

Field Experience II  
Edu 313 Elementary (1 credit)  
Spring Semester 2010  
Tuesdays 5:00-6:00

Instructor: Dr. Meridith Gibbons, Assistant Professor  
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\*Please note that due to confidentiality, I will only correspond through Cedar Crest email accounts. Contact technology about having your emails forwarded to a different account such as home, work, etc.

Office Hours: Tuesday/Thursday 3:45-6:15

Required Course Text: Field Experience II Elementary Manual: **Please refer to my notes regarding notes/modifications to assignments, etc.**

Course Description: A structured field experience that consists of observations and participation in the teaching of reading and language arts in the elementary and middle school. Students plan, implement and assess instruction and gain feedback from a cooperating mentor teacher. The course focuses on helping students process the theory-praxis relationship as it relates to the balanced reading program approach. Students spend 3 hours each week in a field placement and participate in four class sessions for processing their field experiences. Co-requisite: Education 312. Seminar dates have been previously posted.

Course Outcomes:

By the end of the field experience, students will be able to:

1. Explain and model the ways in which theory and research in reading and language arts instruction impact upon planning, implementing and assessing learning experiences in elementary and middle school classrooms. (CCC- 1, 7; PDE- 7)
2. Integrate National Standards and Pennsylvania Standards in Readings and the Language Arts to National and Pennsylvania Standards in a particular academic content area to classroom practice. (CCC-1, 7; PDE- 2, 3, 4, 7)
3. Describe and implement strategies that are critical to successful reading comprehension in an academic content area. (CCC-1, 4; PDE- 2, 4, 6, 7)
4. Adapt and modify reading activities in the content area instruction to meet the needs of diverse students with special needs. (CCC- 1, 6; PDE- 2, 3, 7)
5. Assess and diagnose students experiencing difficulties with academic learning due to reading difficulties and learn to work with a reading specialist to facilitate students' remediation of these difficulties. (CCC- 4, 6; PDE- 2, 3, 4, 5, 8)
6. Reflect on effective/ineffective teaching practices regarding curriculum, classroom management, assessment, instruction, methodology and lesson planning. (CCC- 1, 6; PDE- 9)

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. Any failure to comply with this protocol will result in a lowered grade on professionalism for course and may impact the student's final grade.

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.

\* 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)
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Total: 300 points

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: Feb. 4, Alumnae Auditorium, 5:00-6:00

Date/Topics/Assignments:

Class 1: Feb. 23

Questions on assignments

Group discussions on assignment

Be ready to discuss questions below

Complete assignments Week 1 and Week 2.

Class 2: Mar 16

Group discussions on assignment

Be ready to discuss questions below

Complete assignments for Week 3, 4, and 5.

Class 3: Mar 30

Group discussions on assignment

Mentor envelopes handed out

Be ready to discuss questions below

Complete assignments Week 6 and 7.

Class 4: Apr. 20

Course Evaluations (online)

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?