

**Liberal Studies 2000, Spring 2011**  
**Monday 12pm – 1:50pm C-102**

**INSTRUCTOR:** Brandon Price      **EMAIL:** bprice@csustan.edu

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**OFFICE HOURS:** M 10 – 12, T 2:00 – 3:00, W 11:45 – 12:45, TH 4:30 – 5:45

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

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.

Course 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.

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.**
- Complete the state required clearance procedures for participation in public schools\*
- Complete 30 hours of grades 4-8 classroom observation in Science and/or Mathematics verified by a signed Observation Log and Performance Assessment.
- Attend all university class sessions and actively participate in class activities and discussions.
- Complete **all** assignments.
- Submit an approved personal education plan.

Required Forms:      LIBS 2000 required forms are available at: [www.csustan.edu/LiberalStudies](http://www.csustan.edu/LiberalStudies)

Texts:      Reed, A.J.S. and Bergemann, V.E. (2005) *A Guide to Observation, Participation and Reflection in the Classroom* (5<sup>th</sup> ed.). Boston: McGraw Hill.

California State Content Standards available at: <http://www.cde.ca.gov/>  
[Print Math and Science Content Standards for grades 4-8]

\*LIBS 2000 requires 30 hours of fieldwork in grades 4-8 public school classes taught by credentialed teachers. Before beginning fieldwork, CSU Stanislaus requires (whether a school district requires or not) fingerprints cleared by the CSUS Department of Public Safety and a tuberculosis clearance completed within the last four years. TB tests are 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.

**Silence cell phones during class**

<b><u>Week #1</u></b> Jan 31	<b>Questionnaire</b> Introduction to the course and fieldwork guidelines Review of TPEs Group Assignments / Icebreaker
<b><u>Week #2</u></b> Feb 7	<b>Reading: Chapters 1-3, Response Sheet Due</b> Group review – response sheets Review reflective writing process, APA format
<b><u>Week #3</u></b> Feb 14	<b>Site Placement Form, Livescan, TB test due</b> <b>Reading: Chapters 4-6, Response Sheet Due</b> Group review – response sheets
<b><u>Week #4</u></b> Feb 21	<b>Reading: Chapter 7</b> Portfolio development, discuss Midterm Performance Appraisal Introduction to science content standard activity
<b><u>Week #5</u></b> Feb 28	<b>Draft of Portfolio Assignment #1 due</b> Peer editing activity Science content standard activity workday
<b><u>Week #6</u></b> March 7	<b>Portfolio Assignment #1 and Midterm Performance Appraisal due</b> <b>Science Content Standard Activities Presented</b> Discuss Portfolio Assignment 2 and Forms 8.2, 17, and 19
<b><u>Week #7</u></b> March 14	IEP activities—aligning LIBS classes with K-8 Content Standards Discuss LIBS advising issues
<b><u>Week #8</u></b> March 21	Spring Break—no classes
<b><u>Week #9</u></b> March 28	<b>IEP Due</b> IEP peer review Guest Speaker – <i>Integrating science – Julien Garden Project</i>
<b><u>Week #10</u></b> April 4	<b>Portfolio Assignment #2 due</b> Discuss Portfolio Assignment #3
<b><u>Week #11</u></b> April 11	<b>Portfolio Assignment #3 due</b> Discuss websites and Portfolio Assignment #4
<b><u>Week #12</u></b> April 18	<b>Forms 8.2, 17 and 19 due</b> Introduce Math Content Standard Activity
<b><u>Week #13</u></b> April 25	TPE review Math Content Standard Activity Workday
<b><u>Week #14</u></b> May 2	<b>Math Content Standard Activities presented</b>
<b><u>Week #15</u></b> May 9	Guest speaker – Integrating Math in the Classroom
<b><u>Week #16</u></b> May 16	<b>Final Performance Appraisal, Observation Log, and Portfolio Assignment #4 (Observation Analysis Report) due</b>

## LIBS 2000 Course Grades

LIBS 2000 is letter graded. **All** assigned work must be completed to earn a passing grade. Assignments are due at the beginning of the class period. **No late work will be accepted.** The Midterm and Final Performance Assessments and Observation Log are graded credit/no credit and **must be completed** to pass this course. Paper assignments should be 2-3 pages in length, word processed, and APA formatted. Graded papers should be retained in personal portfolios.

Class participation and attendance	50	points possible
Portfolio papers and assignments #1-3 (50 points each)	150	
Activity Assignments (Forms 8.2, 17, 19 (10 points each)	30	
Content Standard Activities (Science and Math 35points each)	70	
Observation Analysis Report (portfolio assignment #4)	100	
<b>Course Total</b>	<b>400</b>	

<b>A = 93% – 100%</b>	<b>A- = 90% – 92%</b>	<b>B- = 80% - 82%</b>
<b>B+ = 88% – 89%</b>	<b>B = 83% - 87%</b>	<b>C- = 70% - 72%</b>
<b>C+ = 78% – 79%</b>	<b>C = 73% - 77%</b>	<b>D- = 60% - 62%</b>
<b>D+ = 68% – 69%</b>	<b>D = 63% - 67%</b>	
<b>F = Below 60%</b>		

***Please note: All work submitted must be your own. Falsification of any documents / assignments will result in failure of the course.***

## LIBS 2000 Portfolio Assignments

Portfolio assignments are based upon the California Teaching Performance Expectations (TPEs). Papers must include full name, be word processed, APA formatted, and follow the Reflective Cycle discussed in the text. Assignments are due at the beginning of the class period on the date listed. No late papers will be accepted. Not attending class is not an excuse for failing to submit papers on time. Papers must be submitted to the instructor on or before the assigned due date. Papers should be retained in personal portfolios after they have been graded. 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. (50 points possible)

### **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. (50 points possible)

### **3. Developing as a Professional Educator**

(Label and staple each part of this assignment separately. Submit them together.)

**Part I:** 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. (30 points)

**Part II:** 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.** (10 points)

**Part III:** 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.) (10 points)

#### 4. **Engaging and Supporting Students in Learning and Assessing Student Learning**

##### **Observation Analysis Report**

An Observation Analysis Report (Portfolio Assignment #4) **is due at the beginning of class on December 8<sup>th</sup>** 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.**

(100 points)