/ No Pass	I earned (pass/no pass)	
*Not passing any one of the assignments could result in a No Pass for the course			
Total Points	250 points	I earned (_____ pts) = _____	letter grad

## **Grading Standards**

***Cutoffs for grades (percentages refer to the portion of correct answers).***

Grades are rounded. For example, an 84.2% would get a B, and 85.5% would get a B+:

A = 93%+	C = 73-75%
A- = 90-92%	C- = 70-72%
B+ = 86-89%	D+ = 66-69%
B = 83-85%	D = 63-65%
B- = 80-82%	D- = 60-62%
C+ = 76-79%	F < 60%

**A: Outstanding work.** This work extends above and beyond average expectations of an assignment by using strong evidence for original thinking, good organization, synthesis and analysis, while demonstrating a superior grasp of the subject matter. Few mistakes, if at all, are apparent.

**B: Good work.** This work displays evidence of grasping the material with critical and analytical abilities. It demonstrates reasonable understanding of the content and familiarity of the literature. Demonstrates overall ability but shows little apparent originality or creativity. Some mistakes or confusion is evident.

**C: Average work.** This work indicates that the student is gaining from the university experience, understands the subject matter and develops solutions to simple problems in the content. Assignments contain common mistakes and/or disorganization.

**D: Barely passing work.** The work displays some familiarity and critical abilities of the content. Assignments contain several serious errors or flaws, or many minor ones. Assignments often look and read like a first draft.

**F: Failing work.** Only familiarity with the content is evident, weaknesses in the ability to critically think about the content with limited use of the literature. Assignments contain many serious errors or flaws, and many minor ones as well. An assignment that violates the university's policy on academic dishonesty (e.g. cheating or plagiarism) will receive a failing grade.

## **How is Participation & Communication Perceived?**

As your instructors, every effort will be made to create a friendly, respectful environment where students feel comfortable to: ask questions, make comments, take risks, make mistakes, and most importantly laugh. We realize that we all have different personalities and ways of communicating; however, it is important that students find ways to express their engagement about the course material. Therefore, if you tend to be quiet in classes, work on speaking up from time to time in the large group and make efforts to talk one-on-one with other classmates and the instructor (e.g., come chat during office hours). If you tend to dominate class discussions, work on “biting your tongue” in the large group and in small group settings; wait to be the last one to share your ideas. If you aren’t sure if you are the type of person that dominates group dynamics investigate by: asking your friends, asking colleagues in class, asking the professor, counting

how many times you talk/raise your hand in a class period and comparing that number to others, watching how classmates respond to your contributions (especially if you sit in front!). All students should carefully analyze their own interpersonal style and work to take the perspective of others by being sensitive and inclusive so we may have interesting discussions.

Your **in-class engagement** will be monitored using the following guidelines:

Excellent participation

- Active, enthusiastic involvement in class discussions/activities
- Using course materials to support comments
- Asking thoughtful questions which ignites others to participate, engaged listening, and encouraging/positive responses with classmates (is neither dominating or passively invisible)
- Clearly communicates a high level of engagement with the course material
- Participating in small group activities effectively and finds solutions to conflicts if they arise
- Attends all class sessions
- Is on time
- Using course technology consistently (and appropriately) throughout the semester (posts to Moodle appropriately, responds to email)

Average participation

- Passively listening or dominating during discussions (this may be inconsistent throughout the semester)
- Demonstrating some surface-level understanding of course materials (just uses terms/concepts but can't teach or explain concepts deeply with rich examples or across contexts)
- Missing some classes
- Is often late to class
- Neutral in small group activities; it appears the contribution is neither adding or subtracting from the final product

Unacceptable participation (doing any of the following behaviors more than once)

