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

Fall 2014 (Wednesdays: 8:00-10:45 a.m.)

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Office Hours: Monday 2-4 p.m.; by appointment, or virtually through Skype or Facetime with confirmed notice

*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 readings to be accessed via Oaks 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, Page 2 5c; NAEYC/EC 1, 2; SOE Standard V).

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,
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; 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 curiosity, 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

- The student as a professional is responsible for completion/submission of all assigned readings and projects on time.
- The student is responsible for all course content (lecture, discussion, text, outside reading, handouts, research, etc.) on assessments and in class discussion.
- 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 after the class’s official start time are considered late. After two tardies, a professionalism point will be deducted for each additional tardy.

Two absences will be allowed for any reason (excused or unexcused); however, assignments submitted after class if you are absent will be considered late. Upon a third absence, the student is subject to being 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:**

This is a BYOD (Bring Your Own Device) course. Students are strongly encouraged to bring their own iPad, iDevice, laptop, or tablet. The department only offers iPad support. The student is additionally responsible for utilization of internet, word processing, presentation software, and email. 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 and reflect upon 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 reflection of the text (1 ½ to 2 pages). Discuss how the reading relates to your field experiences/observations, previous readings, and language and literacy theoretical framework.

II. Field Observation Notebook (40 points)

You will keep an observation notebook (electronic or handwritten) documenting the instruction, activities, events, and children you observe. You will select specific activities or events to document as if you were videotaping or scripting the event as accurately as possible. After each event take 5-10 minutes to make notes or reflect on the event in connection to what you have learned in your language and literacy courses. Bring these to class with you as discussion points and areas of inquiry. (5 points per day of observation recorded in notebook)

II. Field Observation Event Paper (40 points)

You will be expected to maintain field notes 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 selected 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 a brief description of the general school and classroom setting and demographics. It should include a description of the child’s perceived literacy skills and habits (you have observed this child on multiple occasions). Then provide a thorough description of the specific literacy event you observed. This should include the event, the participants, the materials or resources. Discuss this event as reflected/influenced by your readings using professional terminology. The paper will be written from the perspective of your theoretical literacy prospective.

III. Field Observation Event 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 details of the literacy event from the point of view of your framework.

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. Quality Literature Checklist, Selection, and Instructional Summary. (40 points)

For this assignment, 4 children’s books must be selected as examples of high quality children’s texts. One book will be selected for each age observed (Prek, K-2nd, 3rd-5th, 6th-8th). The books must be age appropriate and culturally appropriate representations of children’s literature. Sample quality checklists are provided. These lists may be combined, edited, and adapted. The checklist of qualifications must be attached to an APA reference of the book and a brief summary of the book and its possible use in the classroom. Each book (reference, summary/use, and checklist) is worth 10 points.

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 If you are present, prepared, actively participate and follow field experience policies, you will receive one point.

**Grading Breakdown:**

Readings-summary and reflection: 100 points

Observation Journal: 70 points

Field Observation Event Paper: 40 points

Field Observation Event Presentation: 10 points

Attendance, Preparedness, and Participation: 15 points

Time documentation sheet: 15 points

Children’s Literature Assignment: 40 points

Total 250 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>&gt;93%</td>
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<tr>
<td>B+</td>
<td>88-92%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>C+</td>
<td>78-82%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>F</td>
<td>&lt;73%</td>
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**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Topic(s) Covered</th>
<th>Reading(s) Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>What is your world view for language and literacy acquisition?</td>
<td>Freeman and Freeman Ch.2 Book Whisperer (in class) Ch.2 (survey in class)</td>
<td>Reading Reflection</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Observe at ECDC Concepts of Print (Clay)</td>
<td>Bennett: -Literacy and the Youngest Learner AND</td>
<td>Reading Reflection</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Reflection</td>
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<tr>
<td>Sept. 10</td>
<td>Influence of Contextual Factors</td>
<td>Silencing Sammy (Matthews and Kesner)</td>
<td></td>
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<tr>
<td>Sept. 17</td>
<td>Influence of Contextual Factors</td>
<td>Educating the Other America Ch.</td>
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<tr>
<td>Sept. 24</td>
<td>The Power of Interactive Read Alouds</td>
<td>Bennett’s Read Aloud Ch.4</td>
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<tr>
<td>Oct. 1</td>
<td>Guided Reading Running Records</td>
<td>Guided Reading</td>
<td></td>
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<tr>
<td>Oct. 15</td>
<td>Improving <strong>fluency</strong> and comprehension</td>
<td>Rigorous Reading 26-37;52-67 Explaining Reading Ex. 22&amp;23</td>
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<tr>
<td>Oct. 29</td>
<td>Vocabulary and Comprehension</td>
<td>Taylor and Mraz Teaching Vocabulary</td>
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<tr>
<td>Nov. 5</td>
<td>Disciplinary Literacies</td>
<td>Disciplinary Literacies by Gillis</td>
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</tr>
<tr>
<td>Nov. 12</td>
<td>Language and Dialect Influence on literacy Identities and Performance</td>
<td>Kutz Language and Dialect Ch.6</td>
<td></td>
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<tr>
<td>Nov. 19</td>
<td>Dual Language Learners</td>
<td>Skinner, E. N., &amp; Hagood, M. C. Developing literate identities with English language learners through digital storytelling. The Reading Matrix, 8(2). Literacy and Technology by McLean (in class)</td>
<td></td>
</tr>
</tbody>
</table>
Checklist For Assessing Children's Literature (Anti-Defamation League)

