Course Syllabus for EDEE 645: Field Experience I in Elementary Education

Fall 2011 (Wednesdays: 8:00-10:45 a.m.)

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Office Hours: By Appointment

*Please use email as primary form of contact.

Course Description:

This course provides elementary education candidates multiple opportunities to observe the developmental scope of language and literacies across three public school settings: early childhood, elementary and middle school. Through guided field experiences, written reflections, and class discussions, participants will connect literacy theory, research, and practice. In addition, this course will highlight the relationship between language and literacy development and identity as impacted by sociocultural constructs such as age, race/ethnicity, gender, and social class.

Course Text/Materials:

Required:

Weekly assigned articles and chapters to be accessed online or through email attachments

Course Objectives:

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

UNDERSTANDING AND VALUING THE LEARNER

1. Develop personal and class definitions of language (INTASC 1; NAEYC/EC 1; SOE Standards I & II).

2. Describe the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC/EC 1; SOE Standards I & II).

3. Appreciate the impact of family and community upon language development and identify ways to include families and local communities within the classroom (INTASC 1,
4. Describe how language instruction should be aligned with observed patterns of child growth and development (INTASC 1; NAETC/EC 1; SOE Standard 1).

6. Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (SOE Standard 1; NCATE/ACEI 1, 3B; NAEYC 1, 4; NMSA 1)

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Match competencies necessary for appropriate language and reading development with required standards (INTASC, 2b; NAETC/EC 4b; SOE Standard 1).

2. Recognize the impact of differing language patterns and dialects and develop strategies for incorporating these patterns into a systematic program of language expansion (INTASC 1 & 3a, 3b; NAEYC/EC 1 & 4a, 4; SOE Standards I & III).

3. Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b & 5b, Fc; NAETC/EC 1, 4, & 2; SOE Standards III, V, VII).

4. Use systematic observation and reflection as tools to promote student learning (SOE Standard III, VI; NCATE/ACEI 4; NAEYC 3; NMSA 5)

6. Recognize and describe the influence of individual differences among students on the teaching and learning process (SOE Standard I & III; NCATE/ACEI 3B; NAEYC 4; NMSA 1, 3, 5)

UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Model effective use of the English language (INTASC 1, 2b; NAEYC/EC 1; SOE V)

2. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; SOE Standards I, IV, V, VI, VII).

3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).

4. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II, III, V).

6. Speak and write clearly, persuasively, and skillfully (SOE Standard V; NCATE/ACEI 3E; NAEYC 5; NMSA 7)

Professional Dispositions:
Exploration of the following SOE Dispositions will be explored in this course:

- Belief that all students can learn
- Value and respect for individual differences
• Value of positive human interactions
• Exhibition and encouragement of intellectual curiousity, enthusiasm about learning and willingness to learn new ideas
• Dedication to inquiry, reflection, and self-assessment
• Value of collaborative and cooperative work
• Sensitivity toward community and cultural contexts
• Engagement in responsible and ethical practice
• Development of professional mastery over time
  o The student as a professional is responsible for completion/submission of all assigned readings and projects on time.
  o The student is responsible for all course content (lecture, discussion, text, outside reading, handouts, research, etc.) on assessments and in class discussion.
  o The student is responsible for all assignments/notes missed in the case of an absence. The student should obtain these from a classmate, not the instructor. Students are responsible for arranging for someone reliable in class to serve as a contact in case of an absence.

Attendance Policy:

Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will be considered absent. Leaving class prior to dismissal is considered an absence as well. Two absences will be allowed; however, assignments submitted after class if you are absent will be considered late. Upon a third absence, the student will be withdrawn from the course with the grade of WA. WA becomes an F on a transcript.

If a student exceeds allowable absences due to extenuating circumstances beyond the student's control, a panel of professors from that semester will review the circumstances and make a final decision.

Technology Statement:

The student is responsible for utilization of internet, word processing, email (Edisto account). These computer applications are available in the CofC managed computer labs located in JC Long, Library, and other campus sites. Please arrange tutoring or seek assistance during lab hours if you are unfamiliar with any of these applications.

Performance Data:

Portfolio performance data will be collected on candidates enrolled in the graduate elementary education program from the electronic portfolio at UAP (Unit Assessment Point) 2 to demonstrate competence. Data will be reported to accreditation organization in aggregate form only.

Description of Projects/Assignments:

I. Weekly Readings (Connected to all course assignments) (100 points)
Each week you will be expected to “read” the assigned texts. These readings will serve to provide a lens for observing and reflecting upon the language and literacy learning you observe in K-8 classrooms. The texts listed on the syllabus will serve as the starting foundation for the course. After reading each assigned text, write a summary of the text and reflection (1½ to 2 pages). Discuss how the reading relates to your field experience.