- Using cell phones or doing email because this distracts others (when you are texting – we can TOTALLY see you – if you have an emergency and you need to talk/text, please leave the room and then come back)
- Failing to attend class regularly – your absence alters the group dynamics and you've missed course content (it's like you'll be getting on a rollercoaster in the middle of our ride)
- Leaving after the quizzes because this suggests to everyone that you are only interested in yourself and not the effort the instructors made to prepare an interesting class discussion or what your colleagues might have to share that day (more than just once)
- Attending class, but not being physically or cognitively engaged (e.g. not listening nor attempting to participate in class discussions or small group activities, surfing the internet, sleeping, etc.)
- Making non-constructive negative comments (e.g., "this is stupid", "I hate doing this") or negative non-verbal gestures (e.g., rolling eyes, dirty looks) or making fun of people (students, the instructor, or even other instructors)

## **Course Activities**

Throughout the semester, there will be required activities that count towards participation. They will be announced in class or on Moodle, and will include activities such as: attending the Freshman Convocation and writing a reflection, getting a free copy of the student planner, completing a scavenger hunt, completing the online library tutorial, completing field notes from a classroom observation, signing an affidavit about confidential information, etc. Two of the lowest scoring activities will be dropped from your grade.

## **Course Policies**

### **Attendance**

You should attend every single class! Our time in class together is valuable and if you are not here, your absence alters the class dynamics. Generally, each day of class we will engage in either a quiz, a major class activity, or we will be discussing an assignment. If you make the decision to miss class, you are missing an integral part of the course. If you miss class or arrive late, FIRST contact your “buddy” (the person you exchanged contact information with at the beginning of the semester) to acquire information on all that you missed. Please do not ask the professors “Did we miss anything important?” However, please inform us if you missed/will be missing class.

### **Students with Disabilities**

Requests for accommodations in test taking or other special needs must be made to the instructor by the second (2nd) class meeting. Students with disabilities must register with the Disability Resources and Educational Services (DRES) and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for test taking accommodations must provide a proctor form signed by a counselor in DRES prior to making testing arrangements. Students who are authorized the assistance of sign language interpretation or who are receiving real time captioning are permitted preferential seating in class.

DRES Contact Information:

Bayramian Hall, room 110

Phone: (818) 677-2684

### **Why can't I come to class, sit, and listen the whole time?**

A brief word on our style of teaching – in our experience as a student and from the research on what motivates students to learn content the most effectively, we believe it is imperative that we: get out of our seats to discuss with many different students to learn diverse perspectives, have a 2-3-4 way dialogue in every class, pose questions we don't know the answer to, role-play scenarios that may be common for youth, parents, professionals, or community members, and teach each other lessons. We find that when students are asked to teach each other, role play and practice lessons, they retain more information. Our intention is not to waste your time in class; we want you to leave class and remember what we talked about. If this style of teaching is new to you or confuses you, we encourage you to chat with us so we can discuss your perceptions and our strategies. We're always open to suggestions to be more effective.

## **Late work**

We know how hard you work to finish papers on time. In order to be fair to students who submit work on time, late papers will result with a penalty. If you decide to turn in your work past the due date/time, expect your grade to drop **5% for each day an assignment is late (including weekends)**. This penalty will be enforced regardless of the reason (e.g., computer crashed) unless you have a medical or emergency explanation for which you can provide official documentation (e.g. police report; doctors note). Notes from your parents are not acceptable. We will not contact you if we do not receive your work. Furthermore, work that is not turned in will result in a zero.

## **Writing Assignments**

Paper guidelines (e.g., page limits, font, and spacing requirements) will be provided on Moodle at least 2 weeks before the due date. Below are general descriptions.

### *Report Card*

This assignment will help you be aware of your progress in each class; identify areas of strengths and challenges; and be accountable for the choices you are making in each of your classes.

### *Voting Assignment*

Election day is Tuesday 11/8. You will receive 10 points if you:

- Vote and upload a selfie with an “I voted” sticker or voting stub. We do not need to know who you voted for. Note the last day to register for voting in CA is 10/24.  
**OR**
- Complete the online assignment on Moodle. You will compare and contrast Trump and Clinton’s views on education and childcare.

