EDFS 105-02 (1 credit)
Education in Contemporary Society: West Ashley High School
Spring 2016

Garrett Academy Instructor: Ms. Sandra Pennekamp
4060 W Wildcat Blvd
Charleston, SC, 29414

Contact Information: Sandra_pennekamp@charleston.k12.sc.us
843-573-1201

Course Schedule
Second Semester
12:45-2:15 PM, Daily
Room 201

College Director of Teacher Cadet Program: Dr. Mary Ann Hartshorn
Office: School of Education, 86 Wentworth Street,
Room 112

Contact Information: hartshornma@cofc.edu
953-8057 (office)

Office Hours: Tu & Th 2:00-4:00 PM

Course Description: This course is a study of history, development, organization, and practices of preschool, elementary, and secondary education. This course is partially funded through Education Improvement Act initiatives and operates under an agreement between the school site and the Center for Educator Recruitment, Retention, and Advancement (CERRA) located in Rock Hill, South Carolina.

Terminal Course Objectives: The objectives for Teacher Cadet are based on the standards found in the South Carolina Teacher Cadet Curriculum Standards. Students who successfully complete Teacher Cadet with a passing grade of 70% or higher will have demonstrated the abilities, concepts, knowledge, and skills required to:

1. Identify characteristics of self as a learner – such as hemisphericity, learning style, multiple intelligences
2. Explain the concept of self-esteem/self-concept on the learner
3. Identify and explain the stages of human growth and development
4. Identify the components of effective groups
5. Recognize barriers to learning and develop methods of dealing with them effectively
6. Distinguish between effective and ineffective teaching
7. Explain and demonstrate the process of teaching
8. Identify and utilize various methods of teaching
9. Participate in an extended field experience assisting a teacher with individual tutoring, group monitoring and tutoring, and whole class instruction
10. Research the history and development of education in public schools
11. Distinguish between various alternatives to public education – private schools, homeschooling
12. Explain the structure/organization of a school and a school district
13. Research on the Internet and debate in class various educational issues
14. Explain how individuals and schools react to and handle the need for change
15. Develop his own vision of the transformation of education in the 21st century

Grading, Student Records, & Homework: Student progress is assessed during each nine-week period over the course of the school year/semester. Methods of demonstration, modeling, teamwork in pairs and groups, hands-on activities, projects – research, computer, camcorder or multi-media, speakers, presentations, tests, readings, essays, participation, and self-evaluations will be used for assessment.

The on-going activities requirement will begin on Tuesday, January 19th and will be graded weekly. Assessments on units will occur during and at the completion of each theme and/or unit of activity. Additionally, the student may be videotaped in presentations throughout the course.

The required Field Experience and the Field Experience Portfolio and Journal are due in May.

A student’s progress is reported as a grade on the College of Charleston grade reporting system. A student must receive a minimum grade of 70% in order to receive credit for the course.

- A 93-100%  A- 92-91%  B+ 89-90%  B 86-88%  B- 84-85%  C+ 82-83%  C 79-81%  C- 79-81%
- D+ 75-76%  D 72-74%  D- 70-71%  F 69% and below

- Participation Grades: 20% (This includes classwork and homework.)
- Process Grades: 30% (This includes quizzes and minor writing assignments.)
- Product Grades: 50% (This includes tests, major essays, and projects.

Final Grade: Report cards and progress/interim reports will be issued based upon the district calendar. The semester and final course grades will be comprehensive and will be determined by the completion of the Field Experience portfolio and other course requirements.

Student Records: A record of each student’s grade performance on all work is maintained in the teacher’s online grade book. Student work is kept for all units in a student binder or student folder.

Homework Policy: Students will have homework every day and are expected to arrive prepared the next day unless instructed otherwise. Homework assignments will not be accepted after the assigned due date.

