

# Striving to be Reflective, Principled Educators

EDGN 597: Professional Reading in Education • I Graduate Unit



Instructor: Dr. Robert Fraisse  
Email: [rfraisse@callutheran.edu](mailto:rfraisse@callutheran.edu)

If you have a disability that requires an accommodation, please contact me immediately.

## Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the Graduate School of Education seeks to develop reflective, principled educators who **STRIVE** to:

- **S**erve as mentors and models for moral and ethical leadership
- **T**hink critically to connect theory with practice
- **R**espect all individuals
- **I**nclude and respond to the needs of all learners
- **V**alue diversity
- **E**mpower individuals to participate in educational growth and change

<i>The mission of California Lutheran University is...</i>		In accordance with the mission of CLU, the Graduate School of Education seeks to develop reflective, principled educators who <b>STRIVE</b> to:
1.) <i>To educate</i>	<ul style="list-style-type: none"><li>• Creative and critical thinking</li><li>• Information literacy</li><li>• Communication (written) skills</li></ul>	<ul style="list-style-type: none"><li>• <b>T</b>hink critically to connect theory with practice</li></ul>
2.) <i>leaders</i>	<ul style="list-style-type: none"><li>• Interpersonal and teamwork skills</li><li>• Principled leadership</li></ul>	<ul style="list-style-type: none"><li>• <b>E</b>mpower individuals to participate in educational growth and change</li></ul>
3.) <i>who are strong in character and judgment, confident in their identity and vocation and committed to service and justice.</i>	<ul style="list-style-type: none"><li>• Identity and values</li></ul>	<ul style="list-style-type: none"><li>• <b>S</b>erve as mentors and models for moral and ethical leadership</li><li>• <b>R</b>espect all individuals</li><li>• <b>I</b>nclude and respond to the needs of all learners</li><li>• <b>V</b>alue diversity</li></ul>

## Course Description

This course provides students an opportunity to deepen their professional knowledge and competencies through the reading and reflective analysis of an educational text of their choosing. Each student will choose a book from the Corwin Publishing catalog of books. The book choice must support the professional practice of the student. Each book selected for study will encompass readings and activities for one unit of credit. Students have three months to complete the coursework.

## Course Outcomes

By successful completion of the course, the student will:

- Choose a text that has specific meaning to them and explain how the text they chose supports areas of growth in their professional practice (**CLU 1; GSOE T; GSOE I**)
- Reflect ethically about a specific topic in education through critically analyzing the professional development text (**CLU 1; CLU 3; GSOE T; GSOE I**)
- Complete a written analysis that includes concrete ways they can apply concepts from the text to their professional practice (**CLU 1; CLU 2; CLU 3; GSOE T; GSOE S; GSOE E**)
- Analyze ways in which the ideas and concepts of the text support a diverse range of students (or does not support them) (**CLU 1; CLU 3; GSOE R; GSOE I; GSOE V**)

## Required Readings and Learning Resources

The professional development text chosen to complete the coursework must be a Corwin title. A complete catalog of Corwin titles can be found at [corwin.com](http://corwin.com).

## Learning Activities and Assignments

Students must complete the following three parts of the assignment.

### **Part One: Synopsis**

Give a detailed description of the book, including the author's thesis and intended purpose. Comment upon the structure of the book and if that structure helps or hinders the author's intentions. Share your perception concerning what the book does and does not do and evaluate its effectiveness in meeting its stated goals. How does this book support your professional learning goals and/or professional background?

(**CLU 1; CLU 3; GSOE T; GSOE S; GSOE E**)

(Minimum of 2-3 pages)

### **Part Two: Reflection**

Identify the author's overarching themes and opine on the extent that the book adds new insights or knowledge to the professional development topic under study. What "take-aways" can you glean from this book to impact your own professional practice? Which of the ideas of the author are open to challenge, underdeveloped, or too simplistic in your opinion?

(**CLU 1; CLU 3; GSOE R; GSOE I**)

(Minimum of 3-5 pages)

### **Part Three: Theory to Practice**

In what ways are the ideas of the author already embedded in professional practice? What ideas need systemic support before they can be implemented? Address the ways in which the ideas of the author are in competition with other and different ideas in terms of the impact on professional practice. What obstacles currently exist which could prevent the ideas of the author from taking root? How could such obstacles be addressed? What groups of professional educators would benefit from reading this book and why?

(**CLU 1; CLU 2; CLU 3; GSOE S; GSOE T; GSOE V; GSOE E**)

(Minimum of 3-5 pages)

## Grading Policy

### Assignment Rubric

Proficient	Points	Partially Proficient	Points	Incomplete and/or Unsatisfactory	Points
Response includes all elements outlined in the assignment directions	7-8	Response includes most of the elements outlined in the assignment directions	6	Response does not include all elements outlined in the assignment directions	0-5
Response meets all the page requirements	7-8	Response meets some or most the page requirements	6	Response does not meet all the page requirements	0-5
Response is well organized.	7-8	Response is partially well organized, but parts may be unclear and/or awkward	6	Response is disorganized and hard to understand.	0-5
Response includes critical analysis of main ideas	7-8	Response includes a critical analysis that is only partially developed	6	Response does not include a critical analysis of main ideas or the analysis isn't fully developed or germane to the content of the text.	0-5
Response makes connections to professional practice	7-8	Response makes limited connections to professional practice	6	Response does not make connections to professional practice	0-5
Total Points Possible	35-40	Total Points Possible	30	Total Points Possible	0-25

### Students will be graded on the following grading scale:

Type of Assignment	Percentage of Grade	Total Points Possible
Part 1: Synopsis	33.3%	40
Part 2: Reflection	33.3%	40
Part 3: Theory to Practice	33.3%	40
Total	100%	120

A	A-	B+	B	B-	C+	C	Unsatisfactory
120-111	110-108	107-104	103-99	98-96	95-92	91-88	<87

#### PROFICIENT

A = 120 to 111 (100% to 93%)

A- = 110 to 108 (92% to 90%)

B+ = 107 to 104 (89% to 87%)

#### PARTIALLY PROFICIENT

B = 103 to 99 (86% to 83%)

B- = 98 to 96 (82% to 80%)

C+ = 95 to 92 (79% to 77%)

C = 91 to 88 (76% to 73%)

#### INCOMPLETE or UNSATISFACTORY

Unsatisfactory (C- or below) = <87 (72% to 0)

### Academic Integrity

California Lutheran University has as a basic premise the ideal of academic integrity. California Lutheran University students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of California Lutheran University expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the section on Academic Policies in the California Lutheran University Undergraduate or Graduate Catalogs.

### Course Schedule of Activities

Students will have three months from the date of registration to complete and submit all assignments. All coursework will be graded and returned to the student within 14 days.