OBSERVATION AND GUIDANCE

**ED 101A Winter 2015**

**Three credits**

**INSTRUCTOR:** Liz Pearce

**OFFICE:** WOH 204

**CONTACT INFORMATION:** 541 917-4904; 541 908-3130 (cell; please use judiciously)

liz.pearce@linnbenton;edu; elizabeth.pearce@post.harvard.edu (home)

**OFFICE HOURS:** TBD. and by appointment

## 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.

## COURSE LEARNING OUTCOMES

1. Observe behavior, reflect on what worked and what did not
2. Identify next steps in their educational plan
3. Employ critical thinking processes to explore current educational issues
4. Contribute to students’ learning and reflect on that process

**TEXT:** *Course Packet (available in bookstore); one additional book to be selected from attached list.*

**ATTENDANCE:** You are required to complete 60 contact hours in the field and participate in all weekly discussion boards. 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 supervising teacher 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 200 points towards your final grade. If you complete less than 60 hours on site, you will receive 0 of the 200 points possible.*

Class seminars/in class writing cannot be made up.

## EXPECTATIONS

**It is expected that you will behave in a manner befitting a professional in all of your interactions.** At the school this includes learning about and following the school dress and behavior code, setting up a good communication system with your teacher, signing in each day you visit the school, and notifying the teacher in case of an absence. *Take the initiative to be informed.*

In the college classroom and the on-line environment this includes using language that befits a future teacher and carrying on discourse in a way that benefits all of us as teachers and learners. As soon as you identify yourself as a future teacher, you become a role model. **Practice “role model” behavior** in the electronic college classroom as well as in the school and the community. Learn how to ask clarifying questions and be a coach for your classmates.

**It is expected that you communicate by speaking and in writing.** In the college classroom, we spend time discussing and debating current classroom issues such as classroom management, curriculum, teacher decision-making, and child behavior and learning. These issues are complex and multi-faceted. When you listen thoughtfully it is quite probable that your perspective will shift and change. Be open to new points of view. Your weekly reflections are an ideal spot to share your thinking with the Instructor.

**WEB ENHANCED CLASS**

This is a face-to-face class taught with Web enhancement. You are expected to access Moodle at least once a week. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and enter it directly from your home computer. You will upload your assignments in Moodle. Seminar rubrics will be turned in as a hard copy.

**STATEMENT OF INCLUSION**

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse. (Related to Board Policy #1015)

**COURSE REQUIREMENTS AND EVALUATION**

On-site hours (in classroom) 300 points

Midterm Evaluation 100 points

Final Evaluation 100 points

Seminar Participation (9 x 15) 135 points

Weekly Reflections (8 x 15) 120 points

Presence Analysis 100 points

Book Synopsis/Reflection 100 points

Final Meeting 45 points

**TOTAL POINTS**  **1000 points**

**Grading**

|  |  |
| --- | --- |
|  |  |
| A = | 900 - 1000 points  |
| B =  | 800 - 899 points |
| C = | 700 - 799 points |
| D =  | 600 - 699 points |
| F = | 599 points and below. |
| Y  | Due to the nature of this class, a "y" grade will not be assigned. |

**LATE ASSIGNMENTS**

All assignments should be turned in on time. The due dates selected are most optimal for your success and growth in this course.

There are two “late work” deadlines; see the syllabus.

Grading late work is a low priority; my priority is to keep up with the majority of students whose work is on time. Do not expect to receive late work back as quickly as you will work that has been submitted on-time.

**CAMPUS RESOURCES**

Many resources such as the Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described within the *Schedule*.

If you have not accessed disability 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.

**Instructor’s Notes:**

If you have questions or comments, please contact me at any time. In real-life situations, such as practicum, questions will arise. I’ve provided you my cell number to call (541 908-3130) if you can’t reach me at work. If my office hours are not workable, let me know, and we can make an appointment. I check my e-mail each weekday and on many weekends. I am glad to talk with students about course questions, future education, and career plans.

To be successful in this class you should refer to the syllabus and Moodle for information, work diligently and be prepared each day to think, listen, and participate.

**This class requires increased responsibility and commitment from the student, both in your performance in the community school setting and in monitoring your academic work. You were selected to be in this course because of your scholarship and responsible behavior. Do your best to live up to these expectations.**

**ED 101A Class Schedule**

**Instructor: Liz Pearce**

**NOTE: The instructor reserves the right to make changes in the course syllabus. Changes will be announced in seminar and posted on Moodle.**

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| --- | --- | --- |
| Week | Date | Due (uploaded in Moodle by midnight).*(Reflections due every Sunday Weeks Two through Nine).* |
| 1 | January 8 | * Read *What you can do about Child Abuse*
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| 2 | January 15\* | * **Term Schedule due with Reflection 1**
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| 3  | January 22\* |  |
| 4 | January 29\* |  |
| 5 | February 5\* | * All late work Weeks 1-4 due by Thurs, Feb. 5 by midnight
* **Midterm evaluation due**
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| 6 | February 12\* |  |
| 7  | February 19\*: Book Discussions |  |
| 8 | February 26\*: Book Discussions | * **Presence Analysis due**
 |
| 9 | March 5\* | * **Book Synopsis/Reflection due**
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| 10 | March 12: What did you learn? | * All late work Weeks 5-9 is due Thursday, March 12th, by midnight
* **Final Evaluation due**
 |
| 11 | March 17, 4:30 p.m. | * Schedule final appointment (may take place prior to this time).
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***\*Reflections are due on Sundays (via Moodle) by midnight, Weeks two through nine.*** *Number each reflection. (E.g. January 11th’s reflection should have heading that reads: yourlastname1 with no spaces or special characters and your final reflection that is due March 1st has a heading that reads yourlastname8).* ***Classroom Hours Logs are also due*** *Sundays by midnight and must be uploaded to Moodle. See the Assignment block for instructions.*