

**Liberal Studies 1000, Beginning Field Experience - Spring 2012**  
**Lecture: Wednesdays, 12 – 1:50 p.m., C-102**  
**Discussion (Dean's Team): Wednesdays, 2 – 2:50 p.m.**

**INSTRUCTOR:** Katie Olivant      **EMAIL:** kolivant@csustan.edu

**OFFICE:** P 343      **OFFICE PHONE:** 664-6813      **DEPARTMENT PHONE:** 667-3749

**OFFICE HOURS:** T/Th 11 a.m. – 12 p.m.; 2 – 2:30 p.m.; W 9:30 – 10:30 a.m.

**LIBERAL STUDIES WEBSITE:** <http://www.csustan.edu/LiberalStudies>

*This syllabus is your handbook for the course. You are responsible for knowing and understanding all the information in it. DO NOT LOSE IT. Not knowing the requirements does not excuse you from fulfilling them. Your continued enrollment in the course reflects your commitment to complying with the expectations and requirements set forth in this syllabus. Please note that this syllabus is subject to change.*

**Required Texts and Materials**

- Reed, A. J. S. & Bergemann, V. (2005). *A Guide to Observation, Participation, and Reflection in the Classroom, Fifth Edition.* (Available in the campus bookstore).
- Wright, E. (1999). *Why I Teach: Inspirational True Stories from Teachers Who Make a Difference.* (On reserve at the CSUS Library).
- *The English / Language Arts Content Standards for California Public Schools Kindergarten through Grade Twelve, the English Language Development Standards, and the Visual and Performing Arts Content Standards for California Public Schools* (Available at: <http://www.cde.ca.gov> or campus bookstore).
- Binder for portfolio with 9 tab dividers

**Recommended Text**

*Publication Manual of the American Psychological Association* 6th edition

**Course Description and Objectives**

Liberal Studies is the pathway to elementary school teaching. All students in this class are regarded as future teachers who are preparing for their profession through integrated coursework and field experiences. This course will:

- Introduce students to the profession of teaching and elementary education in California.
- Provide experiential learning opportunities that will foster self-exploration, reflection, and preliminary teaching skills.
- Provide opportunities for students to enhance their critical thinking and communication skills through reading, writing, oral presentations, and group discussion.

As a result of completing the requirements of this course, future teachers will:

- Complete University-required clearances for participating in California public schools.
- Identify the Liberal Studies pathway to becoming a credentialed teacher.
- Practice effective tutoring in supervised elementary public school environments.
- Understand and demonstrate the ethical and professional responsibilities of an educational tutor and observer
- Understand the impact of varying cultural perspectives on the learning environment
- Complete assignments that apply, incorporate and synthesize course content and tutoring/observation experiences.

## Academic Integrity

*Any form* of academic dishonesty, including but not limited to plagiarism, falsifying signatures on course documents, misrepresenting the number of tutoring hours completed, and submitting an assignment or tutoring hours from another class, will result in an “F” for the assignment, and probably the course. The instructor can refer a student who has engaged in academic dishonesty to the Student Discipline office. If the academic dishonesty encountered is not the first attempted by or reported of a student, that student may be dismissed from the university.

All work you submit must be your own. Your name / student ID on an assignment is taken as assurance that the work in that assignment reflects your own thoughts and study. Any assignment may be submitted for a plagiarism check. Plagiarism may be suspected when there is a consistent difference in quality between out-of-class and in-class assignments, or when quality and style of writing varies widely within an assignment. All written material, information, data, and ideas “borrowed” from a source, including the textbook, must be acknowledged as source material. Direct quotation must be indicated by the use of quotation marks, and both direct and indirect quotation (paraphrasing) must be cited. Please refer to the APA Manual for further information about citation.

Assignments are due at the beginning of class on the date indicated on the schedule. Late assignments will receive a minimum 20% grade deduction, and will not be accepted for points if they are more than a week late. **Keep a copy of everything you turn in.**

## Attendance, Participation and Other Class Expectations

Part of your semester grade will be based on your participation in class. In order to participate, you must be in class, so attendance is required. I expect you to be on time and present for the entire class. Frequent lateness (or leaving early) will lower your participation grade. Participation is not just talking. It is being prepared for class, careful listening, sharing your ideas and knowledge, and completing all assignments and in-class work. This means cell phones, iPods, tablets, laptops, etc. must be turned off during class.

**Professional conduct is required at all times, both in the university classroom and in the elementary school site placement.** This includes maintaining student and school confidentiality in discussions of observations and fieldwork (do not use a student’s real name in assignments).

## Other Course Requirements

- < **Complete Livescan and TB Clearances.** For Livescan, you must go to the University Police office, pay a fee, and complete the Livescan application and process. TB clearances may be obtained from the University Student Health Center or your personal physician. Please allow adequate time for both the test and interpretation of the results (at least 48 hours). The Livescan and TB clearances must be completed *before* you are placed at a school site.
- < **Secure a school placement for and complete 30 hours of K-3 classroom tutoring.** A Site Placement form signed by your mentor teacher and the school administrator **must be turned in by the 4th week of class.** You are NOT ALLOWED to complete your tutoring in a classroom where the mentor teacher or a student is related to you in any way. You must turn in complete and detailed observation logs signed by your mentor teacher verifying 30 hours of tutoring.
- < **If you have not completed these requirements by the fourth week you should drop the course.**

## **Communicating with Me**

I encourage you to come see me during office hours or by appointment if you have any questions or concerns about the class. Please use email only to set up an appointment or for minor questions.