Make-up Policy: Regular attendance and punctuality are absolutely necessary for students to maximize their learning potential in this course. In the event of an absence from school, students must see the instructor immediately for instruction, missed handouts, and an appointment if a quiz or test was missed. Students have five days from their return to complete missed work. After this, the assignment will be given a zero. Major assignments and projects will be accepted one day after the assigned due date, but an entire letter grade will be deducted from the final grade. If a student is absent, the assignment is expected to be turned in on the day s/he returns.
Class Procedures & Class/School Rules: During the first week of school, students are advised as to the rules and procedures, as well as the expectations, for this class. In addition, students receive a Parent-Student Handbook in 1st period that outlines information about the operation and procedures used daily at the high school.

Communication: Parents can contact the instructor directly as often as they like to check on their child’s progress. Please feel free to call (843-745-7126) or e-mail (mary_cordray@charleston.k12.sc.us) as frequently as you like to check on your child’s progress. The teacher will initiate contact with a parent for tardies, absences, behavior, and failure to complete assignments upon occurrences as outlined in the Parent-Student Handbook.

Required Materials:
Workbook: Experiencing Education (10th edition): Teacher cadets, a program of CERRA-South Carolina, a three-ring binder with dividers, paper, pens/pencils, and a highlighter, a flash drive is optional but highly recommended. The instructor will provide any additional materials.

Attendance/Tardy Policy: Cadets are expected to be on time and present. The policies are set forth in the Parent-Student Handbook.

☆Student Behavior: Teacher Cadets are given many responsibilities and privileges. They must be mature, dependable, responsible, but most of all trustworthy. BEING A MEMBER OF THIS CLASS IS A PRIVILEDGE.

In order to promote positive choices, prevent discipline measures, and to enhance the credibility of the Teacher Cadet program, Teacher Cadets must comply with duties and responsibilities set forth by the Teacher Cadet instructor, the guidance department, and the administration of West Ashley High School.

A Teacher Cadet MUST adhere to the following in accordance with the Teacher Cadet Code of Behavior:

1. TCs must arrive to school and to each class on time.
2. TCs must show respect for him/herself, peers, teachers, and all other members of the school community.
3. TCs will not fight or use force or intimidation with any member of the school community.
4. TCs will not use profane or vulgar language or gestures. Racial, ethnic, religious, gender, or any member of the program will not use sexual orientation slurs.
5. TCs will not use or sell tobacco products/drugs/alcohol on school grounds, college sites, elementary and middle school sites (during observations and field experiences), or district board meetings.
6. TCs will dress in a professional manner on and off campus when being a representative of West Ashley High School.
7. TCs will adhere to all West Ashley High School’s rules.
Students who disregard the above stated rules are in violation of the code of ethics set forth by the Teacher Cadet Program and the instructor at West Ashley High School. The instructor on an individual basis will review discipline referrals, and the removal of any student from the program will be based on the Teacher Cadet instructor’s recommendation, teacher referrals, and guidance approval. Parents will be informed if their child has been removed from the program. Again, BEING A MEMBER OF THIS CLASS IS A PRIVILEDGE.

The consequences for students who disregard the above noted code of conduct will be as follows:
• The student will be held accountable for his/her actions.
• The student will be prohibited from wearing the Teacher Cadet honor cord at West Ashley High School’s graduation ceremony.
• The student will be withdrawn from the class.
• If a student has paid for college credit at College of Charleston, all rights to credit from the Teacher Cadet course will be forfeited and no refund will be given. Neither the Teacher Cadet instructor nor West Ashley High will be held liable for fees already processed.

School Rules/Policies: The Parent-Student Handbook clearly outlines school rules and policies governing student behavior. Where and when possible, the student will receive a verbal warning from the teacher. The parent will be notified when unacceptable behavior persists. The student will be referred to the appropriate school administrator for disciplinary action when unacceptable behavior causes class disruption or interferes with the rights of other students to learn.

Course/Instructor Concerns: If a question or concern should arise, the student should talk with the instructor immediately.

ADA Accommodations:
In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible or have guidance counselor make teacher aware. The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

Interventions and Opportunity for Extra Help
Tutoring is available after school every Monday and before school every other Thursday from 6:30-7:00AM. If possible, please give advanced notice.