### *Observation Paper*

You will prepare a 5-6 page, double-spaced, paper based on the 16 observation hours you will have conducted at your field site. You will also submit your field notes from your observations.

## **Technology is not perfect!**

Although most of your assignments will use the iPad, you may find yourself using computers both in this class and in other classes. For any assignments using technology, you are advised to leave ample time for inevitable disasters such as a system crash, lack of lab seating, or lost files or passwords, none of which is an acceptable excuse for late work. You should always save early and often, make multiple copies, and check for viruses. CSUN offers free virus protection software from the ITR site.

Be aware that the labs will get busier as the semester progresses. Remember that you can do all the work in other labs, but that you should save your work to storage devices or the Internet (early and often) in order to make it portable. As a CSUN student, you get **50G of free** cloud storage through [myCSUNBox](#).

Campus Computer Resources (call for accuracy and hours of operation):

Oviatt Library, Learning Commons, (818) 677-6304

Sierra Hall, room 392, (818) 677-6304

USU above Associate Students, (818) 677-5746

SSU next to the Information Counter, (818) 677-7014

Redwood Hall: RE 276

Sequoia Hall: SQ 246

Monterey Hall: MH 335

### Email Communication

According to campus policy, all students are responsible for reading messages sent to their campus email account. If you do not plan on accessing your CSUN account frequently for received messages, we strongly encourage you to set up [automatic forwarding](#). This will enable messages sent to your campus account to be automatically forwarded to your personal account.

**A note on email etiquette** - when you send us (or any other professor or supervisor for that matter) an email, use a formal tone of communication. Address the name of the individual (Dear Dr. Huynh), and use proper spelling and grammar (proofread and spell-check your email text). Share your name and which class you're from (including time), and do not expect an immediate response (especially over the weekend). Avoid spelling entire words in capital letters (it conveys "shouting" in emails) or using common short-cuts used for cell phone texting (e.g., "u" for "you"; "C" for "see"; "2nite" for "tonight"; etc). We make a serious effort to return student emails promptly (within 48 hours); however, when students write "get back to me asap", send multiple emails within 1-2 days writing "this is my 3rd email to you" this communicates impatience. Practice the same professionalism when using technology as you would use in face-to-face communication. *Further, we expect all students to respond to our emails within 48 hours.*

### Incompletes & Personal Emergencies

If you need to leave school for an emergency, please contact student services and provide the appropriate written evidence so you can appropriately withdraw or receive an incomplete for the course. An incomplete is only appropriate under [university guidelines](#). In order to qualify for an incomplete, you must be earning at least a 70% in the class at the time of request and only need to complete one or two course assignments. If you suddenly stop attending class, do not complete assignments, do not contact us, and/or fail to provide written evidence for your absence, you will either receive a WU (withdrawal unauthorized) or a fail for the course.

If you experience a personal emergency, in order to waive late penalties and allow for make-ups, we REQUIRE authorized documentation from any of the following: police, hospital, or funeral director (name, address, phone number, contact person to verify emergency). Please contact us either BEFORE a due date or shortly afterwards (1-2 days) to schedule extensions or make-ups. Students who approach us weeks after a deadline, the last weeks of class, or after the class is over attributing poor performance to personal problems will NOT receive accommodations.

### Classroom Etiquette

Respecting all individuals in this class is a requirement. No attacking language will be tolerated. Use politically correct terms and phrases (avoid profanity) during class, as this is helpful practice

for your professional development in your career. Always mute your cell phones and avoid sending text messages during class, as they are distracting to your colleagues and professors. Using a cell phone (even just once quickly) during class can result in your dismissal from the class session and an “unacceptable” participation grade for the entire course. Finally, do not use your laptop/device during class to surf the web, use email, or any activities that are not directly related to the course.