II. Field Observation Paper (40 points)

You will be expected to maintain fieldnotes for classroom observation including early childhood, elementary, and middle school settings. Your observations should focus on language and literacy in relation to course readings. In order to focus your lens of language and literacy teaching and learning, zoom in on one student. Each week you will observe your lens student and the students/teachers with whom he/she interacts and describe both verbal and non-verbal literacy practices of participants. Try to record as many direct quotes as possible. Also collect data in the form of the child’s writing or text he/she was reading.

For one level of observation (early childhood, elementary and middle school), you will develop an observation paper. Your paper should include both a description of the general school and classroom setting and then a more detailed description of the specific literacy event you observed. In your papers, you will analyze and reflect upon each literacy event in relation to EDEE 645 and EDEE 640 course readings and concepts.

Due: Either September 26, October 24, November 28

III. Field Observation Presentation (10 points)

Everyone will sign up to present your field observation paper at one of our campus meetings. During this presentation, you will: give some context of the literacy event you describe, explain why you selected this particular event, and share the actual literacy event.

IV. Time Documentation Sheet (10 points)

Please have your cooperating teacher sign the time documentation sheet after each day in the field. This will be collected at the end of the semester.

IV. Final Project: Mini Literacy Ethnography Project (25 points)

For this assignment, you will document the literacy events in your life over a THREE day period. During this period you will record when, how, with whom and for what purposes you engage with both the print and non-print texts in your life. You will receive a chart in class that will serve as the template for your literacy ethnography. After documenting the literacy events you engage in during this period, you will write a paper discussing the patterns in your literacy practices and the purposes for which you use literacy.

Due: TBA
VII. Attendance, preparedness and participation (15 points)

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through actively observing and interacting with children in field and actively sharing your reflections and responding to and building upon your classmates’ ideas during campus meetings. Each class meeting will be worth one point (plus a bonus point). If you are present, prepared, actively participate and follow field experience policies, you will receive one point.

<table>
<thead>
<tr>
<th>Grading Breakdown:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Readings-summary and reflection</td>
<td>A: &gt;93%</td>
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<tr>
<td>Field Observation Papers</td>
<td>B+: 88-92%</td>
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<tr>
<td>Field Observation Presentation</td>
<td>B: 83-87%</td>
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<tr>
<td>Attendance, Preparedness, and Participation</td>
<td>C+: 78-82%</td>
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<tr>
<td>Time documentation sheet</td>
<td>C: 74-77%</td>
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<tr>
<td>Final Project: Mini Literacy Ethnography</td>
<td>F: &lt;73%</td>
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<tr>
<td>Total</td>
<td>200 points</td>
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Grading Breakdown:
- Readings-summary and reflection: 100 points
- Field Observation Papers: 40 points
- Field Observation Presentation: 10 points
- Attendance, Preparedness, and Participation: 15 points
- Time documentation sheet: 10 points
- Final Project: Mini Literacy Ethnography: 25 points

Tentative Schedule

**August 22**
- Introduction to course: Overview of syllabus, texts & course assignments
- Class introductions in the context of literacy and texts
- Dispositions
- PK-2 standards

**NORTH CAMPUS, 130**

**August 29**
- Discussion of reading
- Field observation papers discussion and sign up

**NORTH CAMPUS, 130**

Due: reading summary and reflection:

**September 5**

Early Childhood Field Experience

**School:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>October 3</td>
<td>Elementary School Field</td>
<td>School: Miles Early Childhood Development Center (ECDC) 91 Wentworth St.</td>
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*Due: Early Childhood Literacy Event Papers and Presentations*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>October 10</td>
<td>Elementary School Field Experience</td>
<td>Due:阅读总结和反思:</td>
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<tr>
<td>October 17</td>
<td>Elementary School Field Experience</td>
<td>School:</td>
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<td>October 24</td>
<td>Visit children’s area of library</td>
<td>Due:阅读总结和反思:</td>
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<td>Skim SC 5-8 ELA</td>
<td>Charleston County Library (Main Library at 68 Calhoun) Meet at 9:00 when the library opens.</td>
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<tr>
<td>October 31</td>
<td>Middle Grades Field Experience</td>
<td>School:</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Location</td>
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<tr>
<td>November 7</td>
<td>Middle Grades Field Experience</td>
<td>School</td>
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<td></td>
<td><em>Due: Reading summary and reflection:</em></td>
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<tr>
<td>November 14</td>
<td>Middle Grades Field Experience</td>
<td>School</td>
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<td><em>Due: Reading summary and reflection:</em></td>
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<tr>
<td>November 28</td>
<td>Sharing of literacy events from middle grades field experiences</td>
<td>NORTH CAMPUS 130</td>
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<td>Discuss final project</td>
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<td><em>Due:</em></td>
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<td></td>
<td><em>Middle Grades Literacy Field Papers and Presentations</em></td>
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<tr>
<td>TBA</td>
<td>Final Exam: Mini Literacy Ethnography Project</td>
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