

California State University Stanislaus  
School of Education – Department of Liberal Studies

**Liberal Studies 2000**

**Fall, 2011**

**Mondays – 12:00 PM to 1:50 PM in C-102**

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**Course Information**

Course Description:

Students observe grades 4-8 classroom environments and analyze observations in discussions and writing, noting student characteristics, teaching styles, and classroom management techniques. This observation-based analysis increases awareness and teaching effectiveness. Fingerprint clearance from Public Safety office on campus and tuberculosis clearance must be completed before the second week of the semester to insure timely placement for field experience. Placements may be limited or unavailable for students with felony convictions. Prerequisite: LIBS 1000 or equivalent.

Texts and Resources:

- Reed, A.J.S. and Bergemann, V.E., (2005). *A Guide to Observation, Participation and Reflection in the Classroom* (5th ed.). Boston: McGraw Hill.
- California State Content Standards available at: <http://www.cde.ca.gov/> (Review Mathematics and Science standards)
- LIBS 2000 required forms are available at: [www.csustan.edu/LiberalStudies](http://www.csustan.edu/LiberalStudies)

Course Requirements:

To earn a letter grade of — C or better, students must

- **Secure placement for a school observation no later than the week #3 class meeting.**
- LIBS 2000 requires students to complete 30 hours of classroom observation in a 4-8 grade Science and Mathematics class (Split 50/50). The school must contain a demographic of at least 25% English Language Learners.
- Before beginning fieldwork, CSU Stanislaus requires fingerprints cleared by completing a Livescan at the CSUS Department of Public Safety and a tuberculosis clearance completed within the last four years. TB tests available at the Student Health Center. LIBS 2000 students whose fingerprints were cleared in LIBS 1000 do not need another Livescan. Submit a copy of your TB test that will NOT be returned to you.
- Attend all university class sessions and actively participate in class activities and discussions.
- Complete all assignments. Unless otherwise noted, all written assignments must be submitted via Blackboard as Microsoft Word attachment and are due Sundays before midnight on the indicated week.
- Submit an approved personal education plan.

### Course Learning Objectives:

As a result of completing the requirements of this course, students will

- Understand and demonstrate the ethical and professional responsibilities of an educational observer.
- Observe and analyze student behaviors and teacher responses in elementary classrooms.
- Observe and analyze assessment strategies.
- Understand California K-8 Content Standards in Mathematics and Science
- Analyze teacher strategies in student motivation.
- Reflect upon and adjust Individual Education Plans based on outcomes of this course.
- Identify skills and strategies necessary for integrating curriculum.
- Demonstrate active listening, group discussion and critical thinking skills.
- Produce an Observation Analysis Report that exhibits serious reflective writing.

### Assignments and Portfolio Tasks

#### Reading Reflections:

Throughout this course you will be required to review a variety of readings and complete 2 to 3 page reflections. The reflections should integrate the information learned from the readings with the experiences and observations completed during your field work. A more complete description of this task's expectations will be discussed in class.

#### LIBS 2000 Portfolio Assignments:

Portfolio assignments are based upon the California Teaching Performance Expectations (TPEs). Papers must use APA formatting guidelines and follow the Reflective Cycle discussed in the text. Papers should be retained in personal portfolios after they have been graded and revised. Please respect the privacy and confidentiality of the students you observe by using incomplete names or pseudonyms when discussing specific individuals.

1. **Creating and Maintaining Effective Environments for Student Learning**
  - Interview a teacher or principal at the school where you are observing and develop a case study describing techniques the teacher or principal has implemented at the site to create/maintain effective learning environments for students. Specifically address strategies that the teacher/principal has used to increase student achievement in Math and Science. **Use the Reflective Cycle and APA format** for your essay.
2. **Planning Instruction and Designing Learning Experiences for Students**
  - Based on the classroom in which you are currently observing, select a topic students are studying, describe how the teacher designs activities to integrate Math and Science across disciplines. Describe specific examples of curricular connections that you have observed between Math and Science and other disciplines in particular lessons. List additional possibilities for integration of Content Standards addressed in class —activities. Explain which Content Standard(s) is (are) being addressed with the integration. Be sure to include the subject and grade level, students' primary language, as well as the teacher's experience in his/her current assignment. **Use the Reflective Cycle and APA format** for your essay.
3. **Developing as a Professional Educator**