## **Grading Scale**

*(ALL assignments MUST be completed and submitted to successfully pass LIBS 1000):*

	<u>Points Possible</u>
Class Attendance and Participation	50 points possible
California State Standards charts and summaries	60 points possible
IEP assignment	30 points possible
Integration of Subject Matter chart and summary	60 points possible
Dean's Team assignments and activities	50 points possible
School Site Placement, TB & Livescan forms, tutoring logs and notes	100 points possible
Case Study – Reflection on tutoring	50 points possible
Final Presentation	50 points possible
Web-site Assignment	25 points possible
Portfolio (includes cover page, table of contents, introduction, summary, and all assignments)	25 points possible
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	500 points possible
A 460 - 500    A- 450 – 459                      B+ 440 - 449    B 410 - 439    B- 400 - 409	
C+ 390 - 399    C 360 – 389    C- 350 - 359                      D+ 340 - 349    D 310 - 339    D- 300 – 309	
F below 300	

## **Major Assignments**

For full descriptions, please see the Assignment packet on Blackboard.

*The Portfolio:* Your portfolio will include all the assignments done throughout the semester, in addition to some portfolio-specific assignments.

*Tutoring:* During the semester, you will spend a total of 30 hours tutoring in a linguistically diverse classroom (K-8), and then write a reflective case study paper about your experiences.

*California Standards Chart and Summaries:* Dean's Team groups will summarize the English /Language Arts and Visual and Performing Arts Content Standards for one grade level and relate the standards to the relevant subject matter course work.

*Individual Education Plan:* You will complete an Individual Education Plan (IEP) listing all the courses you have taken and all the courses you need to complete your degree. Include your concentration also.

*Integration of Subject Matter:* Dean's Team groups will develop a chart and summary to demonstrate how the visual and performing arts can be integrated.

*Dean's Team Assignments:* Dean's Team groups will complete activities each week.

*“Why I Teach” Group Presentation:* Dean’s Team groups will develop class presentations based on the readings in “Why I Teach”.

### **Schedule of Readings, Assignments, Due Dates**

<b>Date</b>	<b>Lecture Class 12 – 1:50 p.m.</b>	<b>Dean’s Team 2 – 2:50 p.m.</b>
2/1	Introduction: Review of syllabus, assignments, Blackboard Organizing the Portfolio and Setting Goals (DT handout) New Words / New Friends handout <b>DUE: TB and CSUS Livescan clearances</b>	N/A (stay in C-102)
2/8	<b>READING: Ch. 1 of “A Guide to Observation, Participation, and Reflection in the Classroom”</b> Problem Based Learning / CREDE Models Writing strategies and APA format	Tutoring Programs (stay in C-102)
2/15	<b>READING: Ch. 2 of “A Guide to…”</b> How to Tutor in Reading: “A Tale of Two Schools” Effective Tutoring Strategies (DT handout)	Tutoring Programs (stay in C-102)
2/22	<b>DUE: Any / all outstanding paperwork (complete and signed Placement Form, TB and Livescan clearances). **Students who have not completed this paperwork should drop the course.**</b> Guest Speaker: Fernando Pena – Multiple Intelligences and Technology	Introduction and Orientation Ice Breaker – develop DT name Discussion and Activity: English / Language Arts lesson using MI lesson planning form Review previous DT assignments (Setting Goals, Effective Tutoring)
2/29	<b>READING: Ch. 3 of “A Guide to…”</b> <b>BRING: K-8 Content Standards,</b> English, Language Arts, English Language Development and Visual and Performing Art K-8 Content Standards CS Group Summary Work	<b>BRING: K-8 Content Standards, LIBS advising guides, University catalog</b> Continue: CS Group Summary Work and Charts Exchange contact information Discuss: Tutoring strategies being used at placements
3/7	<b>BRING: K-8 Content Standards</b> <b>DUE: Group Presentations of Content Standards Charts</b>	Discussion and Activity: Reflective Observation of Students Complete Content Standards Group Summary Work and Charts for portfolios Continue portfolio development
3/14	<b>BRING: LIBS advising guides, catalog</b> Teacher Performance Expectations LIBS BA and Credential Program, Developing and Individual Education Plan	Discussion and Activities: Planning and Assessment Reflection, IEP Continue portfolio development

3/21	<b>BRING: LIBS advising guides, catalog, IEP, transfer evaluations, transcripts</b> Video: "Teaching Across America" Review: IEP	<b>BRING: LIBS advising guides, catalog, IEP, transfer evaluations, transcripts, etc.</b> Continue developing IEPs
3/28	Presentation: Child Protective Services – Responsibilities of the Elementary School Teacher	Discussion and Activity: "Why I Teach" presentation preparation (reserve topic with Katie) Continue portfolio development
4/4	Video: "A Touch of Greatness" – Integration of the Visual and Performing Arts Subject Matter Integration Charts	Discussion and Activity: Subject Matter Integration Charts Continue "Why I Teach" presentation preparation
4/11	Spring Break – NO CLASS	Spring Break – NO CLASS
4/18	TEACH: Inspiration is the greatest teacher	<b>DUE: Tutoring Case Study</b> Discussion and Activity: Portfolio
4/25	<b>DUE: "Why I Teach" Group Presentations</b>	Continue portfolio development
5/2	<b>DUE: "Why I Teach" Group Presentations</b>	Complete portfolio development
5/9	NO CLASS – <b>DUE: PORTFOLIOS by NOON in the LIBS office (DBH 300)</b>	NO CLASS

## College of Education

### Mission Statement: Preparing Leaders in Learning

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

### Vision Statement: Enhancing Lifelong Learning

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.