

**Liberal Studies 1000, Beginning Field Experience –Fall 2013**  
**Lecture: Wednesdays, 1 – 2:50 p.m., C-102**  
**Discussion (Dean’s Team): Wednesdays, 3 – 3:50 p.m.**

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

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

**OFFICE HOURS:** Wednesdays, 10:30 a.m. – 12:30 p.m., Thursdays, 10 a.m. – 12 p.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).
- *The Content Standards for California Public Schools Kindergarten through Grade Twelve: English and Language Arts, (current and Common Core), English Language Development (current and Common Core), Mathematics (current and Common Core), Science, History and Social Science, and the Visual and Performing Arts* (Available at: <http://www.cde.ca.gov> or campus bookstore).
- Binder for portfolio

**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.
- 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:

- Identify the roles, responsibilities, and daily experiences of teachers.
- Identify significant historical developments, philosophical foundations, and contemporary issues in education.
- Self-assess dispositions related to effective teaching and develop personal goals for growth.
- Participate in, observe, and reflect on a variety of experiences in an educational setting.
- Understand and demonstrate the ethical and professional responsibilities of an educator.
- Examine the impact of varying cultural perspectives on the learning environment.
- Synthesize course content, including the California Content Standards, with experience in educational settings.
- Identify the process involved in becoming a teacher in California.

## 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 (except when authorized by the instructor for in-class work).

**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), as well as **appropriate dress when you are doing fieldwork.**

## 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 field work in a K-3 classroom.** 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 fieldwork 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 fieldwork.
- < **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. Please note that emails sent in the evening may not get a response until the following day, and emails sent on a weekend may not get a response until Monday.

## **Grading Scale**

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

	<u>Points Possible</u>
School Site Placement, TB & Livescan forms, fieldwork logs and notes	100 points possible
Reflection on fieldwork	50 points possible
California State Standards summaries and integration ideas	70 points possible
IEP assignment	30 points possible
History and philosophy notes	90 points possible
Contemporary issues presentation	20 points possible
Dean's Team participation and activities	70 points possible
Class Attendance and Participation	<u>70 points possible</u>
	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.

*Field Work:* During the semester, you will spend a total of 30 hours in a linguistically diverse classroom (K-3), and then write a reflective paper about your experiences.

*Notes and Presentations:* Using a “jigsaw” approach, each student will compile notes on the history of education in the U.S. and educational philosophies. Dean's Team groups will develop class presentations based on contemporary issues in education.

*California Standards Summaries:* Dean's Team groups will prepare summaries for each area of the Content Standards for one grade level, relate the standards to the relevant subject matter course work, and develop ideas for integrating topics from the content areas.

*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.

*Dean's Team activities:* Dean's Team groups will complete class-related activities each week.

## Schedule of Readings, Assignments, Due Dates

Date	Lecture Class 1 – 2:50 p.m.	Dean’s Team 3 – 3:50 p.m.
8/28	Introduction: Review of syllabus, assignments, Blackboard Icebreaker: Why do you want to be a teacher? What do teachers do? <b>DUE: TB and CSUS Livescan clearances</b>	N/A (stay in C-102)
9/4	<b>READING: Selected history of education readings (see Blackboard)</b> <b>DUE: TB and CSUS Livescan clearances</b> Library presentation Assign history of education topics	Principal Presentations (stay in C-102)
9/11	<b>READING: Ch. 1 of “A Guide to Observation, Participation, and Reflection in the Classroom”</b> <b>DUE: TB and CSUS Livescan clearances</b> Discussion of reflection techniques Group work on history of education topics	Principal Presentations (stay in C-102)
9/18	<b>READING: Ch. 2-3 of “A Guide to Observation, Participation, and Reflection in the Classroom”</b> <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> Discussion of history of education topics Discussion of reflection techniques Assign educational philosophy topics	Introduction and Orientation Ice Breaker – develop DT name Discussion and Activity: New Words / New Friends handout and Setting Goals for Fieldwork
9/25	<b>READING: Selected readings on educational philosophies (see Blackboard)</b> Video: “The First Years” Group work on and discussion of education philosophies	<b>BRING: K-8 Content Standards</b> Discussion and Activity: Complete history of education and education philosophy charts; Setting Goals for Fieldwork and Internet Resources log
10/2	<b>READING: Selected reading on Content Standards (see Blackboard)</b> <b>BRING: K-8 Content Standards</b> Contemporary Issues in Education Video: “ A Tale of Two Schools”	<b>BRING: K-8 Content Standards</b> Discussion and Activity: Content Standards summaries
10/9	Presentation: Child Protective Services – Responsibilities of the Teacher Teacher Performance Expectations	<b>BRING: K-8 Content Standards</b> Discussion and Activity: Content Standards summaries. CSP questions

10/16	<b>READING: Selected readings on learning Self-Assessment and Learning Skills Development</b> <ul style="list-style-type: none"> <li>• Presentation: Multiple Intelligences</li> </ul>	<b>BRING: K-8 Content Standards</b> Discussion and Activity: Multiple Intelligences worksheet; Content Standards summaries
10/23	<b>BRING: K-8 Content Standards, LIBS advising guides, Univ. catalog, IEP form</b> Self-Assessment / Skills Development cont. Becoming a Teacher: <ul style="list-style-type: none"> <li>• Presentation: Mindsets</li> <li>• LIBS BA and Credential Program</li> </ul>	<b>BRING: K-8 Content Standards, LIBS advising guides, Univ. catalog, IEP, transcripts and/or transfer evaluation</b> Discussion and Activity: Mindsets worksheet; IEP development
10/30	<b>BRING: K-8 Content Standards, LIBS advising guides, Univ. catalog, IEP, transcripts and/or transfer evaluation</b> Becoming a Teacher: Developing an IEP and connecting it to the Content Standards	<b>BRING: K-8 Content Standards, LIBS advising guides, catalog, IEP, transcripts and/or transfer evaluation</b> Discussion and Activity: Connecting IEPs and Content Standards; Content Standards presentations
11/6	<b>DUE: Content Standards presentations</b> Discussion: Transition to Common Core Standards	<b>DUE: IEP</b> Discussion and Activity: Current Event presentations; Integration ideas
11/13	Video: The Hobart Shakespeareans Discussion: Integration of arts	<b>DUE: Reflection on Fieldwork</b> Discussion and Activity: Integration ideas for Content Standards; Current Event presentations
11/20	<b>DUE: Current Event presentations</b> Discussion: Reflect and wrap up	Discussion and Activity: Portfolio check; Reflect and wrap up
11/27	<b>NO CLASS</b> <b>DUE: Portfolio of class work (charts, worksheets, IEPs) and fieldwork documents (log, notes and performance appraisal) – TURN IN TO LIBS OFFICE by NOON!!</b>	NO CLASS
12/4	<b>NO CLASS</b>	