2.3 Instructor  
Dr. William Veal

2.4 Class Location  
North Area Campus (NORT) and Field locations in schools

2.4 Class Time  
Wednesdays 8:00-9:45

2.5 Office Hours  
Tuesday 1:00-3:30
  
Office Location  
315, 86 Wentworth
  
Office Phone/email  
(843) 953-8045

3.1 Course Prerequisites  
EDEE 327

3.2 Course Description

This course provides candidates seeking middle school licensure (grades 5–8) an opportunity to observe how teachers teach various subject areas to early adolescent students. Candidates teach individual students, small groups of students and the whole class. Candidates plan for the effective use of curriculum, instruction and assessment to use standards to meet the developmental needs of middle school students.

Course Materials

- Field Experience Packet
- ADEPT packet
- Three (3) Semester II Approved Lesson Plans for Teaching in the Field Placement
- Selected readings available as assigned (available on OAKS)

EHHP Mission Statement

The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

TEDU Mission Statement

The Department of Teacher Education prepares teachers to meet the educational needs of children and youth in the areas of early childhood, elementary, foreign language, middle level, secondary, and special education. The curriculum involves coursework on campus as well as field experiences and clinical practice in diverse school settings.
Middle Grades Mission Statement

The mission of the Middle Grades program in the Department of Teacher Education at the College of Charleston is to develop reflective practitioners with the knowledge, skills, and dispositions to help adolescent learners succeed. The program develops collaborative, reflective practitioners that understand the unique needs of adolescent learners through high quality formal and informal instructional settings. The Middle Grades program prepares adolescent practitioners to develop effective teaching methods and learning environments, reflect on instruction, and make a positive impact on student learning.

EHHP Learning Standards

IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the professions;

V. Communicate effectively with students, parents, colleagues, and the community; and

VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

2.6 Student Learning Outcomes

1. Analyze how and why academic content areas are taught in the manner observed in conjunction with ADEPT and South Carolina standards. (PD 1 & 6)
2. Work effectively with the entire class and small groups of students. (PD 5, 7, & 8)
3. Plan for teaching three (3) lessons and develop appropriate assessment. Teach the approved, developmentally appropriate lessons in the field placement. (PD 2-7)
4. Recognize and describe the role of SC Curriculum Standards in planning, teaching, and assessment. (PD 1, 2, & 3)
5. Use technology as a planning and teaching tool. (PD 5 & 6)
6. Recognize the learning needs of diverse students. (PD 5, 6, 7, & 8)

2.7 Attendance Policy and Participation

Attendance is vital in this course. If you miss more than two classes (i.e. no more than one in the field and one of the sessions for on campus equaling a total of two absences) you will receive a WA/F in the course. Prompt arrival at all field placements and on campus courses is also extremely important: tardiness is unacceptable. You are expected arrive at all class sessions and/or be in your classroom at 8:00 a.m. If you arrive between 8:00 and 8:10 you are considered tardy. Three tardies are counted as one absence. Arriving after 8:10 am is unacceptable and you will be marked absent.

*If you are absent from one of your field sessions, you must make up the assignments and field time on one of the specified make up days (see calendar). In order to make up the work, you must provide acceptable written documentation to your college supervisor. (This opportunity is to allow you to make up the work, but it does not, however, excuse the absence.) In addition, you
must call the school before 8:00 am to inform the cooperating teacher and the college supervisor about your absence.

Absence Policy Summary

1. More than two (2) absences (i.e. one absence from a college session and one from a field session) will result in WA/F.
2. Three tardies (i.e. arrival between 8:00 and 8:10 am equals an absence.
3. Arrival after 8:10 equals an absence.
4. Leaving before 10:45 am equals an absence.
5. If you miss one field session and have provided acceptable written documentation, you are required to make up the session on one of the designated make up days. This session must be arranged with the college supervisor and the cooperating teacher.
6. Call the school and leave a message for the cooperating teacher and the college supervisor about your absence before 8:00 am.

Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board.

