

LRS 300: Liberal Studies Gateway Experience

INSTRUCTOR

CLASSMATES

Name:

Contact:

Name:

Contact:



COURSE DESCRIPTION

LRS 300 presents an overview of the nature of the subject matter areas represented in Liberal Studies and the connections between academic disciplines and the content standards. Within this context, students will develop and build on skills and strategies for lifelong learning.

Focusing on the elements required for success in integrating subject matter knowledge from multiple disciplines in preparation for a career in teaching, this course is an introduction to the academic and professional requirements for a Liberal Studies pre-credentialed major. Students will deepen their understanding of the required subject matter areas in the context both of their university-based curriculum and of the academic content standards for grades K-6. Research and technology skills required for teachers are introduced and practiced.

COURSE OBJECTIVES

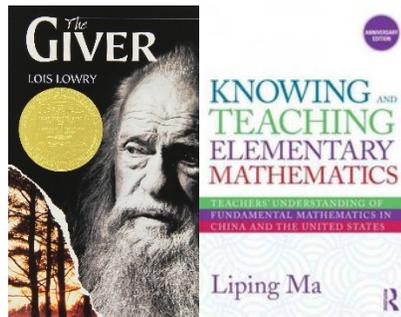
At the completion of LRS 300, you will be able to:

- Identify the importance of critical thinking to education;
- Demonstrate all steps of the research process (including narrowing a topic, creating a thesis, finding reliable sources, gathering information, and using evidence to support your own argument);
- Explain how your own education shaped you as a person;
- Explain how you hope to educate others in the future;
- Describe the importance of lifelong learning to an educator;
- Understand the purpose and goals of Standards;
- Identify the subject areas taught in California public schools;
- Explain connections between the subject areas.

TEXTS

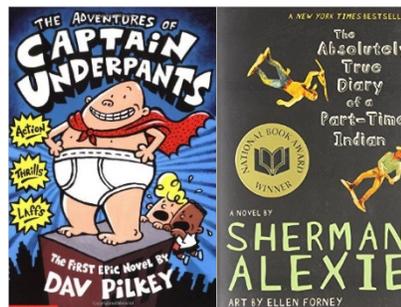
Required Texts Available at Matador Bookstore:

1. Lois Lowry, *The Giver*
You will need to read the entire novel—do not rely on watching the 2014 movie!
A copy is on reserve in the TCC at Oviatt Library. The TCC is on the Garden Level.
2. Liping Ma, *Knowing and Teaching Elementary Mathematics*
A copy is on reserve at Oviatt Library. Reserves is on the 4th floor, East wing.

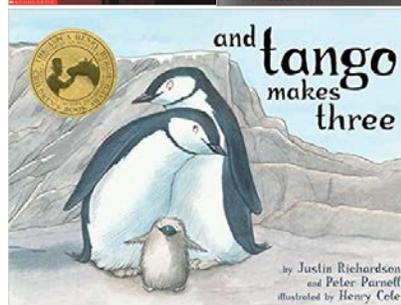


You will also select one of the following:

1. Dave Pilkey, *Captain Underpants*
Intended for grades 2-5
A copy is on reserve in the TCC at Oviatt Library.
2. Justin Richardson and Peter Parnell, *And Tango Makes Three*
Intended for grades Preschool-3
A copy is on reserve in the TCC at Oviatt Library.
3. Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*
Intended for grades 7 and up
A copy is on reserve in the TCC at Oviatt Library.



You will need access to the content standards used in California Public Schools in all subject areas. You can find them (under “Current Standards”) through the California Department of Education: <http://www.cde.ca.gov/be/st/ss/>



The remainder of the readings are on our Moodle site. I highly recommend that you upload your photo to Moodle!

SYLLABUS POLICIES:

We will review key points of the syllabus on our first day of class. Please read the syllabus and course schedule in their entirety and write down any questions you have-- I will provide clarification and answer questions on the second day of class, and we will have a syllabus quiz that day. After the first week of class, you are responsible for understanding policies, deadlines, and expectations. If you need clarification on any assignment or policy, you should ask-- ignorance of or confusion about a due date does not constitute a valid reason for turning in a late assignment. You are expected to have a copy of the syllabus with you in class each day. This will be checked periodically and considered as a component of your participation grade.

COURSE EXPECTATIONS:

Learning is an active process of exploring, interpreting, analyzing, discussing, and writing. The grading criteria for this course reflect the importance of both process and product. Students are

responsible for all information disseminated in class, including all course requirements, deadlines and activities.