- **Label each part of the assignment and begin each part on a new page**
  - Part A
    - Review the California Math and Science Curriculum Content Standards for students in grades 4-8. Consider what coursework is required to gain the knowledge is essential for a teacher to help students achieve competence in the Math and Science Standards. Complete the Content Standards Concepts/Course Content Chart (available on the LIBS website) aligning college classes and K-8 Math and Science Content Standards.
  - Part B
    - Develop or update your Individual Education Plan (IEP) to include all coursework completed. **Please submit 2 copies**, one for your file in the LIBS Department office and one to be reviewed and returned to you. Your IEP must include the following statement: ***This completed IEP for LIBS 2000 in fall 2010 is an UNOFFICIAL planning guide. I understand it is my responsibility to monitor and verify progress toward completion of my Liberal Studies degree.***
  - Part C
    - Develop a list of 5 websites for educators that you regard as valuable professional resources. For each site, (1) summarize the content available at the site; (2) evaluate site content and resources; and (3) print a copy of the site homepage. (This part of the assignment should be filed in the Technology section of your portfolio.)
4. **Engaging and Supporting Students in Learning and Assessing Student Learning: Observation and Analysis Report**
- An Observation Analysis Report (Portfolio Assignment #4) **is due at the beginning of class on December 8th** and **must include** your **Observation Log** signed by the teacher (s) verifying your hours in grades 4-8 classrooms and your **Final Performance Appraisal** signed by your School Site Mentor and yourself.
  - **Using the Reflective Cycle and APA format**, write an **Observation Analysis Report** about your fieldwork in LIBS 2000 this term. Include reflections about what you have learned regarding Math and Science Content Standards and the California Teacher Performance Expectations. Briefly identify the school, class, teacher, grade level and curriculum observed.
  - How has this field experience shaped your philosophy as a future teacher? This paper should:
    - Describe what happened *on a regular basis*. What did the teacher do? How did the students react? Did learning take place? How are all students engaged and supported in learning? How are students assessed?
    - Provide a clear distinction between your feelings and what happened, for example —I liked this class, and —This teacher was effective because...
    - Discuss implementation of Math /Science Content Standards. Was it effective? Ineffective?
    - Reflect on what you learned from your observations about students, planning instruction, effective teaching styles and/or classroom management.

- Evaluate the experience in terms of **principles** and **concepts** about K-8 students and teachers **in general** drawn from the text and class discussions. Do NOT simply summarize the events you experienced.

### Tentative Course Schedule and Due Dates

Week	Task
1	Introduce course and review syllabus Create rubric for reading reflections *Review chapters 1 and 2 of the course textbook **Student information sheet due
2	Discussion review of chapters 1 and 2 Review reflective writing process *Read through chapter 3 of the course textbook
3	Discussion of chapter 3 Create rubric for reading reflections **School observation location must be finalized. Site placement form, Livescan TB test due. **Read through chapter 4
4	Discuss chapter 4 Discuss portfolio assignment #1 Discuss midterm performance appraisal Introduction to science content standard activity **Chapter 4 reading reflection due
5	Science content activity work day **Portfolio assignment #1 due
6	Discuss portfolio activity #2 **Science content activity presentations **Midterm performance appraisal due
7	Continue content activity presentations IEP activities – aligning LIBS classes with K-8 content standards Discuss LIBS advising issues/concerns *Read through chapter 5
8	Discuss chapter 5
9	**IEP due **Portfolio assignment #2 due
10	Discuss portfolio assignment 3 *Read through chapter 6
11	Discuss chapter 6 **Portfolio assignment #3 due
12	Discuss math content standard activity **Forms 8.2, 17 and 19 due **Chapters 5 and 6 (combined) reading reflection due
13	Math content standard activity workday
14	**Math content standard activities presented
15	Continue content standard activity presentations ;

	Guest Speaker – Integrating mathematics in the classroom
16	**Final performance appraisal, Observation log, and Portfolio assignment #4 (Observation analysis report) due

\*The above schedule is tentative and the instructor reserves the right to change dates as necessary.