2.8 Grading Policy

Field Experience Packet (FEP)
Reflection to Prompts – (20 pts)
3 Implemented Lesson Plans (15 pts.),
3 Lesson Evaluations (15 pts.), &
3 Lesson Reflections (15 pts.)
Middle Level Philosophy Paper
MidTerm (20 pts.) Final (40 pts.)
Final Exam (40 pts.)
Class Assignments and Participation (20 pts.)
In-Class: ADEPT video critique (5 pts.) and Readings with class discussions (10 pts.)
Time Documentation Sheet –failure to attend for 33 hrs. in field placement results in an “F” for the course.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 – Superior</td>
<td>C</td>
<td>73-76.99 – Acceptable</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99 – Great work</td>
<td>C-</td>
<td>70-72.99 – Weak work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>D+</td>
<td>67-69.99 – Significant concerns</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99 – Good work</td>
<td>D</td>
<td>63-66.99 – Barely Acceptable Passing</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99 – Below good work</td>
<td>D-</td>
<td>60-62.99 – Near failure</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99 - Considerable weaknesses</td>
<td>F</td>
<td>Failure - Below 60</td>
</tr>
</tbody>
</table>
2.9 Required and Optional Textbooks, Equipment, and Technology

No textbook is required, but access to a computer for OAKS and readings is necessary.

Word processing program to complete lesson plans, reflections, and assessments.

Notebook with responses to prompts.

2.10 ADA Accommodations for Students with Disabilities

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

2.11 Academic Integrity

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 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 XF 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 stored on a cell phone), 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://www.cofc.edu/generaldocuments/handbook.pdf

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences, methods courses, and clinical practice, professionalism in schools, etc.).

**Course Requirements**

1. Demonstrate the School of Education Dispositions,
2. Complete of all assigned readings,
3. Complete a video analysis using the ADEPT observation form,
4. Reflect on weekly experiences in the field,
5. Implement 3 lesson plans in content areas,
6. Develop a Middle Level Philosophy Paper, and
7. Complete Final exam.
### 3.3 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Course Introduction</td>
<td>Syllabus Overview, ADEPT performance standards, Video Critique</td>
<td>CofC North Area</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Long Range Planning/ Short Range Planning/ SC Standards</td>
<td>ADEPT, long range planning, implementation of short range plans, classroom observations, standards, and classroom management observation form.</td>
<td>CofC North Area</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Practicum Experience</td>
<td>Provide cooperating teacher with needed forms and arrange date for teaching lesson 1. Observe.</td>
<td>In schools</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Practicum Experience</td>
<td>Schedule lesson dates/times with cooperating teacher and college supervisor on schedule sheet in the school’s front office (see available time slots). Observe and journal.</td>
<td>In schools</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Practicum Experience</td>
<td>Lesson 1 – Implemented (February 8th, 15th, or 22nd)</td>
<td>In schools</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Practicum Experience</td>
<td>Lesson 1 – Implemented (February 8th, 15th, or 22nd)</td>
<td>In schools</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Practicum Experience</td>
<td>Lesson 1 – Implemented (February 8th, 15th, or 22nd)</td>
<td>In schools</td>
</tr>
<tr>
<td>March 1</td>
<td>Practicum Experience</td>
<td>Lesson 2 - Implemented (March 1st, 15th, or 22nd)</td>
<td>In schools</td>
</tr>
<tr>
<td>March 8</td>
<td></td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>March 15</td>
<td>Practicum Experience</td>
<td>Lesson 2 - Implemented (March 1st, 15th, or 22nd)</td>
<td>In schools</td>
</tr>
<tr>
<td>March 22</td>
<td>Practicum Experience</td>
<td>Lesson 2 - Implemented (March 1st, 15th, or 22nd)</td>
<td>In schools</td>
</tr>
<tr>
<td>March 29</td>
<td>Practicum Experience</td>
<td>Lesson 3 - Implemented (March 29th, 5th or April 19th)</td>
<td>In schools</td>
</tr>
<tr>
<td>April 5</td>
<td>Practicum Experience</td>
<td>Lesson 3 - Implemented (March 29th, 5th or April 19th)</td>
<td>In schools</td>
</tr>
<tr>
<td>April 12</td>
<td>Review and Reflect</td>
<td>Discussion of Philosophy &amp; Course Evaluation</td>
<td>In schools</td>
</tr>
<tr>
<td>April 19</td>
<td>Practicum Experience</td>
<td>Lesson 3 - Implemented (March 29th, or April 5th, 19th)</td>
<td>In schools</td>
</tr>
<tr>
<td>TBA</td>
<td>Final Exam</td>
<td>Final Exam and Reflection</td>
<td>Due Online</td>
</tr>
</tbody>
</table>