Instructor: Nenad Radakovic, Ph.D.
Office: School of Education, Health, and Human Performance, Room 222
Office Phone: 843-953-4837
Email: radakovicn@cofc.edu (Best way to contact me)
Office Hours: Mon: 10-12; Tues: 10-12; Th: 4-5; or by appointment
Email Hours: On weekdays (Mon-Fri): latest check and response 5 pm; Sun: 1-5 pm

Course Description:
This course provides elementary education candidates multiple opportunities to observe teaching and learning with students across three public school settings: early childhood, elementary, and middle school. Through guided field experiences, written reflections, readings, and class discussions, participants will connect education theory, research, and practice. In addition, this course will highlight the relationship between education theory and identity as impacted by sociocultural constructs such as age, race, ethnicity, gender, and social class.

Co-requisite: EDEE 640

Required Text:

Technology:
Please bring your own device (laptop/tablet) to class in order to access resources.

Course Requirements:
Demonstration of SOE Dispositions
Examples of how dispositions are evident are provided in italics:

Belief that all students can learn, participation and attitudes expressed about students and learning
Value and respect for individual differences, interactions in class discussions and participation in group work
Value of positive human interactions, participation in class and in group work
Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments
Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions, performance on assessments (especially the reading and course reflections assignments)
Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work, participation in class activities
Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and respectfully listening to differing points of views
Engagement in responsible and ethical practice, performance on assessments, class attendance, and participation in group activities
Development of professional mastery over time, performance over time in writing, thinking, and expression of knowledge

Utilization of Computer Applications (Available in the CoF C managed computer labs located in JC Long, Addlestone, and other campus sites. If unfamiliar with these applications, set up a time for tutoring with me.)
Internet; Word processing; OAKS
Completion of All Assigned Readings and Assignments **ON TIME**
See Course Assignments below for detailed descriptions.

Responsibility for **ALL** Course Content AND Responsibility for Keeping up with Grades and Attendance
Including lecture, text, outside reading, handouts, research, etc.

**Course Assignments:**
Due dates for course assignments, as well as scheduled exams, are listed in the tentative schedule at the end of the syllabus. Any changes will be announced in class or on the class news page on OAKS. All assignments must be completed on time for any credit to be received. If, for medical or serious personal reasons, an assignment is late the instructor should be informed of the reasons and the potential for late submission and credit may be considered. Please **DO NOT** give assignments to School of Education personnel. Assignments will **NOT** be accepted via email (unless specified explicitly).

**Reflections (10 total)**
Throughout the semester, TCs will be asked to complete reflections based on the specific prompt that will be given by the instructor. The TCs will be required to tie in their observations with the assigned readings.

**Annotated Bibliography**
TCs will complete an annotated bibliography comprised of **ten research articles** on an approved topic of their choosing. The summary should include the following: a summary detailing the main argument, genre, methodology (methods) and findings (if relevant), and explaining the relevance to the chosen topic; a critical comment outlining the strength, weaknesses, and biases of the article; implications for mathematics teaching/learning; and any questions that you have about the article. The annotation format will also be posted on OAKS.

**In-class presentation**
Using the annotated bibliography to further your understanding of the chosen topic, each TCs will present their topic in class. All presentations should involve class participation in some way, as well as the connections to the school visits/observations.

**TEDU Attendance Policy:**
Each absence will result in subtracting 2 points (2%) from the final grade. **Excessive absences (i.e. more than 2 classes) will result in receiving a WA** (Withdrawn Excessive Absences, equivalent to an F). TCs will be late if they arrive after class has started, and will be deducted 2 points from the final grade each time they have been late. In terms of being late or having to leave class early, exceptions will be made on an individual basis, but TCs must speak with me about extenuating circumstances for such exceptions. Regarding absences, if a TC exceeds allowable absences due to extenuating circumstances beyond the TC’s control, a panel of professors from that semester will review the circumstances and make a final decision.

**Written and Oral Communication:**
TCs are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. For assistance with APA, guidelines and examples can easily be found on the web. The Writing Lab is located on the first floor of Addlestone Library. Additionally, it is important that TCs use correct grammar in all oral communication, especially during field experiences.

**Respectful Conduct:**
TCs are expected to be respectful and considerate of one another. Inappropriate jokes or comments towards other students or particular groups of people will not be tolerated. Cell phones should be turned off while in class. Laptops should only be used in class if they are facilitating the development of mathematical thinking; if they appear to be a distraction, I will ask that they be put away. Disrespectful conduct will result in a loss of points on the final grade.
Accommodations:
Any student eligible for and needing accommodations because of a disability is requested to speak with me during
the first two weeks of class or as soon as the student has been approved for services so that reasonable
accommodations can be arranged.

