
Course: ED252 O Field Experience I
Credit: 1 credit hour
Semester: Fall 2020 (Cycles 2 & 3)
Date & Time: Tuesdays, 11:10 a.m. to 12:00 p.m.
Additional time will be required for observations
Location: East Education Building
Instructors: Dr. Mary F. Briggs
Contact Info: Office phone: 816-425-6181
Email: mary.briggs@calvary.edu

I. DESCRIPTION

This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. Field experiences will be arranged based on the current requirements of the Missouri Department of Elementary and Secondary Education. (Prerequisites: ED190 or permission from the Education Department Chair).

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

- A. General Competencies to be Achieved: The student will:
1. Investigate the role of the classroom teacher in the total school context.
 - a. MTS 9.1; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, B.1, B.2, C
 2. Observe and successfully participate in specific classroom experiences
 - a. MTS 9.1; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignment: B.2

B. Specific Competencies to be Achieved: The student will:

1. Identify specific characteristics of a master teacher as he/she fulfills his/her daily tasks and routines.
 - a. MTS 5.1; 5.2; 5.3; 6; 7; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignment: A.1, A.2, B.1, B.2, C
2. Discover a variety of pedagogical concepts and effective strategies for addressing the issues that relate to typical instructional practices
 - a. MTS 6C4; 8C1; 8C3; PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, B.1, B.2, C
3. Recognize diversity in students and teaching strategies used to meet their needs.
 - a. MTS 2.1; 2.4; 2.5; 2.6; 6.2; PLO-1, 2, 3 & 4
 - b. Assignments: A.1, A.2, B.1, B.2, C
4. Gain insight into the daily operations of a classroom.
 - a. MTS 5.2; 5.3; 6; 7; PLO 1, 2, 3, 4, 5 & 6
 - b. Assignment: A.1, A.2, B.1, B.2, C
5. Develop skills in solving problems, thinking critically, discussing constructively, and writing synthetically regarding a variety of related questions and issues
 - a. MTS 4.1; 4.2; 3.3; PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, B.1, B.2, C

IV. MATERIALS:

Required Textbooks:

A. Bible (Please refer to Course Policies.)

B. Textbook

Borich, G. D. (2008). *Observation Skills for Effective Teaching*, 7th Edition. Routledge, ISBN: 978-1612056777 (Retail: \$57.95)

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading:** Read the assigned textbook.
2. **Any additional handouts from the course instructor**

B. Activity Assignments:

1. **Participation in Discussion Sessions:** All students must attend the arranged university class sessions. During these sessions, students will receive information regarding the arrangements of field experiences. In addition to receiving information, students are expected to participate in class activities which may include sharing their Reflective Journal observations, leading a group discussion, or sharing a case study related to their observations.
2. **Observations:** Students will complete 30 clock hours of observation. The course instructor will arrange for some group visits. Students will be responsible to independently complete the remainder of the observations. All classroom observations must comply with the current requirements of the Missouri Department of Elementary and Secondary Education.

Before beginning classroom observations, students must complete a background and fingerprint check.

C. Written Assignments:

Journal of Observed Experiences for ED252 Field Experience I: Record all observations in your journal.

VI. METHODS

A. Teaching and Learning

1. Observations
2. Journal
3. Reading
4. Discussions

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Reading assignments	20
30 Hours of Observation	30
Journal of Observed Experiences	30
Participation in Discussion Sessions	20 (2 x 10 sessions)
Total:	100 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics. (*Special Policy on Field Experience Attendance: During field experiences, emergency absences are restricted to serious illnesses or crisis situations. Days missed for any emergency absence must be made up. When an absence is necessary, the student observer must notify both the cooperating teacher and the university supervisor in advance (i.e., no less than two hours before the school day is scheduled to begin).*)

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. *Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

Field experience participation is a privilege, not a right. Student observers should turn off their cell phone and store it in a bag or purse. Students may not use the Internet or send text messages during a field experience unless specifically assigned to do so by the cooperating teacher. Working on other assignments during a field experience is strictly prohibited. Students should make the most of the wonderful opportunity they have been given to learn from master teachers.

F. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.