

Field Experience III

EDU 321 – 70 2 (1 credit)

Spring, 2009

Meridith Gibbons

Office: 229 Curtis

Office Hours: Tuesdays 3:45-6:15 p.m.; Thursdays 3:45-6:15 p.m.

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.
4. Professionalism Rubric

Grades are based on the following assessments:

Mentor Teacher Evaluation 40 %
Seminar Participation 10 %
Reflection Journal/Seminar Assignments 40 %
Professionalism Rubric 10%

Attendance/Lateness/Leaving Class Early (Departmental Policy):

Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, religious holidays, 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***. YOU WILL AUTOMATICALLY BE DROPPED ONE LETTER GRADE FOR EVERY SEMINAR MEETING MISSED. There are no exceptions.

Late Submission of Assignments:

Assignments are to be submitted on the due date to receive full credit for the work. If you are having difficulty completing an assignment, please speak to me.

Honor Philosophy:

The formal honor philosophy adopted by Cedar Crest College as outlined in the college course catalogue and student handbook is strictly followed in this class. Appropriate classroom behavior, the

generation of original work, proper citation of sources consulted and used, and the creation and maintenance of a courteous, respectful classroom environment and a classroom free from distractions is implicit in the CCC honor philosophy.

The *Cedar Crest College Student Guide* includes the following under *Honor Philosophy, Community Standards for Academic Conduct, Classroom Protocol*:

Appropriate classroom behavior is implicit in the Cedar Crest 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. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their CCC education.

Plagiarism (CCC Policy):

Is regarded as a 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 the idea(s), a grade of “0” will be earned for that paper.

Students with Disabilities:

Students with disabilities who wish to request accommodations should contact the Advising Center.

Course Schedule:

MANDATORY FIELD MEETING: February 5, 2009 5:00pm

Date/Topics/Assignments:

Class 1

Course Overview/Syllabus

Questions on assignments

Group discussions on assignment

Be ready to discuss questions below

Complete assignments Week 1 and Week 2.

Class 2

Group discussions on assignment

Be ready to discuss questions below

Complete assignments for Week 3, 4, and 5.

Class 3

Group discussions on assignment

Mentor envelopes handed out

Be ready to discuss questions below

Complete assignments Week 6 and 7.

Class 4

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?