**ED 101A - OBSERVATION AND GUIDANCE**

**CRN: 30405**

 **Location: LM 130**

**Time: 3:00 – 3:50**

“Tell me and I forget, Teach me and I’ll remember, Involve me and I’ll learn.”

Benjamin Franklin

**INSTRUCTOR:** Shelley Dubkin-Lee, EdD

**OFFICE HOURS:** Tuesdays: before and after class

 Also by Appointment

**CONTACT INFORMATION:** (cell) 541-990-2323 **Please feel free to call or text!**

 dubkins@linnbenton.edu

**INSTRUCTOR WEBSITE**

**Nothing there….so don’t bother**

**Class Book –**

**[Real Talk for Real Teachers](https://www.amazon.com/Teach-Like-Your-Hairs-Fire/dp/0143112864/ref%3Dsr_1_1?ie=UTF8&qid=1513367463&sr=8-1&keywords=teach+like+you+hair+is+on+fire" \o "Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56)**

2013

by [Rafe Esquith](https://www.amazon.com/Rafe-Esquith/e/B001H6Q3J8/ref%3Dsr_ntt_srch_lnk_1?qid=1513367463&sr=8-1)

## ED 101A COURSE DESCRIPTION

Students observe children and teachers in an elementary or secondary classroom setting and assist the teacher as appropriate. Students spend six hours each week in the classroom and one hour each week in seminar. Appropriate for students with limited prior experience with children or in a structured teaching setting. Must be arranged one term in advance. Recommended: ED 216 Purpose, Structure and Function of Education in a Democracy, or HDFS 233 Professional Foundations in Early Childhood, before taking this class.

## ED 101A COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

* Integrate classroom learning with field experiences.
* Summarize work experience and growth in knowledge of the career field.
* Contribute to students (K-12) learning and reflect upon that experience.

**HOW TO BE SUCCESSFUL IN THIS CLASS**

* Think and reflect deeply about your K-12 classroom experiences.
* Keep your commitments.
* Learn the policies and procedures of your host school.
* Be aware that your experience as a student, citizen, and family member may not be typical of the children you are working with.
* Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and a class member.
* Learn how to ask clarifying questions and be a coach for your classmates
* When confused, challenged, frustrated or having an “aha” moment visit the instructor during her office hours.
* Be engaged and work from your stretch zone. You will get out of this class what you put into it.

**EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT**

Your instructor makes the following assumptions that you as a student are able to already:

* Write papers
* Research and cite sources
* Use MLA for source citations
* Use grammatically correct writing functions
* Use word processing programs
* Send documents via e-mail attachment

**ATTENDANCE:** You are required to complete 60 contact hours in the field and attend **all** weekly seminars. The K-12 teacher who will be guiding you through this experience expects you in class during the times you have committed to being in class. If an emergency occurs and you cannot fulfill your obligation, please contact the teacher well ahead of time and arrange to “make up” the hours you miss. **If you must be absent, it is expected that you will call your cooperating teacher and LBCC instructor in advance. Failure to do so may result in a failing grade for this class.**

**Please note that the 60 hours of contact time on site in a school are worth 500 points towards your final grade. If you complete less than 60 hours on site, you will receive 0 of the 500 points possible.** Seminars cannot be made up.

**WEEKLY TIME Sheets** - **You must keep and turn in a time sheet once per week by Sunday midnight. Please email me the copy of your weekly time sheet.**

**ASSIGNMENTS AND LATE ASSIGNMENTS**

All assignments should be turned in on time. The following is the course policy regarding late assignments:

**It is my belief that refusing to accept late work merely denies the student the opportunity to learn the material. Consequently, I will accept late work on an as-needed basis. I will assume positive intent by the student who needs the extra time to complete an assignment for extenuating circumstances. If this becomes a pattern for the term, then we will need to figure out what is not working for the student and come up with a workable solution. In fairness to those students who meet the assigned deadline, points will be deducted for late work.**

**Please contact the instructor regarding any late assignment or absence.**

**SUBMITTING ASSIGNMENTS VIA E-MAIL** Reflections are due on Sunday by noon of weeks 2-9. Please send the reflections to me via e-mail**. It must be sent as an attachment in Microsoft Word or as a PDF or in the body of the email to dubkinsj@linnbenton.edu**

**ED 101A – Presence Analysis Assignment**

To complete this assignment you must work around the schedule of your cooperating teacher. The due date listed for this assignment is during the seventh week of the term. **This is a target due date**. You may turn this assignment in any time through week ten of the term. This assignment will not be accepted during finals week. If you would like the option to resubmit this assignment for a higher grade, it must be turned in by the end of week eight of the term.

**ED 101A Journal Reading Assignment FINAL PROJECT** Read 3 professional journal articles on one subject. Be prepared (with notes) to talk 6-10 mins in class about the issues of the topic. We will sign up in class for chosen topics. You may use note cards, visuals, etc.

**Please let the instructor know what topic you have chosen by the 2nd week of classes. (You can check with the librarian or the instructor, if you need assistance coming up with a topic.)**

## COURSE REQUIREMENTS AND EVALUATION

On-site hours (in classroom) 500 points

Seminar Participation Points (8@25 points) 200 points

Text discussion leader 100 points

Midterm Evaluation 100 points

Weekly Reflections (8@25 points) 200 points

Presence Analysis 100 points

Final Evaluation 100 points

Journal reading discussion 100 points

Final Meeting with Instructor 100 points

**TOTAL POINTS** **1500 points**

## GRADING

1260 – 1500 points = A

1119 – 1259 points = B

 978 - 1118 points = C

 837 – 977 points = D

 729 points and below = F

# FINAL EXAM

Students will schedule a ten-minute appointment with the instructor. The student and the instructor will discuss next steps for the student.

