

CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
FALL 2008
EDU 151 FIELD EXPERIENCE

Instructor: Mary Louise Hutchinson, MEd
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Office Hours: Monday 11am—1pm Wednesday 11am—1pm; 5—6pm
Meeting Dates: 10/08, 10/29, 11/12, 12/03
Meeting Time: 5:00—6:00 pm

Course Description

This field experience has a two-fold purpose:

- 1) The prospective teacher will spend a minimum of three hours per week in the classroom for a total of 30 documented observation hours. The prospective teacher will process elements such as school environment, behavior management strategies, and teacher decision making procedures among others. By reflection and journal activities, the students will record and respond to their experiences and observations.
- 2) Because teachers must consistently make decisions that are based on educational and societal standards while maintaining their personal integrity, the second purpose of this course encompasses a discussion of ethics and moral considerations as related to the field of teaching and to society in general. In this portion of the class, students will examine specific case studies and prepare an argument for class discussion.

Course Outcomes

Upon completion of this course, the student will:

- describe the difference between consequential and non-consequential theorists' responses to situations.
- discuss and reflect on case studies that challenge thinking as a professional and how these questions relate to the larger society.
- observe and reflect on students in the learning and social environment within the school setting and how these observations relate to the ethical questions and case studies discussed in class.
- observe and reflect on teachers' motivational strategies and how these techniques relate to the ethical questions and case studies discussed in class.
- observe and reflect on classroom management techniques and how these techniques relate to the ethical questions and case studies discussed in class.
- observe and reflect on diversity and multicultural issues in the classroom and how this relates to the ethical questions and case studies discussed in class.
- observe and reflect on teachers' grading system and examine the issue of behavior and grades and how this relates to the ethical questions and case studies discussed in class.

Class Materials

Field Experience I Manual, selected readings provided by the professor

Student Accommodations

Students with documented learning disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center during the first week of class.

Honor Philosophy

The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate behavior is implicit in the Cedar Crest College Honor Code.

Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. In order to minimize distractions, please turn cell phones and pagers off during class.

Attendance and Late Arrivals

As part of your learning responsibility, your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of his course, however, there will be assignments that you will not be able to make up if you are absent. Your attendance and participation will be scored using the profession rubric provided with this document.

Late Assignments

Because of the nature of this course, any late assignments will need to be discussed with the professor in person. **NO assignments will be accepted after 12/03/08.**

Plagiarism

Plagiarism is regarded as failure to comply with the college honor code. Therefore, any student who is documented as cheating on an assignment, plagiarizing, or otherwise breaking the Honor Code, will receive an "F" for that assignment.

Course Requirements

• Reflection Journal	50 points (10 points each)
• Mentor Teacher Evaluation	30 points
• Quiz	20 points
• Class participation per Professionalism rubric	70 points
• Final Essay	<u>30 points</u>
Total	200 points

Grading

188—200	A	154—159	C+
180—187	A-	148—153	C
174—179	B+	140—147	C-
168—173	B	134—139	D+
160—167	B-	126—133	D-
		Below 126	F

Please Note

Any student receiving a grade below a “B” in any education course will have to retake the course to be certified in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.