Unless otherwise noted in class, all assignments should be typed in 12-point font, double-spaced, with 1-inch margins all around, and should include a header consisting of your name and the date. When a length minimum is given, it is given with these specifications in mind. If you change the formatting for any reason, adjust your length accordingly. Most work will be turned in on Moodle. When work is to be brought to class, it is noted on the syllabus. In these instances, unstapled work will not be accepted. I will not print out your work for you if you run into printer problems. Plan ahead—don't forget you can print 20 pages each day for free on campus in the USU, and that you get \$10 of free printing per semester in Oviatt Library.

GRADING:

<u>Activity</u>	<u>Points</u>	<u>Notes</u>
Participation		
Class Participation	10	(includes in-class activities)
Reading Quizzes	5	
Research Project		
Annotated Bibliography	10	
Detailed Outline	10	
RP Exercises	10	(includes Topic Exploration, Thesis, CRAAP, 1 st Annotation, and List of Sources)
Essays and Reports		
Montaigne Essay (Program Standard 1, bullet 5)	10	
Arts Essay (1.7)	6	
Science PowerPoint (3.7)	4	
Final Essay	10	
Short Assignments	14	(includes Standards: Conflicts and Controversies, Map Activity, Banned Books Assignment (1.5), Ma Presentation Group, Ma Presentation Individual, PE Group Project (1.3, Program Standard 1, bullet 5), and Standards Presentation (3.1)).
Moodle Posts	5	(includes Politics, Survival Book, Giver 1, Giver 2, Draw a Scientist)
Responses to Moodle Posts	3	
Learning Logs (6.1, 6.3)	3	

ASSIGNMENTS:

Participation:

In addition to simply attending the class, you are expected to participate: to ask questions, to share experiences, and to challenge ideas put forward by anyone in the room. We will be discussing many controversial topics this semester—please treat your classmates with respect as we debate and assert our opinions! To earn full participation credit, you will need to demonstrate commitment and engagement. We will also be doing many activities in class that will count toward your participation grade. Being absent for these activities will negatively impact your participation grade.

Reading Quizzes:

It is assumed that students will have completed all assigned readings prior to arriving in class and will be fully prepared to discuss, analyze, and interpret the concepts, ideas, assumptions, and implications of the readings. In order to assess this, reading quizzes will be given.

The Research Project:

This project will take students through the research process, from developing a topic to constructing and supporting an argument. The project is designed to help students hone their skills in all the stages of the research project (e.g., framing a topic, library and online research skills, finding and evaluating sources, writing an annotated bibliography and detailed outline, citation).

Essays and Reports:

These assignments will allow students to more fully consider issues raised in readings and classroom discussions and demonstrate technological competence as required by the ITEP Junior program.¹ You will write (and have the option to revise) an essay (Montaigne Essay [Program Standard I, bullet 3](#)), create a PowerPoint detailing a science experiment we conduct in class ([Science PowerPoint 3.7](#)), and attend an Arts event and write a paper analyzing the experience ([Arts Essay 1.7](#)). The Final Essay will allow students to synthesize course themes and materials. You will receive the prompt on the final day of class, and will upload it to Moodle on or before the day of our scheduled final. ([Final Essay 4.3](#))

Short Assignments:

There are short assignments worth up to two points each; instructions can be found on Moodle or will be discussed in class.

Moodle Posts:

The Moodle Discussion Posts are an opportunity for you to share information with your classmates. You will be assigned a topic, and will write at least 200 words in a Moodle post. Each Moodle Post is worth up to 1 point. Content, mechanics, word count, and plagiarism will all be assessed. A Moodle Discussion Post that earns full credit will:

- Have good mechanics (0-1 errors);

¹ If you do not demonstrate technological competence in this course and want to be admitted to the ITEP Junior Program, you may have to do work outside of the course to meet the requirements for admission to that program.

- Be at least 200 words;
- Be easy to read and understand-- thoughts flow well;
- Demonstrate depth of thought;
- Fully and clearly share information with classmates;
- Provide information beyond what is found in course readings;
- Provide links to additional readings, websites, videos, etc., if appropriate;
- Demonstrate respect for the opinions of others.

Responses to Moodle Posts:

Six times this semester, you will post a response to posts from your peers. At times, I will also be posting (responding to a thought or adding information), and you can respond to me as well. You might add an example, express a respectful opinion, or ask a question. You can respond at any point this semester, as long as you respond six times by the last day of class. Each response is worth up to 0.5 points. I urge you to post throughout the semester-- our online discussions will not be very useful if all posts happen at the last minute! You can respond to any of the discussion forums. Your responses should be a minimum of 100 words.

