

**Cedar Crest College
Education Department
Spring 2009**

EDU 315: Field Experience II Secondary

Instructor: Dr. Jill Purdy

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Office Hours: Tuesday 3:30 – 5:30, Thursday 3:00 – 6:00

Meeting Dates: February 26, March 19, April 2, April 23

***Note that I will only correspond via Cedar Crest email accounts. In case of inclement weather please check your email and you may call my voicemail on the day of class.**

Course Description: This field experience focuses on helping the prospective teacher process the theory-praxis relationship as it relates to the role of reading comprehension and processing in a specific content area. Prospective teachers spend three hours each week in a middle or high school classroom in their content area and participate in four class sessions for processing and enhancing their field experiences.

Course Outcomes: By the end of the field experience, the student will be able to:

- Explain and model the ways in which theory and research in reading and language arts instruction impact planning, implementing, and assessing learning experiences in secondary and middle school classrooms.
- Integrate National and PDE standards in Reading and Language Arts into the content area classroom.
- Describe and implement strategies that are critical to successful reading comprehension in a content area.
- Adapt and modify reading activities in content area instruction to meet the needs of diverse students with special needs.
- Reflect on effective and ineffective teaching practices regarding curriculum, classroom management, assessment, instruction, and methodology and planning.

Textbook: Field Experience II Manual

Academic Honesty/Protocol: The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous and respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations or any other behavior that might disrupt instruction and/or compromise students' access to learning. Cell phones should be turned off before class begins. Any failure to comply with this protocol will result in a lowered grade for the course.

Education Department Attendance Policy: 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 this course, however, there will be assignments that you will not be able to make up if you are absent. Your attendance will be scored on the Professional Rubric – see attached.

Late Work: Late work is unacceptable. If there are any problems in this area, a private meeting with me is necessary.

Class Participation: All students are expected to complete all assignments and contribute to class discussion in this cooperative learning environment. (See Professional Rubric)

Plagiarism: Is regarded as failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of idea(s), a grade of “0” will be earned for that paper. Not knowing how to cite a source will not be considered as an excuse for plagiarism. **Student must submit original work.** Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of instructor.

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

Course Requirements:

Reflections	50%
Mentor Evaluation	30%
Professional Rubric	20%

Class	Discussion Topics	Assignments Due
2/26	Reading Strategies: What is really happening in the content classroom?	Complete Weeks #1,2, submit all forms
3/19	Working with adolescent students as readers.	Complete Weeks #3,4
4/2	Working with diverse students.	Complete Weeks #4,5
4/23	Graphic Organizers: What is out there and are they working?	Complete Weeks #6-10 Submit all work (graded and ungraded) compiled in notebook, presented as a portfolio of learning