

DELTA COLLEGE
EDUCATION 200 ABW-220
FALL 2011 SYLLABUS

Instructor: Kathleen King

Secretary: (989) 686-9440

Office: S-208, Fine Arts Bldg.

Class: Tuesday 4:00-5:55 PM

E-mail: kkking@delta.edu

Office Phone: (989) 686-9446

Office hours and Field visit schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Office hours 10-11 at Ricker	Office hours 10-11:30	Office hours 10-11 at Ricker	Office hours 10-11:30	Field Visits all day

Required Materials

First Days of School, Harry and Rosemary Wong.

One teacher memoir:

For ED 200AW students: *Teach Like Your Hair's on Fire*, Rafe Esquith.

For ED 200BW students *Teach With Your Heart*, Erin Gruell.

A 3-ring (3-4 inch) hard cover notebook to be used as your Logbook.

Stapler; 3-hole punch; 3x5 index cards; pencils; pen; USB flash drive.

Words of advice

Look over your entire schedule – **consider the time for other courses, work responsibilities, family commitments, and other outside activities.** Budget in the required 90 hours of field work, add in an estimate for the time required for the reading and writing in ED 200, plus some extra hours for the unexpected, (such as illness, snow days, car problems, sick children, teacher in-service days), which may cut into your planned field work hours. **You need a minimum of 90 hours to successfully complete the course.** Lay out a workable schedule now **of 100 hours**, and save yourself anxiety and worry later!

Your Responsibilities

- 1. Arrange a placement in a school or its equivalent.** The school must be K-12, but can be a public, parochial, charter or private school. Materials to facilitate your placement will be provided to you. Pre-school experiences cannot count for this placement requirement, due to the expectations of some of our transfer institutions. **You may work with one mentor, or divide the time between two mentor teachers.** Please plan to spend at least **60** hours or more with your primary mentor and **30** hours or more with the other mentor.
- 2. Attend and participate in scheduled seminars and events for the ED 200 course! I expect to be notified by phone or e-mail in advance of your absence.** The seminar portion of your experience is intended to support, extend, and inform your fieldwork portion. Your professional and well-informed participation is a basic expectation for successful completion of the course. You are encouraged to bring interesting anecdotes, readings, ideas, and suggestions to the ED 200 seminar. Our seminar is a time to share, listen, and support one another.
- 3. Communicate with your mentor teacher!** Your school is a busy and an active place! Some days, there is barely time for lunch. First off, try very hard to establish a regular time to chat with your mentor. Still - he or she has more say in that arrangement than you do. Some days, that communication may fall by the wayside. If it happens habitually, I hope you'll let me know. We might come up with some solutions.
- 4. Here are some communications that YOU should initiate:**
 - A written document to your teacher, with your schedule, your home phone or cell phone number, and other information on how to reach you.
 - A clear understanding, on your part, of whom to call if you are ill or have a flat tire. These little "miscommunications" (no-shows) can cause tremendous ill will. Luckily, they are easy to avoid!
 - **Communicate that you have motivation and initiative.** Keep your eye out for opportunities to make contributions, and offer times and the means to do them. Offer to do the bulletin board, find some related readings, or make a presentation that is relevant. Then follow through and complete the task you offered to do.
- 5. Your professionalism and communication in the school:** You will undoubtedly learn about "personal business" of the students, and possibly some related to your mentor. Everything from health status to family business may be information you come to know. Your professionalism requires that you do not discuss the business of these parties outside school. Cultivate

discretion in these matters. In hallway, classroom, or teacher lounge discussions, never inappropriately discuss a student, another teacher, or personal business best left outside this setting. You should increasingly develop a sense of the professional and personal need for discretion.

- 6. Communicate with your ED 200 instructor!** We formally meet, at best, once per week and share reflective logs throughout the semester. Please contact me to communicate questions, ideas, or concerns. If something wonderful happens, let me know! It will make my day, too. If a problem is developing, let me know that also.