Learning Logs:

Learning Logs are an opportunity to reflect on what you are learning. This is a freewrite, and you do not have to prepare. You will write non-stop for five minutes, reflecting on the most important takeaways from each unit (so each Learning Log will focus on a different subject area). At the end of the semester, reviewing these logs may help you on the Final Essay. Each log is worth up to 0.5 points. (6.1, 6.3)

LATE WORK:

No late work is accepted. All assignments are due at the start of class—Moodle assignments must be uploaded to Moodle by class start time and will be automatically time/date stamped by Moodle. No in-class work, quizzes, or field trips can be made up if you are absent. If you know you are going to be absent on a specific day and an assignment is due, you can email me that assignment before it is due and it may be eligible for credit. You must include a message in the body of the email including your name and an explanation of what you are attaching to the email.

ATTENDANCE POLICY:

Because this class is neither entirely text-based nor entirely lecture-based, your attendance is necessary. Please come, and please come prepared. Reading quizzes will be given to assess your preparation. Note that it is important to be in class on time—class will start on time every day. You earn points for participating, and you don't earn those points when you're not here. Habitual tardiness will adversely affect your grade. Roll will be taken at each class meeting (by sign-in) and it is your responsibility to make sure you sign in before class begins. You are allowed one absence; your final grade will be lowered for each additional absence. Missing three or more class sessions may result in a failing grade in the course. If you are absent, you should contact at least one classmate and ask for all material covered.

CELL PHONE, LAPTOP, AND TABLET POLICY:

Cell phones are not allowed in class for any reason and should be turned off and put away. Any time I see your cell phone out of your bag or pocket, I will deduct a point from your final grade. If

you bring a laptop or tablet to class, use it responsibly. If in my opinion your device distracts you or your classmates, you will need to shut it down during class. You may use your laptop/tablet only to

work on the activity we are currently discussing in class. Computers are not necessary in this class—you should think of using one as a privilege.

CLASSROOM CITIZENSHIP:

In LRS 300, we will be conducting a lot of self-reflection, we will discuss some controversial issues, and we will have guest speakers. Your classroom conduct will be factored into your participation grade. As we discuss issues and share our own experiences, I expect that you will keep things shared in class confidential. I do not expect everyone to agree, but I do expect everyone to respect one another as students share their point of view. The same guidelines for conduct apply to your online participation.

ACADEMIC INTEGRITY:

Your work must be original to you and original to this course. When you restate someone else's information or ideas, it must be accompanied by documentation of the original source material in the form of a reference or citation. The CSUN catalog defines plagiarism as, "[i]ntentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." Anyone found plagiarizing or cheating will fail that assignment and may fail the course. All instances of academic dishonesty (such as plagiarism or cheating) may be reported to the Office of the Vice President of Student Affairs, at which point the offense will become part of your permanent record at CSUN. In addition, academic dishonesty is (quoting again from the CSUN catalog), "an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction."

STUDENTS WITH DISABILITIES:

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at 818.677.2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at 818.677.2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

MOODLE:

You can find the Moodle site for this course by logging in at moodle.csun.edu. If you need help with technology, visit www.csun.edu/it. You can also access free tutorials from Lynda.com on CSUN's IT website.

EMAIL:

Email is an official form of campus communication, and you are expected to regularly check your CSUN email. If class is cancelled or a due date is changed, you will likely learn about it via email. If you prefer to not use your CSUN email, you need to forward that account to the email address you will be using.

When you communicate with me via email, please include your name, class, and a detailed question or description of the work you are sending me. I check emails during business hours (8am-5pm, Monday through Friday) and will respond within two business days. Although I may check my

email outside of those hours, you cannot count on it, so plan ahead! Ask questions well enough in advance that you will hear back in time to complete the assignment.

Please remember that email is a forum to ask quick questions of clarification. It is not a place to ask for information that you could find by looking at your syllabus or at Moodle, or by asking one of your classmates. More involved conversations should take place in my office.

HELP!

If you have any questions or problems with respect to any assignment, class discussion, or any other aspect of this class, please contact me. My office hours are listed on the syllabus, and I urge you to visit me there as often as you like. I am also available by email. This class is designed to help you learn, and I am here to facilitate that process. You will also collect contact information from at least two students in the class. If you miss a class, contact your peers to ask them what you missed.

TENTATIVE COURSE SCHEDULE:

Week	Assignments	TPEs
	<input type="checkbox"/> This symbol indicates that an item is due on that date.	

