



FAYETTEVILLE STATE UNIVERSITY
 School of Education
 Department of Middle Grades, Secondary & Special Education

1. LOCATOR INFORMATION

Instructor:

Course Number and Name: EDUC 211: Lab Experiences in Area School
 Semester: Fall 2009
 Credit Hours: 2.0 Semester Credits
 Course Location & Meeting Time:

2. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

An introduction to laboratory experiences in area elementary, middle, and secondary schools, which provides opportunities for prospective education professionals to observe student-teacher interactions and to develop an understanding of learning in the school setting. Twenty hours of field experiences (10 hours with field experience activities) and a minimum of thirty hours of computer assignments in the Plato instructional series are required. Oral and written communication performance on Plato Pre-Test may reduce the number of required PRAXIS Lab hours. Documentation of Profiles is necessary.

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. TEXTBOOK

Kauchack, Donald & Eggen, Paul (2005). Introduction to Teaching: Becoming a Professional, 3rd ed. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

The Pre-Professional Skills Tests (PPST) Study Guide, 2nd Edition (2003). A Publication of the Educational Testing Service. Study Guide plus 3 Practice Tests. (Optional)

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision, which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the elementary, middle and secondary programs. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities, respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

7. Student Learning Outcomes

Upon successful completion of this course, the facilitator of learning will have demonstrated:

- A. The completion of the Plato interactive computer delivered instructional program.
- B. The completion of twenty hours of experiences in a public school setting.
- C. The ability to manage time effectively.
- D. The motivation and maturity to complete the teacher education program.

8. CORE STANDARDS

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
√	1. Teachers know the content they teach.	Class discussions, observations, and written reports
√	2. Teachers know how to teach students.	Class discussions, observations, and written reports
√	3. Teachers are successful in teaching a diverse population of students.	Class discussions, observations, and written reports
√	4. Teachers are leaders.	Class discussions, observations, and written reports
√	5. Teachers are reflective about their practice	Class discussions, interviews, observations, and written reports
√	6. Teachers respect and care about students.	Class discussions, interviews, observations, and written reports

9. DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
√	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Role playing, viewing and analyzing videos of teachers in action, reading and discussing case studies, cooperative learning groups, and field observation experiences
√	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Role playing, viewing and analyzing videos of teachers in action, reading and discussing case studies, cooperative learning groups and field observation experiences
√	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	Role playing, viewing and analyzing videos of teachers in action, reading and discussing case studies, cooperative learning groups, and field observation experiences
√	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Role playing, viewing and analyzing videos of teachers in action, reading and discussing case studies, cooperative learning groups, and field observation experiences
√	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Role playing, viewing and analyzing videos of teachers in action, reading and discussing case studies, cooperative learning groups, and field observation experiences
√	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Role playing, viewing and analyzing videos of teachers in action, reading and discussing case studies, cooperative learning groups, and field observation experiences

10. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their technological competence in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, e-mail, online applications, grade book, Lap Top and LCD panel. Check all that applies for this course. Please include any technologies that you use that are not listed

	Technological Applications for this Course
√	Productivity tool (Power Point)
	Presentation software
√	Internet
	Web page construction
√	E-mail
√	On-line applications
√	Grade book
	Video camera
	Scanner
	Excel
	Smart board
√	Lap Top and LCD panel
	Music Stereo and CD
√	Classroom Windows DVD

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
√	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Frequent classroom use of PowerPoint, web-based discussions and other supplemental web-site companion activities
√	2. Teachers plan and design effective learning environments and experiences supported by technology.	Generation of tests and quizzes using BlackBoard
√	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Curriculum plans are assessed using SmartBoard, laptops, and e-mail
√	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Generation of tests and quizzes using BlackBoard
√	5. Teachers use technology to enhance their productivity and professional practice.	Examination of videos, attending workshops on the use of technology in the classroom
√	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Examination of videos, attending workshops on the use of technology in the classroom

11. DISPOSITIONS

Dispositions will be addressed through readings, modeling, and reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strength the following dispositions.

Professional Competence		Professional Responsibilities	
√	Appreciates and engages in self-reflection	√	Dresses appropriately for the setting
√	Shows a commitment to ongoing learning	√	Is punctual
√	Desires to learn and apply new technologies	√	Attends class regularly and participates in the class
√	Is receptive to new ideas and feedback	√	Completes assignments and tasks in a timely manner
√	Writes and speaks clearly and effectively	√	Willing to go beyond required assignments
√	Uses culturally sensitive language when communicating with families	√	Shows initiative and motivation
√	Respects the privacy of students and their families	√	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
√	Believe all children can learn	√	Displays high and ethical professional standards
√	Understands the culture of students and their families	√	Is honest and dependable
√	Values and respects diversity and individual differences	√	Is courteous and respectful
√	Demonstrates flexibility and adaptability	√	Has a positive professional attitude
√	Treats all students fairly and equitably	√	Accepts and uses constructive criticism
√	Is sensitive to the feelings of others	√	Maintains emotional control and appropriate behavior
√	Interacts appropriately and positively with others	√	