### **Academic Dishonesty**

We want to know your unique ideas. If you use someone else’s work or ideas or fail to cite them appropriately in your work, you are PLAGIARISING. If you are found participating in academic dishonesty you will fail the assignment, and possibly the course, and/or may be referred to the Vice President of Student Affairs. It is easy to determine if you are using peers’ work from prior courses. We would be happy to talk with you if you are curious how to integrate other’s work with your unique ideas. Come see us before the assignment is due. It is your responsibility to read and understand the University’s policy on academic dishonesty as described in the [University catalog](#).

### **Sexual Assault**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.csun.edu/eisner-education/strength-united/sexual-assault-advocacy-counseling>

## **PROFESSIONALISM IN FIELD EXPERIENCES**

### **Observation/Participation Fieldwork**

When you visit a school, you are expected to park in designated areas (not the teacher parking lot), enter the school office, sign-in, and receive a “visitor” badge. Professional dress and behavior is very important. Requirements for dress and behavior will be discussed in class. Upon entering a classroom, if instruction is happening, you need to find a chair around the periphery of the room and be seated. Wait for the host teacher to approach you for conversation. Do not participate in lessons, unless asked to by your host teacher. Ask the children to address you formally (i.e. Mr. Smith) and engage with the children as a professional teacher, not as a friend. Feel free to discuss life as an academic college student with children, but do not engage in personal conversations with them about your personal life.

### **TB Tests to Participate in Schools**

It is a California law that adults who work in the schools test negative for tuberculosis. TB tests can be completed by getting the vaccine test or by chest x-ray. These tests can be completed at the CSUN Student Health Center (for \$5.00) or by a private doctor. Proof of testing negative must be turned in before you can complete the required fieldwork with this course. If you have been tested previously, those test results are good for two years and proof of testing (with a date indicated within the past two years) is accepted.

## Proof of Car Insurance

The Office of Risk Management now requires that you show proof of car insurance to drive to school based experiences. You will need to complete a form and show proof of insurance to be able to drive to your fieldwork.

### LRS100 - Fall 201X Tentative\* Semester Schedule

Effort will be made to follow this schedule but modifications of assignments or changes in dates may be necessary.

Wk	Date	Topic of Discussion	BEFORE you come to class (Check Moodle the day before each class)	Due Dates (due on MOODLE by 10:00am, unless otherwise noted)
1	M Aug 29  W Aug 31	Introductions; Student Directory Form; Moodle; iPad basics; Syllabus Activity  Fieldwork & TB testing; Facilitating book groups; Scavenger Hunt <b>TPEs: 2.1, 6.6; PS: 1</b>		Tues: AS Fair – get free planner  Weds: Where are you; Class roster
2	M Sep 5  W Sep 7	Labor Day - Campus closed  Book Group Discussions (Mindsets: Ch 1)	Wed: Mindsets Ch1: The Mindsets	Wed: Bring student planner & all syllabi to class
3	M Sep 12  W Sep 14	Book Group Discussions (Mindsets: Ch 2); Time Management  Book Group Discussions (Mindsets: Ch 3); Scavenger Hunt Presentations	Mon: Mindsets Ch2: Inside the Mindsets  Wed: Mindsets Ch3: Ability and Accomplishment	Wed: -Scavenger Hunt: Bring 1 printed copy of Scavenger Hunt Guidelines per group; -travel forms due - download Respondus Lockdown app  Thurs: Freshman Convocation
4	M Sep 19  W Sep 21	Book Group Discussions (Mindsets: Ch 7); Observing Children; Observation Paper & Fieldwork Assignment; <b>TPEs: 1.1, 2.1; PS: 1</b>  Changing Mindsets (Ch 8); Brain Rules Description; Effective Group Presentations; Library tutorial description <b>PS: 1</b>	Mon: Mindsets Ch7: Parents, Teachers, and Coaches; Observing in school (Provenzo & Blaton, 2006)  Wed: Mindsets Ch8: Changing Mindsets	Mon: Submit Convocation Reflection;  Wed: TB test results due
5	M Sep 26  W Sep 28	Go to Library (Computer Lab B)  Brain Rules: Introduction; Report card assignment	Mon:  Wed: Brain Rules Intro	<i>This week: Fieldwork Begins</i>  Mon: Library tutorial on Moodle  Wed:
6	M Oct 3  W Oct 5	Sleep; Field work check in <b>TPEs: 1.1, 6.3; PS: 1</b>  Wiring - Group Presentations	Mon: Brain Rule: Sleep  Wed: Brain Rule: Wiring	Mon: - bring copy of Observation field notes; - bring printed and signed affidavit