Introduction to Course Themes and Concepts		
Week 1	Introduction to the course	
Week 2	<input type="checkbox"/> Read Montaigne, “On Education” <input type="checkbox"/> Bring hard copy of Montaigne’s “On Education” to class <input type="checkbox"/> Bring a device with internet connectivity (phone OK) to class	Program Standard I, bullet 3 (discussion of Montaigne)
Week 3	<input type="checkbox"/> RP: Topic Exploration due <input type="checkbox"/> Read Saul, “Where Donald Trump Stands on School Choice, Student Debt, and Common Core” <input type="checkbox"/> Standards: Conflicts and Controversies assignment due—bring hard copy to class MP: Politics (forum now open, must post by end of semester)	

Social Sciences		
Week 4	<ul style="list-style-type: none"> <input type="checkbox"/> Montaigne Essay due—upload to Moodle and bring hard copy to class (attach rubric) <input type="checkbox"/> Read Lerner, “Why History Matters” and bring hard copy to class <input type="checkbox"/> RP: Thesis Statement due—bring hard copy to class 	<p>2.2 (discussion of Lerner and Loewen)</p> <p>Program Standard I, bullet 3 (Montaigne Essay)</p>
Week 5	<ul style="list-style-type: none"> <input type="checkbox"/> Map Activity due <input type="checkbox"/> Read Loewen, “Introduction: Something Has Gone Very Wrong” <input type="checkbox"/> Bring hard copies of Mora and Rich to class <input type="checkbox"/> Skim K-6 Content Standards for Social Sciences (Social Science presentations) 	<p>2.2; 3.1 (for students in Social Sciences group)</p>

Language Arts		
Week 6	<ul style="list-style-type: none"> <input type="checkbox"/> Read Lowry, <i>The Giver</i> <input type="checkbox"/> MP: Giver 1 <input type="checkbox"/> LL: Social Sciences <input type="checkbox"/> RP: CRAAP Test due 	<p>1.5; 2.2; 3.1 (Learning Log on Lerner and Loewen)</p> <p>6.1, 6.3 (LL)</p>
Week 7	<ul style="list-style-type: none"> <input type="checkbox"/> Read Baker, “Trilingualism” <input type="checkbox"/> Read Kakutani, “Obama’s Secret to Surviving the White House Years: Books” <input type="checkbox"/> MP: Survival Book <input type="checkbox"/> Skim Common Core State Standards for English Language Arts (Language Arts presentations) 	<p>3.1 (for students in Language Arts group)</p> <p>1.5 (discussion of Trilingualism and in-class activity based on that reading)</p>

The Arts		
Week 8	<ul style="list-style-type: none"> <input type="checkbox"/> Read McClure, “Censorship of Children’s Books” (focus especially on pages 18-25) <input type="checkbox"/> Read one of the three banned books <input type="checkbox"/> Banned Books Assignment due <input type="checkbox"/> Bring a piece of art to class (anything you consider art—but no children’s art, please) <input type="checkbox"/> MP: Giver 2 <input type="checkbox"/> Last chance to upload RP: Full List of Sources 	1.5 (Banned Books Assignment)
Week 9	<ul style="list-style-type: none"> <input type="checkbox"/> Read Bronson & Merryman, “The Creativity Crisis” <input type="checkbox"/> Watch Video, “Changing Education Paradigms” <input type="checkbox"/> RP: First Annotation due—bring to class for peer review <input type="checkbox"/> Skim Arts Standards, K-6 (Arts Presentations) <input type="checkbox"/> LL: Language Arts <p>Ma groups will be assigned today.</p>	1.7; 3.1 (for students in Arts group) 6.1, 6.3 (LL)

Science		
Week 10	<p>We will conduct Science Experiment in class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotated Bibliography Rough Draft due to Moodle <input type="checkbox"/> LL: Arts 	6.1, 6.3 (LL)
Week 11	<ul style="list-style-type: none"> <input type="checkbox"/> Read Ma, Introduction and pp 118-124 and bring book to class Cont... <input type="checkbox"/> MP: Draw a Scientist <input type="checkbox"/> Watch Video, “Why” (warning: there is profanity in this video) <input type="checkbox"/> Read Bowker, “Teaching Students to Ask Questions Instead of Answer Them” <input type="checkbox"/> Skim Science Standards, grades K-6 (Science Standards Presentations) 	3.1 (for students in Science group) 6.1, 6.3 (LL)

