

**Seminar/Field Experience
Spring 2002**

M401, Section # _____ Time: _____ Instructor: _____
E-mail _____ Phone: _____ (office)
Office: _____ Office Hours: _____

Course Overview

This course is a laboratory/field experience, which augments three elementary school methods courses: social studies, reading, and art. You work in schools for ten weeks: two mornings or afternoons per week for the first five weeks; add a third morning or afternoon for the second five weeks. You teach with a partner in an elementary classroom. Your fieldwork is supervised by a university instructor. He/she is your liaison between the university and the school. Your fieldwork enriches and extends methods course work. The field experience and the weekly seminar are opportunities to connect theory and practice. The seminar is organized as reflection on current school topics and concerns. The entire field experience is guided by state standards in each subject matter area. The field experience serves as a means to assess your performance related to subject matter areas and outstanding teaching practices.

Five themes underpin this course. They represent primary dimensions of outstanding teaching and learning in reading, social studies, and art.

- Teaching and learning as constructive: students build their own knowledge base through discovery, inquiry, and active engagement.
- Teaching and learning as concept-based: studies build a network of understanding around big ideas.
- Teaching and learning as integrated: studies cross-disciplinary boundaries.
- Teaching and learning as enriched for all students: literature, social studies, and art enhance one another.
- Teaching and learning as relevant: individual differences, cultural diversity, and special needs are addressed in lesson plans and implementation.

Course Readings

Text: (required)

Zemelman, S., Daniels, H., & Hyde, A. (1998). Best practice: New standards for teaching and learning in America's schools. Portsmouth, NJ: Heinemann.

Mackenzie, R. (1996). Setting Limits in the Classroom. Roserville, CA: Prima Publishing.

Grades

This course is graded on a Satisfactory/Fail basis. Your grade is based on the quality of work performed in completion of course requirements, which are: responsible in your field classroom; responsible participation in seminar work, including discussions; and satisfactory work on all projects and other assigned work, as scheduled. To earn a satisfactory grade, you must: 1) attend and participate fully and regularly in your school placement; and 2) satisfactorily complete all class assignments.

Absences

School Attendance: Absences from school must be made up. You must notify your cooperating teacher, M401 instructor, and field partner PRIOR to any absence. It is your responsibility to make arrangements with your cooperating teacher to make up lost time.

Seminar Attendance: There are only fifteen seminars, attendance is a must. One un-excused absence from seminar will be permitted. This is LESS than the standard university policy, but indicates the importance of the seminar. You will be excused for illness, family crises, or religious observances. Please notify your instructor in advance of an absence if at all possible.

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Course Outline *Please bring your Field Experience Journal, BEST PRACTICE and SETTING LIMITS IN THE CLASSROOM to each class session.*

Assignments

Several assignments will be completed cooperatively. Partners will receive a joint grade. All assignments must be typed and double-spaced. Your work is evaluated primarily on its content however, it is important that assignments are well written. Please edit your work carefully. Assignments are due on time. Late work receives a half grade lower than assessed.

Teacher Interviews	15%
Observation Notes & Reflections (2)	20%
Real vs. Ideal Essays (2)	30%
Field Experience Journal	20%
Seminar Participation	15%
Total	100%

Teacher Interviews (Due Week 5)

The purpose of this assignment is to learn about the perspectives and practices of teachers in regard to reading, social studies and art. Schedule a time to interview your cooperating teacher. An interview format will be developed in the seminar. Details will follow.

Observation Notes and Reflections (Due Week 7 and 9)

Complete two in-depth class observations and reflections. An observation schedule will be used to direct your observations. One observation will focus on language arts the other on social studies. Work with your teacher to plan two class observations. For this assignment you will observe dimensions of the lesson and the class, not evaluate your teacher. Details will follow.

Real vs. Ideal Essays (Due Week 8 and 12)

The purpose of this assignment is to connect theory and practice and to develop your own perspectives in regard to ideal practices, as represented in state and national standards, and real conditions, as observed in your field placement. You will write two essays, one for each subject matter: reading and social studies. Think of standards in their totality, as practicing teachers do. Details will follow.

Essay 1: Real vs. Ideal (Language Arts) (Due Week 8)

Essay 2: Real vs. Ideal (Social Studies) (Due Week 12)

Field Experience Journal – (3-ring binder)

Reflecting upon your observations and experiences in the classroom are a critical component of this seminar. Sharing your experience with your instructor and peers will help to strengthen your understanding of the realities of classroom teaching. You will keep a journal with your thoughts, reflections, concerns and questions. At the end of each field experience day you will make an entry in your journal. You will bring your journal to each seminar. We will use the journals as discussion tools in seminar. Please keep your journals current (with dated entries). Your instructor will review your journals periodically throughout the semester. **ALWAYS BRING YOUR JOURNAL TO SEMINAR.**

Course Summary

Week 1:

Introductions

Directions for Field Experience Schools

Overview of Syllabus

Complete Student Data Sheet

Discussion: Letter of Introduction

Week 2:

Explain: Teacher Interviews

Discuss: Teaching to Standards

Video – Teacher of the Year

Consider: Limitation of Standards

Readings: Preface, Chapter 1

Due: Letter of Introduction

Week 3:

Martin Luther King Day (no seminar – Monday only)

Week 4:

Explain: Observation Notes and Reflections

Co-Instructor Teacher: Introduction

School Orientation

First day of Field Experience

Week 5:

Analyze Ideal vs. Real

Readings: Chapter 2

Discussion Assessed with Scoring Rubric*

Teacher Interviews Due

Week 6:

Teacher Guest: Best Practice for Language Arts

Readings: Chapter 3

Week 7:

Report: Classroom Observations

Analyze Ideal vs. Real

Observation Notes and Reflections (1) Due

Readings: Chapter 8 (pp. 183-205)

Week 8:

Teacher Guest: Best Practices Social Studies

Readings: Chapter 6

Real vs Ideal Essay: Part 1 Due

Week 9:

Analyze: Ideal vs. Real

Readings: Chapter 8 (pp. 206-216)

Observation Notes and Reflections (2) Due

Add third day of field experience participation

Week 10:

SPRING BREAK

Week 11:

Teacher Guest: Best Practices Art

Readings: Chapter 7

Week 12:

Consider: What about evaluation?

Readings: Chapter 10

Week 13:

Teacher Guest: Hard Questions for Inclusion or Ruby Payne presentation

Real vs. Ideal Essay: Part 2 Due

Week 14:

Discussion: First Year of Teaching

Video: FIRST YEAR

Week 15:

Student Teacher Panel

Reflections: What kind of teacher do I want to be?

Thank you celebration: Cooperating Teacher (students plan)

Last week of field experience

Week 16:

Course Evaluations

Course Summary

Last week to make up missed field experience days.