Here are some things to think about when choosing early childhood children's literature. Some of these questions can be used to evaluate a single book; however, the questions are most effective when used to review a complete collection.

**Story:**
- Are the stories interesting to children?
- Are there various conflicts for children to explore?
- How are the conflicts resolved?

**Characters:**
- Do characters represent people from a variety of cultural groups?
- Do "good" characters reflect a variety of backgrounds?
- Are females as well as males depicted in leadership roles?

**Themes:**
- Does the story offer children a variety of things to think about, to question, and to consider?
- Are values being explored instead of preached?
- Are there lessons to be learned?

**Settings:**
- Do the stories reflect a variety of settings?
- Are urban, suburban, and rural settings represented realistically?
- Are cultural settings represented realistically?
Illustrations:

- Are diverse populations represented?
- Is there diversity represented within cultural groups?
- Are characters realistically and genuinely represented?
- Do the illustrations avoid reinforcing societal stereotypes?

Other Considerations:

- Will the stories encourage discussions?
- Are children exposed to multiple perspectives and values?
- Do the stories promote understanding of our diverse society?
- Are the stories age appropriate to ensure children can understand what is presented?

Informational Books Checklist (Reading Rockets)

A Quick Guide to Selecting Great Informational Books for Young Children

Kathy E. Stephens
## Field Observation Event Paper

<table>
<thead>
<tr>
<th></th>
<th>0-2 points</th>
<th>3-5 points</th>
<th>6-8 points</th>
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<tbody>
<tr>
<td><strong>Setting and Demographics</strong></td>
<td>Few to no details are present concerning the school and classroom setting/demographics</td>
<td>Description of school setting and classroom setting is vague and does not include multiple contextual features (genders, ethnicity, socioeconomic status/free and reduced, children receiving services, DLLs)</td>
<td>Description of school and classroom is highly detailed; includes multiple contextual features (genders, ethnicity, socioeconomic status/free and reduced, children receiving services, DLLs)</td>
</tr>
<tr>
<td><strong>Focal Child Literacy Description</strong></td>
<td>Little to no description of less than 3 of the following: reading, writing, speaking, and listening, and designing abilities. Little to no connection to grade level standards</td>
<td>Provides some detail on at least 3 of the literacy components (reading, writing, speaking, listening, and designing. Some comparison of skills to grade level standards.</td>
<td>Described in detail 4 or more of the child’s reading, writing, listening, speaking, and designing skills. These skills are compared to grade level standards.</td>
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<tr>
<td><strong>Event and Participant Description</strong></td>
<td>Clearly answered fewer than 3 of the following: 1. Who was involved? 2. What were they doing? 3. What materials were they using? 4. How did the focal child interact with others or the materials (solo event)? 5. What was the focal child’s goal for the activity? 6. What was the outcome of the literacy event for the focal child?</td>
<td>Thoroughly answered 3-5 of the following questions: 1. Who was involved? 2. What were they doing? 3. What materials were they using? 4. How did the focal child interact with others or the materials (solo event)? 5. What was the focal child’s goal for the activity? 6. What was the outcome of the literacy event for the focal child?</td>
<td>Provided rich detail in answering ALL of the following question so that the reader fully understands what occurred in the event for your focal child. 1. Who was involved? 2. What were they doing? 3. What materials were they using? 4. How did the focal child interact with others or the materials (solo event)? 5. What was the focal child’s goal for the activity? 6. What was the outcome of the focal child?</td>
</tr>
<tr>
<td>Reflection of Event in Professional Terms</td>
<td>literacy event for the focal child?</td>
<td>Reflection Connection to Literacy Framework/Theoretical Perspective</td>
<td>literacy event for the focal child?</td>
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<tr>
<td>Language is descriptive but does not include professional vocabulary specific to area of study/from course readings</td>
<td>Some attempts were made to connect the description and vocabulary to the professional language of course readings</td>
<td>No connection is described between observers literacy framework/perspective and what is observed</td>
<td>Descriptions are clearly provided in the professional language specific to the area of literacy development and instruction/course readings</td>
</tr>
</tbody>
</table>

**Websites of Use:**

Colorincolorado.com

Storylineonline.com

[http://textproject.org/](http://textproject.org/)