Math

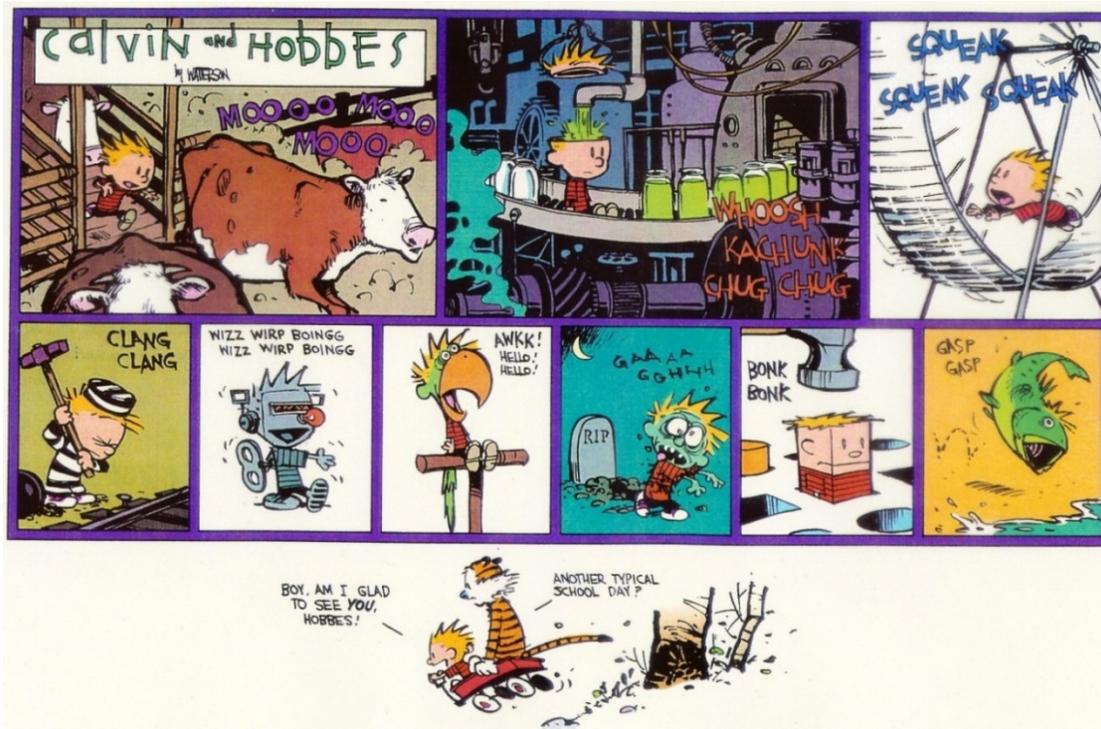
<p>Week 12</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Last chance to email Science PowerPoint <input type="checkbox"/> Ma Presentations <input type="checkbox"/> LL: Science 	<p>3.7 (ppt) 6.1, 6.3 (LL)</p>
<p>Week 13</p>	<p>You will have time in class to work on your PE Group Projects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Paul, “Why Kids Take on Adults Math Anxiety” <input type="checkbox"/> Skim Math Standards, grades K-6 (Math Standards Presentations) 	<p>3.1 (for students in Math group)</p>

Health

<p>Week 14</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PE Group Projects <input type="checkbox"/> Read Fast Food F.A.C.T.S. <input type="checkbox"/> LL: Math <input type="checkbox"/> Last chance to upload Arts Essay to Moodle 	<p>1.3; Program Standard I, bullet 5 (PE Project) 1.7 (Arts Essay)</p>
<p>Week 15</p>	<p>Final assignment handed out in class</p> <ul style="list-style-type: none"> <input type="checkbox"/> LL: Health <input type="checkbox"/> Research Project due <input type="checkbox"/> Bring all notes and readings for use on Extra Credit Quiz 	<p>6.1, 6.3 (LL)</p>

****Final is due on Moodle by 7:30pm on May 17th****

4.3, 6.1, 6.2, 6.3



LRS300 Model Syllabus-- Linking

TPE 1 Engaging and Supporting All Students in Learning

- 1.1- pages I: 14
- 1.5- pages I: 8, 9
- 1.7- pages I: 4, 9, 10

TPE 2 Creating and Maintaining Effective Environments

- 2.2- pages I: 8

TPE 3 Understanding and Organizing Subject Matter for Student Learning (Social Studies and Visual-Performing Arts)

- 3.1- pages I: 8, 9, 10
- 3.7- pages I: 4, 10

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.3- pages I: 4, 10

TPE 6 Developing as a Professional Educator

- 6.1- pages I: 8, 9, 10
- 6.2- pages I: 4, 10
- 6.3- pages I: 8, 9, 10

Program Standard 1

- Foundations- pages I: 7, 8
- Curr and Ass= pages I: 10