12. GENERAL REQUIREMENTS

- a. Each student is expected to attend a minimum of 30 hours spaced over the semester to complete THE PLATO ASSIGNMENTS in reading, writing, and mathematics OR present AT THE BEGINNING OF THE SEMESTER a passing score on the Pre-Professional Skills Test (PRAXIS I) of the Praxis Series of the National Teachers Examination given by the Educational Testing Service (ETS).
- b. Each student will engage in a field experience (20 hours of classroom observations/group interactions) in his/her program area and submit observation sheets to instructor. The student must submit typed observation reports to instructor.
- c. Each student will participate in group discussions.
- d. Each student will complete Plato assignments in the Computer Lab (Room BU 209) and at home using the Internet.
- e. Complete assigned chapter readings.
- f. Complete and pass quizzes/exams assigned by instructor.

13. ATTENDANCE POLICY

Attendance is computed beginning with the first scheduled class meeting.

See Attached - *Revision of Grades – Student Responsibilities*
(Effective August 16, 2007)

14. BEHAVIORAL EXPECTATIONS

- a. The instructor will respect all students and will make every effort to maintain an instructional climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive learning environment by abiding by the following rules:
- b. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
- c. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
- d. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
- e. Students must refrain from any activity that will disrupt the class; this includes **turning off cell phones** and pagers.
- f. Students are not permitted to use profanity in the classroom.
- g. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations:

The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

15. EVALUATION CRITERIA

Student evaluation will be based on:

School Observations Hours	15 %
Observation Reports (Blog)	10%
Quizzes	5%
Exams	10 %
Assignments	15 %
Reflection Essay	5%
Discussion Boards/Class Discussions/Blogs	15%
Computer Modules (PLATO Hrs.)	25 %

Students must complete all observation hours and all PLATO hours in order to pass the course.

16. COURSE OUTLINE (with Assignment Schedule)

TBA

17. TEACHING STRATEGIES

This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, computer experiences, field observations, reflections, structured overview, lecture-discussion, case studies, and Internet research, and Classroom Windows DVD.

18. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Bamber, Chrissie, Public School Choice: An Equal Chance For All? Columbia, MD: National Committee For Citizens in Education, 1990.

Clabaugh, Gary K. Understanding Schooling: The Foundations of Education. New York: Harper & Row, 1990.

Goodlad, John I. Places Where Teachers Are Taught. San Francisco: Jossey-Bass, 1990.

Grossman, Herbert. Trouble-Free Teaching: Solutions To Behavior Problems In The Classroom. Mountain View, Calif: Mayfield Pub. Col, 1990.

Mongon, Dennis. Improving Classroom Behavior: New Directions For Teachers and Pupils. New York: Teachers College Press, 1989.

Parkay, F. W., & Stanford, B. H. (2004). Becoming A Teacher, 6th ed. Boston: Allyn and Bacon

Pauly, Edward. The Classroom Crucible: What Really Works, What Doesn't And Why. New York: Basic Book. 1991.

PRAXIS I: Academic Skills Assessments (2000). Princeton, NJ: Educational Testing Service.

Wlodkowski, Raymond J. Eager to Learn: Helping Children Become Motivated and Love Learning. San Francisco: Jossey-Bass Publishers, 1990.

Watson, G. (1998). Classroom Discipline Problem Solver: Ready – to – use techniques & materials for managing all kinds of behavior problems. Jossey-Bass.

Nelsen, et al. (2000). Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, & Responsibility in Your Classroom (The Positive Discipline Series). Prima Publishing.

Wong, H. K. & Wong, R. T. (2001). The First Days of School: How to be an Effective Teacher. Harry K. Wong Publishing.

Mackenzie, R. J. (1996). Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline. Prima Publishing.

- Loomans, D. et al. (1993). The Laughing Classroom: Everyone's Guide to Teaching with Humor and Play. H. J. Kramer.
- Fay, J. & Funk, D. (preface). (1998). Teaching with Love and Logic: Taking Control of the Classroom. Love & Logic Press.
- Jones, F. H. (2000). Fred Jones Tools for Teaching. Fredric H. Jones & Assocs.
- Elkin, N., et al. (Your First Year As an Elementary School Teacher: Making the Transition from Total Novice to successful Professional.

GRADING SCALE

Final Grades – This policy became effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high 92 - 100
B	Hours attempted and earned	3 per credit hour	Good 83 - 91
C	Hours attempted and earned	2 per credit hour	Satisfactory 73 – 82
D	Hours attempted and earned	1 per credit hour	Marginally passing 64 - 72
F	Hours attempted – Not earned	0 per credit hour	Failing Below 64
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions became effective on August 16, 2007.

WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. **See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**