7	M Oct 10	Stress - Group Presentations	Mon: Brain Rule: Stress	
	W Oct 12	<b>Exam 1</b>		
8	M Oct 17	Attention - Group Presentations;	Mon: Brain Rule: Attention; Understanding Children's Attention (on Moodle)	Mon: Midsemester evaluation
	W Oct 19	Short Term Memory – Group Presentations PS: 1	Wed: Brain Rule: Short Term Memory	Sun: Extra credit: watch presidential debates and respond on Moodle (due midnight)
9	M Oct 24	Long Term Memory – Group Presentations; Field work check in <b>TPE: 1.1</b>	Mon: Brain Rule: Long Term Memory	
	W Oct 26	Gender Differences - Group Presentations	Wed: Brain Rule: Gender	
10	M Oct 31	Gender Differences; Field work check in <b>TPE: 1.1; PS: 1</b>	Mon: The Gender Connection (Sousa, 2011); Decoding Neuroscience (Brown, 2014)	Mon:
	W Nov 2	Science and Race Talk – meet at USU Northridge Center	Wed:	Fri: Science & race reflection on Moodle (due midnight)
11	M Nov 7	Social Cognition - Emotional Intelligence; remind report card due	Mon: Goleman video (Moodle); Art of Teaching (Tokuhama-Espinosa, 2010)	Mon: - Plagiarism quiz on Moodle; - Bring notes from viewing Goleman video
	W Nov 9	ADD PS: 1	Wed: Hallowell & Ratey (1995)	Wed: - Report card; - Voting Assignment
12	M Nov 14	Motivation; Field work check in <b>TPEs: 1.1, 6.3</b>	Mon: Pink TED Talk video; Motivation Types (Pink, 2009)	Mon:
	W Nov 16	Homework PS: 1	Wed: Homework Myth (Kohn); Kohn Videos	Wed: <i>Fieldwork ends this week.</i>
13	M Nov 21	<b>Exam 2</b>	Mon:	Mon:
	W Nov 23	No Meeting: Work on Observation Paper	Wed:	Wed:
14	M Nov 28	Field work discussion <b>TPEs: 1.1, 2.1, 6.3, 6.6</b>	Mon:  Wed:	Wed: Bring printed Peer Review Assignment and 2 printed copies of your Observation Paper
	W Nov 30	Peer Reviews		
15	M Dec 5	<b>STUDENT INPUT</b>	Mon:	
	W Dec 7	Potluck, Share out	Wed:	Wed: Observation Paper Due in 2 places on Moodle: 1) Turnitin (due at 10am) 2) EAS upload (due at midnight)  Fri (due at midnight): - Participation survey - Advice to peers

## **LRS 100 -- Linking**

### **TPE 1 Engaging and Supporting All Students in Learning**

1.1- pages I:10, 11

### **TPE 2 Creating and Maintaining Effective Environments**

2.1- pages I: 10, 11

### **TPE 6 Developing as a Professional Educator**

6.3- pages I: 10, 11

6.6- pages I: 10, 11

### **Program Standard 1**

Human Learning Theory - pages I: 10, 11

Positive Behavioral Supports - pages I: 10, 11