

ED101A: Observation & Guidance

Course Syllabus

Winter 2020

Education/Child & Family Studies

Linn-Benton Community College

General Information

Instructor Information and Availability

Instructor name: Beth Riley

Phone number: 541-917-4296

E-mail address: rileyb@linnbenton.edu

Office hours: Tuesdays, 2:30-4:30, and by appointment

Office number: Tuesdays in classroom North Santiam Hall 106, otherwise IA 231A

Course Information

Course name: ED 101A Observation & Guidance

CRN: 30405

Scheduled time/days: Tuesdays, 3:00-3:50

Number of credits: 3

Classroom: North Santiam Hall 106

Prerequisites:

Recommended before taking this class: [ED 216](#) Purpose, Structure and Function of Education in a Democracy, or [HDFS 233](#) Professional Foundations in Early Childhood, or [HDFS 225](#) Child Development.

Course Materials

Required:

- Access to Moodle

Course-Specific Requirements

Students must pass a criminal background check. Students must provide transportation to assigned public school to complete 60 hours of classroom observation.

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 before taking this class: [ED 216](#) Purpose, Structure and Function of Education in a Democracy, or [HDFS 233](#) Professional Foundations in Early Childhood, or [HDFS 225](#) Child Development.

Student Learning Outcomes

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

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

Class Policies

Behavior and Expectations

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

You are required to complete 60 contact hours in the field, and attend all weekly seminars at LBCC.

This class requires increased responsibility and commitment both in your performance in the 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.

EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT

Your instructor expects that you are already able to:

- Write coherent and insightful reflections / papers
- Use grammatically correct writing functions
- Research and cite sources
- Use word processing program
- Send documents via e-mail attachment
- Access and use Moodle
- Participate actively in discussions with positive energy, especially when ideas differ from your own.
- Behave in a professional manner as befits the teaching profession.
- Receive constructive criticism with tact and an open mind.

It is expected that you will behave in a professional manner 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 cooperating teacher, signing in each day you visit the school, and notifying the teacher asap 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 is appropriate for a future teacher. 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.

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.

Guidelines for communication

Email is the preferred communication with the instructor. However, if an emergency situation prevents you from attending your scheduled classroom observation, please immediately call both my cell phone and contact your cooperating teacher/school.

Web Enhanced Class

This is a face-to-face class taught with Web enhancement. You are expected to access Moodle at least once each 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.

Attendance/Tardiness Policy

You are required to complete 60 contact hours in the field and attend all weekly seminars at LBCC. The cooperating 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 your 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 fewer than 60 hours on site, you will receive 0 of the 500 points possible. Seminars cannot be made up.

Testing

There are no tests in this course.

Grading

Things you get points for:	Number of points:
On-site hours in classroom	500 points
Seminar participation (9 @ 20)	180 points
Weekly reflections (8 @ 20)	160 points
Video Self-Analysis Paper	100 points
Midterm Evaluation (from cooperating teacher)	100 points
Final Evaluation (from cooperating teacher)	100 points

Final exam = Meeting	60 points
TOTAL POINTS POSSIBLE	1200 points

NOTE: Due to the nature of this course no incomplete or Y grades will be assigned.

Final Grade Calculation:

- A = 90-100% Excellent Work
- B = 80-89% Good Work
- C = 70-79% Average Work
- D = 60-69% Poor Work
- F = 0-59% Failing Work

Late Assignment Policy

Weekly reflections and assignments should be turned in during the weekly seminar meetings. Assignments are to be turned in on time. Late or missing assignments will count as zero.

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

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)

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety/Campus Security/Emergency Resources:

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Campus Resources

Learning Center

Resources students may use that pertain to the class include assistance with writing papers, and researching teaching methods and strategies.

Library

Computers and printing available, other ways the library could help your student with this class include assistance with research.

Other

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

LBCC Roadrunner Resources - Housing and Food

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Roadrunner Resources Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so.

Tips for Success in This Class

- Think and reflect deeply and honestly about your K-12 classroom experiences.
- Keep your commitments.
- Learn the policies, procedures, and expectations 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. Practice tolerance and empathy. Challenge your own assumptions, experiences, or taken-for-granted notions.
- Review the syllabus and learn policies and procedures for this class. Turn in all assignments on time. 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 office hours.
- Be engaged and work from your stretch zone. You will get out of this class what you put into it.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

Class Calendar or Schedule

WEEK	DAY	DATE	ASSIGNMENT DUE	POTENTIAL SEMINAR DISCUSSION TOPICS
1	T	Jan 7	none	Expectations & Responsibilities, Syllabus Overview Mandatory Reporting Weekly assignments & log of hours in classroom How to start off for success
2	T	Jan 14	Time Log * Calendar Reflection #1 **	Time Log for weekly hours Calendar for term's field work Reflection comments What did you notice this week? What are your goals / expectations?

3	T	Jan 21	Time Log Reflection #2	<p>How does the teacher get the students' attention?</p> <p>How does the teacher handle student disruptions?</p> <p>How is the room organized? (Student desks or table arrangement? Supplies? Movement flow? How designed for differently abled students?)</p>
4	T	Jan 28	Time Log Reflection #3	<p>Curriculum questions...</p> <p>Video assignment details/requirements</p> <p>How equitably does the teacher focus on various learners?</p> <p>What is the difference between teaching and learning? How can you tell when learning takes place?</p>
5	T	Feb 4	Time Log Reflection #4	<p>How has your thinking about teaching evolved so far?</p> <p>What do you notice about student behaviors & teacher reactions?</p> <p>What surprises you? What worries you?</p> <p>What inspires you? What challenges you?</p>
6	T	Feb 11	Time Log Reflection #5	<p>What assumptions about classrooms or teaching have you found to be accurate / inaccurate?</p> <p>What do you anticipate will be your biggest challenges as a teacher?</p>
7	T	Feb 18	Time Log Reflection #6	<p>Reminder – video reflection paper due next week.</p> <p>In the several weeks left, what are your new goals? How is your thinking about teaching changing?</p> <p>(& Student feedback time)</p>

8	T	Feb 25	Time Log Reflection #7 Video Reflection "Presence Analysis" Paper	What did you notice in your videos? (include positives & concerns) How did that reassure or surprise you? What will you try to improve?
9	T	Mar 3	Time Log Reflection #8	(Student created topics)
10	T	Mar 10	Time Log Reflection #9	How has this experience changed you or your thinking? What are your new / refined goals for your education? What would you like to tell your cooperating teacher? Or your students?
11	T	Mar 17		Final Exam = Individual meetings with instructor during "exam" time (Tuesday, 4:30-6:20pm) to review course results and student's future plans.

*Classroom Hours Logs are due at each weekly (Tuesday afternoon) seminar.

**Reflections are also due at the weekly seminars. Please clearly title and number each reflection. Your written reflections can address any topic of teaching you wish to address. You can also bring these thoughts and ideas up in class.

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