**VETERANS**

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**DISABILITY SERVICES AVAILABLE TO STUDENTS:**

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [**Online Services webpage**](https://cascade.accessiblelearning.com/LBCC/) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

**RESOURCES**

**The Writing Center**

An excellent resource is LBCC's Writing Center. You can get help organizing, developing and revising written assignments. The Writing Center is in the Learning Center on the second floor of Willamette Hall. The Writing Center is generally open from 9 a.m. to noon and 12:30 to 3:30 p.m. Monday through Friday. For more information, see **http://www.linnbenton.edu/learning-center/writing-center.**

You also can get help through the Online Writing Lab (OWL).  See **lbcc.writingcenteronline.net**. For more information, call 541-917-4708 or see **www.linnbenton.edu/go/learning-center/writing-help**.

**Many other resources** such as the **Learning Center** and **Family Connections**, are available to you as a student. They are described within the *LBCC Catalog*.

You should meet with your instructor during the first week of class if

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**NOTE: The instructor reserves the right to make changes in the course syllabus.**

**ED 101A Schedule of Assignments**

**Week** **Day** **Homework Due**

1. January 8 None- Buy book and start reading
2. January 15 Reflection 1

3 January 22 Reflection 2, **Turn in Calendar of practicum school hours this week**

4 January 29 Reflection 3

5 February 5 Reflection 4

6 February 12 Reflection 5, **Mid Term Evaluations**

7 February 19 Reflection 6

8 February 26 Reflection 7

9 March 5 Reflection 8

10 March 12 Presentations, **Final Evaluations**

**Final mtg with Shelley Dubkin-Lee TBA**

Sign up in class to lead 10 Min weekly discussion on the book-

**Real Talk for Real Teachers Advice for Teachers from Rookies to Veterans: “No Retreat, No Surrender:”**

**PRESENCE ANALYSIS PAPER**

In order to write your self-analysis paper, record yourself for a period of 30-45 minutes. You will receive points for *what* you write and points for *how* you write. High standards in both of these areas are required as you become a professional educator.

**Papers may be rewritten for a higher grade**. As long as your paper is turned in before the ninth week of the term, you may rewrite it for a higher grade. From the date that the paper is returned, you have one week to rewrite and resubmit the paper for a higher grade. Please attach the original copy to resubmitted papers.

**Grading Checklist**

You paper should include/address the following:

\_\_\_\_\_ Title Page

 Title of Paper

 Writer’s Name

 Title of Course

 Instructor’s Name

 Date Paper is Submitted

\_\_\_\_\_ Opening Paragraph

\_\_\_\_\_ Body of Paper

\_\_\_\_\_ Your tone of voice

\_\_\_\_\_ Speed at which you speak to students

\_\_\_\_\_ Clarity of speech sounds

\_\_\_\_\_ Body posture

\_\_\_\_\_ Body movement/gestures

­­­\_\_\_\_\_ Facial expression – do you appear passionate, excited, relaxed, confident, or unsure?

\_\_\_\_\_ Clothing and appearance of practicum student

\_\_\_\_\_ Closing Paragraph

\_\_\_\_\_ Paper follows assigned topic. It addresses what the writer was asked to address.

\_\_\_\_\_The paper flows so that ideas are grouped together in a logical way. Paragraph

 breaks, clear topic sentences, and transitions are used to guide the reader through

 the paper.

\_\_\_\_\_The paper is full of relevant, rich, specific detail that serves as evidence for points

 that are made.

\_\_\_\_\_The paper engages the reader.

\_\_\_\_\_The conclusion provides a sense of closure.

\_\_\_\_\_ 12-point Times New Roman font

\_\_\_\_\_ 1.5 spacing

\_\_\_\_\_ Approximately 2 pages in length (points will not be deducted for longer papers).

\_\_\_\_\_ 1-inch margins

**CALENDAR OF PRACTICUM HOURS**

 Monday Tuesday Wednesday Thursday Friday Total

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week 1** |  |  |  |  |  |  |
| **Week 2** |  |  |  |  |  |  |
| **Week 3** |  |  |  |  |  |  |
| **Week 4** |  |  |  |  |  |  |
| **Week 5** |  |  |  |  |  |  |
| **Week 6** |  |  |  |  |  |  |
| **Week 8** |  |  |  |  |  |  |
| **Week 9** |  |  |  |  |  |  |
| **Week 10** |  |  |  |  |  |  |

Reflection Guidelines

As you work in the classroom you will think about methods, curriculum, educational issues, behavior, and other questions about teaching. This is a time to express your questions, make statements and decisions about your future as a teacher. This kind of reflection will be a part of your teaching as you evaluate the students’ learning and how to enhance each learning experience. You should use your weekly reading to explore ideas about your practicum experience. Think about what is inspiring, confusing, good ideas, or what may surprise you. Focus on reflecting, rather than describing your experience. I will respond to each reflection. This also helps me direct our weekly seminars.

Think about:

 ¼ of the paper Describe the situation

 ¼ of the paper Bring in information that you have found in your reading or other experiences

 ½ of the paper How will this affect your thinking, actions, or methods as a teacher

Your reflection should be approximate 1 page long.