The College will make reasonable accommodations for persons with documented disabilities. Students should apply
for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite
104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting
me one week before accommodation is needed.

This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you
have a documented disability that may have some impact on your work in this class and for which you may require
accommodations, please see an administrator at the Center of Disability Services/SNAP at (843) 953-1431 or me so
that such accommodation may be arranged.

Evaluation:
It will be possible to earn 100 points during the semester. They will be distributed as follows:

<table>
<thead>
<tr>
<th>Reflections (10)</th>
<th>Annotated Bibliography</th>
<th>Final Presentation</th>
<th>Each Absence</th>
<th>Each Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points each, 40 points total (40%)</td>
<td>30 points (30%)</td>
<td>30 points (30%)</td>
<td>-2 points (-2%)</td>
<td>-1 point (-1%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>≤ 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CofC Honor System:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are
investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the
instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor.
A written intervention designed to help prevent the student from repeating the error will be given to the student. The
intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of
Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge
of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty
will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear
on the student’s transcript for two years after which the student may petition for the X to be expunged. The student
may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from
the College by the Honor Board.
Students should be aware that unauthorized collaboration - working together without permission - is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/2015-2016-student-handbook.pdf

Course Objectives:
All teacher preparation programs in the College of Charleston’s School of Education, Health, and Human Performance (SOEHP) are guided by a commitment to the conceptual framework of “Making the Teaching and Learning Connection.” Three elements of teacher competency (ETC) are fundamental to this framework. Teachers must:
1. understand and value the learner,
2. know what and how to teach and assess within a conducive learning environment, and
3. understand themselves as professionals.
In addition, these competencies are foundational to the learning and assessments within this course, facilitating the development of knowledge, skills, and dispositions necessary for becoming an effective teacher.

Below are the specific end-of-course outcomes related to these teacher competencies. They are derived from the standards set forth by the National Council of Measurement in Education (NCME) and relate to those of the (1) SOEHP, (2) CAEP (1.1 relates to the 10 InTASC standards), (3) National Association for the Education of Young Children (NAEYC), (4) National Middle School Association (NMSA), and (5) State Standards for Teacher Education (SC). They, therefore, indicate the expectations for teacher candidates within the SOEHP, early childhood teachers, elementary-grades teachers, and middle-grades teachers.

1. Teacher candidates will develop the understanding of how students learn to construct mathematical ideas from the concrete early childhood experiences through the development of thinking abilities in middle grades.
   SOE I; NAEYC, 1c; InTASC 1 (CAEP 1.1)
2. TCs will articulate a vision of school mathematics that supports access of all students to a curriculum that emphasizes important mathematical concepts; effective and engaging research-based instructional practices; and high expectations with appropriate accompanying accommodations.
   SOE II, III; NAEYC 4b, 5a, 1c; InTASC 2, 4, & 8 (CAEP 1.1)
3. TCs will convey an appreciation for the discipline of mathematics including its history and the contributions of diverse cultures to the field.
   SOE II, VII; SC 4 (contextual teaching and diverse learning styles); related to NAEYC 4a; InTASC 2 (CAEP 1.1)
4. TCs will articulate the knowledge that mathematics curriculum must be coherent and focused on important useful concepts that are connected within the discipline and across disciplines.
   SOE II; NAEYC 5a; NMSA 4.K2, SC 4 (contextual teaching); InTASC 4 (CAEP 1.1)
5. TCs will recognize the importance of the role of student ideas, interests, and needs in the design, implementation, and evaluation of mathematically-based learning experiences.
   SOE I; NAEYC 1a, 5c; NMSA 3.K5, 3.D4, 4.P3; SC 4 (diverse learning styles; cooperative teaching); InTASC 1, 5, & 7 (CAEP 1.1)
6. TCs will demonstrate an understanding of the need for a variety of instructional strategies to effectively address developmental, ability and learning style needs of PK-8 students exhibiting diversity in its many forms.
   SOE III; NAEYC 1c, 4b; NMSA 1.P5, 1.P10, 4.K3, 5.K2; SC 4 (diverse learning styles); InTASC 1, 2, & 8 (CAEP 1.1)
7. TCs will develop the knowledge of, and dispositions that value, ongoing, systematic, formal, and informal assessment as an integral part of instruction that guides and enhances learning.
   SOE VI; NMSA 1.P6, 5.K8, 5.D5, 5.P4, 6(all) NAEYC 6d and/or 4d (related to self assessment to inform future instruction by being reflective and critical); InTASC 6 & 9 (CAEP 1.1)

