

**CEDAR CREST COLLEGE**

**COURSE SYLLABUS**

**COURSE TITLE:** Field Experience II Secondary

**COURSE CODE:** EDU 315

**CREDITS:** 1 credit

**SEMESTER:** Spring 2010

**SCHEDULE:** Thursdays 5:00 p.m. to 5:59 p.m.  
Field Experience Orientation Meeting: 2/4  
Class Meeting Dates: 2/25, 3/18, 4/1, 4/22

**LOCATION:** Curtis Hall 112

**INSTRUCTOR:**

Nancy L. King, Ed.D.  
E-mail: [nlking@cedarcrest.edu](mailto:nlking@cedarcrest.edu)  
Phone: Office: 610- 606-4666, Ext. 3616  
Cell: 610-858-3400 (cell)

**OFFICE:** Curtis, Room 225

**OFFICE HOURS:** Mondays 1:00 p.m. – 4:00 p.m., Thursdays 11:00 a.m. – 2:00 p.m., or by Appointment

**PLEASE NOTE:** Email correspondence to the Instructor should be made through a student's Cedar Crest College email account to the Instructor's designated email account.

**REQUIRED COURSE TEXTS:** *Field Experience II: Secondary Manual.*

**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 OBJECTIVES:** 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 middle school and secondary 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.

**COURSE REQUIREMENTS:**

- Visit a designated classroom each week for at least three hours.
- Attend and participate in four seminar sessions during the semester.
- Complete seminar assignments and reflections as described in the *Field Experience II: Secondary Manual*.
- Attend and actively participate in all class sessions.

**COURSE ASSESSMENTS:**

Each of the assessments will be awarded a maximum number of points as indicated. The number of points awarded for each assignment will be determined by the quality of the product submitted. Points will be deducted for assignments submitted after the due date. The final grade for the course will be based on the student’s accumulated points.

Required Activities & Reflections 10 @ 5 pts. each	50 points
Mentor Evaluation	40 points
Class Attendance	5 points
Class Participation	5 points
<b>Total</b>	<b>100 Points</b>

**COURSE GRADING:**

A 94 points and above	C 74 – 76 points
A- 90 – 93 points	C- 70 – 73 points
B+ 87 – 89 points	D+ 67 – 69 points
B 84 – 86 points	D 63 – 66 points
B- 80 – 83 points	F Below 63 points
C+ 77 – 79 points	

PLEASE NOTE: Students must achieve a B or better in all education classes.

COURSE SCHEDULE:

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
February 25	Course Overview: Reading Strategies: What is really happening in the content classroom?	Complete Weeks #1 & #2 Activities and Reflections  Submit all forms
March 18	Working with adolescent students as readers.	Complete Weeks #3 & #4 Activities and Reflections
April 1	Graphic Organizers: Their use and value in the content area classroom.	Complete Weeks #5 & #6 Activities and Reflections
April 22	Working with diverse learners.	Complete Weeks #7 through #10 Activities and Reflections  Submit all work (graded and ungraded) compiled in notebook, presented as a portfolio of learning

Note: The Instructor may find it necessary to revise the syllabus and course schedule in order to meet course objectives.

**ATTENDANCE POLICY**

Attendance at all class meetings is expected and a vital part of the learning process. If an illness or emergency occurs during the semester, the student is responsible for contacting the instructor by email or telephone in advance of the scheduled class and making arrangements for completing the work missed. Students are responsible for the content and assignments covered in all class sessions. Unexcused absences will impact the final grade.

**Accommodations for Students with Disabilities:** Students with documented disabilities who may need accommodations should discuss these needs with the Instructor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Plagiarism: Plagiarism is regarded as a failure to comply with the Cedar Crest College Honor Code as noted in Section A of *A Student's Guide to Cedar Crest College*. Any student who has used the work of another person and has not cited that person as the source of the work will receive a grade of "0" for that assignment.

Classroom Protocol and Student Behavior: Appropriate classroom behavior is expected as noted in Section A of *A Student's Guide to Cedar Crest College*. All students and faculty have the right to a courteous and respectful classroom environment free from distractions and behaviors that might disrupt instruction and learning. Please note that all electronic devices should be turned off during class.