- 7. Represent yourself and Delta in a professional and dignified manner!** From your first contact with the school, through your last hour in the field, you wear a "sign" that says "Delta." When you undertake fieldwork in this program, it is a privilege! You will be interacting with professionals who have a right to expect the very best from you. In the extremely rare instance that your mentor teacher, an administrator, or I determine that your presence in the classroom is not positive or a safe one for students, **I reserve the right to remove you from that field setting. This action would result in a failing grade for the course.**

Course Activities

The seminars are interactive, collaborative, and (hopefully) stimulating. They involve group and individual reading, writing, and discussion opportunities. I always invite you to bring clippings from magazines, books you've found, web sites, concerns, and even food to seminars! Often our discussions are centered on your own reflective logs, field experience, or readings. **You are expected to attend and actively participate in all scheduled seminars.**

Reflective Logs

A primary way in which you communicate and learn to "think like a teacher" is through reflective logs. Since teachers are always considered models in their writing (regardless of their teaching discipline), **you will need to write well-edited, grammatically correct work.** "Quality" also indicates the depth of your insights, questions, and observations, which are evident to your readers. You will share logs in the following way:

- Submit your logs to me during seminar. **No more than two logs a week will be accepted!** If I am notified **prior to your absence**, you may e-mail your log to me as a word.doc attachment or leave it under my office door (S-208) within the week following your absence. If I am **not** notified of your absence immediately (within a day of your absence), I will **not** accept your work, including logs. **Please be aware of this procedure and course policy!**

- I will respond to your logs by writing directly on the logs and returning them to you within **two** seminar sessions. This is how we will “share.”
- **Save all your logs** on a USB flash drive, in the event you may have to revise, edit, or correct.
- All logs will be neatly typed, proofread, and **at least one page** in length.

Course Grading

Both the mentor teacher(s) and I share in determining your final grade. The mentor's grade counts **30%** of the final ED 200 grade. The mentor teacher(s) will be asked to complete an evaluation form, which also gives the opportunity for both written feedback on your strengths and shortcomings.

NOTE: An ED 200 student who does not successfully complete the fieldwork will not receive a passing grade for the course!

The remaining **70%** of the final ED 200 course grade is based on the following:

ED 200 Assignments and Points

*Assignments or points may vary slightly as needs of this class dictate.

1. Reflective Logs: 8 at midterm; 14 in the final logbook.	145 points
2. Observation Analysis assignment (also counts as a Log).	15 points
3. Professional Portfolio (also counts as a Log).	30 points
4. Professional journal assignment (also counts as a Log).	15 points
5. Semester presentation.	15 points
6. A Literary Narrative (also counts as a Log).	15 points
7. Professional preparation: attendance & participation	30 points
8. A field visit (plus a required log).	35 points
Total Possible Points	300 points

Late work and missed seminars

Teachers are accountable and this course demands just that! In the event that you will not be in seminar, call or email me immediately and inform me of the reason for your absence. Major assignments (like your final logbook) are due on the day indicated, so have someone drop it off to my secretary.

If you miss your field visit or do not turn in the field visit form when required, time restrictions in my schedule will likely not allow for a rescheduled field visit.

I try to be understanding about matters of illness and a family emergency. But, you must communicate with me! I need to balance that consideration against the **high expectations for professionalism** that this course demands. You are a prospective teacher. Try to imagine the professional expectations your principal will have about you being on time to meet your class, completing your course preparations, and calling the school in the event of an absence. My expectations are exactly the same as your principal!

A few words of encouragement

Many students leave this course believing that what they learned in the field, in seminar, in discussions with others in the course, in communicating with speakers, and in their own reflective logs, were among the most valuable learning experiences in college. I hope this will become true for you, whether the course reinforces your desire to be a teacher, or causes you to re-think teaching as a career choice. Both possibilities exist for everyone in the course. I am here to support you either way.

WELCOME to ED 200!