8. TCs will communicate about and through mathematics verbally and in writing using both everyday language and mathematical representations.
   SOE II; NAEYC 4c, 5a; NMSA 4.K4, 4.D4, 4.P5; InTASC 3 & 4 (CAEP 1.1)

9. TCs will demonstrate knowledge of the organization of the content standard areas of number and operations, algebra, geometry, measurement, data analysis, and probability within the PK-8 mathematics curriculum as prescribed by the NCTM, Common Core State Standards, and the SC Standards.
   SOE II; NAEYC 5b; NMSA 4, 6.K5; SC 7; InTASC 4 (CAEP 1.1)

10. TCs will demonstrate the value and integrative nature of the process standards of problem solving, reasoning, communication, connections, and representations within the PK-8 mathematics curriculum as prescribed by the NCTM and reflected in the Common Core State Standards for Mathematical Practices and the SC Standards.
    SOE II; NAEYC 5b, 4c, 5c; NMSA 4, 5.K3, 5.P2, 6.K5; SC 4 (contextual teaching); SC 7; InTASC 3, 4, 5, & 8 (CAEP 1.1)

11. TCs will demonstrate competency in, and an understanding of the value of, a breadth and depth of mathematical knowledge and skills that extend beyond the level for which the TC is preparing.
    SOE II; NAEYC 5a, 5c; InTASC 4 (CAEP 1.1)

**Course Alignment with Common Core Standards:**

**College and Career Readiness Mathematics Practice Standards**
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**College and Career Readiness ELA Standards**

**Reading**

*Key ideas and details*
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*Craft and structure*
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*Integration of knowledge and ideas*
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Range of reading level and text complexity**
10. Read and comprehend complex literary and informational texts independently and proficiently.

**Writing**

*Text types and purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Production and distribution of writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Range of writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
Comprehension and collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
Presentation of knowledge and ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Topics</th>
<th>Readings and Assignments to be Completed for the Given Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24 ECTR 218</td>
<td>Introductory activity; Course overview and goals.</td>
<td></td>
</tr>
<tr>
<td>Aug 31 ECTR 218</td>
<td>Standardized education; Signing up for presentations; Observations and teacher noticing.</td>
<td>Engaging Minds: Prologue and Moment 1.</td>
</tr>
<tr>
<td>Sep 7 Memminger Elementary</td>
<td>Authentic education.</td>
<td>Engaging Minds: Moment 2; Reflection 1.</td>
</tr>
<tr>
<td>Sep 14 Memminger Elementary</td>
<td>Democratic citizenship education.</td>
<td>Engaging Minds: Moment 3; Reflection 2.</td>
</tr>
<tr>
<td>Sep 21 Memminger Elementary</td>
<td>Systemic sustainability education.</td>
<td>Engaging Minds: Moment 4; Reflection 3.</td>
</tr>
<tr>
<td>Sep 28 ECTR 218</td>
<td>The four moments: looking back; Holistic Education.</td>
<td>Engaging Minds: Epilogue and Influences; Whole Child Education on OAKS; Reflection 4.</td>
</tr>
<tr>
<td>Oct 5 EB Ellington</td>
<td>Teaching mathematics.</td>
<td>Readings on OAKS; Reflection 5.</td>
</tr>
<tr>
<td>Oct 12 EB Ellington</td>
<td>Culturally relevant pedagogy.</td>
<td>Readings on OAKS; Reflection 6.</td>
</tr>
<tr>
<td>Oct 19 EB Ellington</td>
<td>English Language Learners; Linguistic diversity.</td>
<td>In Their Shoes reading on OAKS; Additional readings on OAKS; Reflection 7.</td>
</tr>
<tr>
<td>Oct 26 ECTR 218</td>
<td>Reflections on the visits to date.</td>
<td>4 annotations due.</td>
</tr>
<tr>
<td>Nov 2 Ft Johnson</td>
<td>Social justice education.</td>
<td>Readings on OAKS; Reflection 8.</td>
</tr>
<tr>
<td>Nov 9 Ft Johnson</td>
<td>Gender issues in education.</td>
<td>Readings on OAKS; Reflection 9.</td>
</tr>
<tr>
<td>Nov 16 Ft Johnson</td>
<td>Anti-bullying and anti-homophobia education.</td>
<td>Readings on OAKS; Reflection 10.</td>
</tr>
<tr>
<td>Nov 30</td>
<td>Final presentations.</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Exam week</td>
<td>Annotated bibliography due.</td>
</tr>
</tbody>
</table>