

Field Experience III

EDU 321 – 70 2 (1 credit)

Fall, 2009

Dr. Gibbons

Office: 229 Curtis

Office Hours: TBA

Email: mgibbons@cedarcrest.edu

Office Telephone: 610.606.4666 Ext. 3740

Course Description:

This course is a structured field experience that involves participation in teaching science, social studies, and mathematics in an elementary classroom. Students plan, implement, and assess standards-based instruction, analyze their own competencies in classroom management, and receive feedback from a cooperating mentor teacher. Students explore issues related to diversity and social studies education, spend three hours a week in an elementary classroom, and participate in four class sessions to process their field experiences. This course must be taken with the last of the following courses: EDU 312, 317, 319, or 332.

Course Outcomes:

As a result of participating in this course, the student will:

- Be able to plan, implement, and evaluate learning experiences in the elementary or middle grades.
- Be able to analyze their competencies as classroom managers, to reflect on strengths and weaknesses as both a teacher and classroom manager, and to be able to suggest ways to improve their teaching and classroom management.
- Be able to develop learning experiences that call on a variety of instructional strategies.
- Be able to develop lessons that integrate various content areas.
- Be able to plan, implement, and evaluate a variety of assessments.

Course Requirements:

Visit a designated classroom one day per week for at least three hours.

Participate in working with students in the classroom.

Design, implement, and evaluate a minimum of five learning experiences.

Complete all Field Experience III activities outlined in the required text.

Attend and participate in four sixty-minute seminars during the semester.

Complete all seminar activities outlined in the required text.

Course Text:

Field Experience III Handbook. Cedar Crest College: Allentown, PA.

Course Assessment:

Course Requirements (see below for grade percentages):

1. Visit a designated classroom one morning per week for at least three hours.
2. Attend and participate in four-60-minute seminars during the semester.
3. Complete reflection journal/seminar meeting assignments. Please note that assignments can be turned in out of order but 2 assignments need to be turned in the first class, 3 the second, 2 the third, and 3 the last class. (See syllabus). Please do not wait to turn in assignments all at one time. These will be considered LATE and result in a lower grade.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by the complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That 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. Please note that cell phones must be turned off during class.

Attendance/Lateness Policy/Leaving Class Early: Your attendance at all class meetings is expected and a vital part of the learning process. Since the class meets only four (4) times throughout the semester, one absence results in an automatic letter grade of an 83 (B). Any student who is more than five minutes late for class will be marked as absent. Students leaving class more than 10 minutes early will also be counted absent from the class. Please note that students who turn their experiences in early MUST still attend all 4 sessions of class.

Late Submission of Assignments: Assignments are to be submitted to the instructor on the due date to receive full credit for the work.

Tutors: Students experiencing difficulty with writing skills or English language oral proficiency or any other course content or requirements may seek additional help from the Advising Center. Students experiencing difficulties with course content or writing lesson or unit plans should meet with our evening academic advisors who are highly competent in using our format for lesson/unit planning or schedule an appointment with the professor.

Assessment:

On any out-of-class assignment, students are encouraged to talk about the assignment, but the final product that is turned in, is your own and one that embodies principles of honesty and academic integrity as expected* at Cedar Crest College. See also page 5 of Student Handbook.

* Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the College community and compromise the worth of work completed by others. Academic dishonesty: "any activity, other than studying, that gives you an advantage over your classmates."

A grade of an A is considered to be awarded for exemplary performance in all areas of the course: written and spoken work; participation in live and on-line discussions; attendance; and an in-depth understanding of the theoretical basis of Education. Any student who earns an A will have demonstrated an excellent command of written and spoken English, grammar and spelling.

Questions/Concerns: It is common for students to have questions or concerns throughout the semester regarding assignments, grading or general expectations. When these occasions arise, students are asked to follow an order of hierarchy in having the questions and concerns addressed. You are asked first to speak with the professor. If the concern is not satisfied at this level, you may then schedule a meeting with the department chairperson. If the concern is still not satisfied, it should then be taken to the Dean of Students.

Student Accommodations: Students with documented disabilities who may require special accommodations should meet with the instructor during the first week of class so accommodations can be made promptly. Students who wish to request special accommodations must also contact the Advising Center.

Course Grade:

Reflection Journal Assignments 50 PTS.

Mentor Teacher Evaluation 50 PTS.

IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT THE MENTOR'S FINAL EVALUATION ARRIVES TO ME IN THE MAIL. I WILL NOT CONTACT THE MENTOR FOR YOUR GRADE. ALSO, PLEASE DO NOT SUBMIT THE EVALUATION TO ME BY HAND.

Seminar Participation 200 POINTS (50 PTS. EACH)

Grading:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
72-76	C
70-71	C-
66-69	D+
63-65	D
Below 63	F

Please note that any student receiving a grade below a B in any education course will have to re-take the course in order to be certified in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.

Seminar Schedule:

MANDATORY FIELD MEETING: 9/24/09 (5-6:00)

Date/Topics/Assignments:

Class 1 10/8/09 (6-7:00)

Questions on assignments

Group discussions on assignment

Be ready to discuss questions below

Complete assignments Week 1 and Week 2.

Class 2 10/29/09 (6-7:00)

Group discussions on assignment

Be ready to discuss questions below

Complete assignments for Week 3, 4, and 5.

Class 3 11/12/09 (6-7:00)

Group discussions on assignment

Mentor envelopes handed out

Be ready to discuss questions below

Complete assignments Week 6 and 7.

Class 4 12/3/09 (6-7:00)

Course Evaluations

Professionalism Rubric

Final reflections

Be ready to discuss questions below

Complete assignments for Week 8, 9 and 10.

Cooperative Learning Activity (topics for discussion at all class meetings)

1. How is the reading/language arts instruction structured at your school? Consider the time/emphasis given to different aspects of teaching reading, literature, skills, etc.
2. Is there on-going assessment? What type(s) of assessment is (are) used?

3. React to the teaching style that you have seen so far of your cooperating mentor teacher. What aspects of his/her teaching do you believe will be markedly different or the same? Why?

4. Pre-conceived notions or ideas that were proven or disproved?