



CALIFORNIA STATE UNIVERSITY, STANISLAUS

LIBERAL STUDIES

Date: January 24, 2011

To: Students in LIBS 1000 Section 1 (Spring 2011 Semester)

From: Professor Christy Gonzales

Welcome to LIBS 1000. You are receiving this memo because you are either enrolled or waitlisted for my section of LIBS 1000 in spring 2011 Session. I would like to take this opportunity to welcome you to the course and to give you an overview of our major assignments.

Because our class meets for a full three hours a day, it is necessary that you be prepared for the first day of class. We have a lot to do and cannot waste that first day. Please carefully read the instructions below. If you have any questions, please email me: cgonzales@csustan.edu (give me a few days to respond).

Prior to the first day of class, student will need: proof of California State University, Stanislaus for Liberal Studies Livescan Fingerprinting Clearance **from** CSU Stanislaus Public Safety (**No exceptions**) and a current medical TB Clearance copy from your private physician or the CSUS health center. **Students will not begin calculating hours before instructors have verified clearances of all the paperwork. Further, students should immediately secure a copy of the class syllabus** at www.csustan.edu/LiberalStudies or in the CSU Stanislaus Library at the circulation desk. Bring this to class on the first day along with your completed Student Questionnaire and Signed Learning Contract (pages 6 and 7 of the class syllabus) or complete the same paperwork that is attached to this memo. I will ask for these documents on the first day of class.

Required Texts and Materials: From KIVA Bookstore and/or <http://www.cde.ca.gov>

- ✚ Reed, A. J. S. & Bergemann, V. (2005). A Guide to Observation, Participation, and Reflection in the Classroom, Fifth Edition.
- ✚ On reserve at the CSUS Library: Wright, E. (1999). Why I Teach: Inspirational True Stories from Teachers Who Make a Difference. Or purchase used copies from Amazon or Borders book stores.
- ✚ Purchase, download and/or print 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—all 3 texts are available at: <http://www.cde.ca.gov> or at the CSU, Stanislaus Library Reserve Desk for check out.

I look forward to seeing you in class on Monday, February 2, 2011, Bizzini Hall room C-102.

Beginning Field Experience

QUESTIONNAIRE

Name _____ **Phone #** _____

Address _____

E-Mail _____ **Date of Birth** _____

Student ID # _____ **Class Level** _____

Major _____ **Concentration** _____

Units Completed _____ **# Units This Semester** _____

List your past course work in teacher related areas (writing and/or speaking):
(Explain)

GOALS: Educational:

Professional:

What current educational problem angers, irritates, provokes, enrages, offends, or infuriates you most? Why?

What inspires, sustains, excites, arouses, and encourages you most at the current time? Explain your thinking.

After completing this form, return it to your Instructor by February 2, 2011

LEARNING CONTRACT

Instructions: Read carefully, sign and after completing this form, return it to your Instructor by February 2, 2011—or drop the course. Keep a copy retained in your portfolio for your future reference

I understand that I will be taking an experiential approach to learning about Beginning Field Experience and to developing personal skills needed to function effectively in groups. I willingly commit myself to the following principles and guidelines:

1. I will use the structured experiences in class to learn from. I am willing to engage in specified behaviors, seeking feedback about the impact of my style of behaving on others, and analyze my interactions with other class members in order to make the most of my opportunity to learn.
2. I will prepare for class in advance unless it is impossible to do so, including readings, preparation of materials for discussion and other responsibilities assigned.
3. I may not submit the same exercise or tutoring hours in more than one course in any past, prior or current semester.
4. I understand that my tutoring experience **MUST not occur** in an elementary classroom where the master teacher is related to the CSUS student in any way. (Examples include but are not limited to: parent(s), spouse, CSUS student's children's classroom, in-laws, siblings or any other relatives).
5. I am taking responsibility for my own learning and will not wait for someone else (including my instructor or my Deans Team leader) to "make me grow."
6. When asked to do so (and possibly voluntarily at time) I will describe openly my reactions to what I have read and analyzed in the assigned readings in order that my peers will have information to which they may process.
7. I will experiment with new-to-me behaviors and ideas as a class member, both in and out of class, seek and are receptive to feedback from other class members about my behavior, and contribute verbally to formulating conclusions about experiences in class.
8. I will help others make the most of their learning by:
 - ✚ Providing feedback in constructive ways,
 - ✚ Helping to build the conditions (such as openness, trust, acceptance, and support) under which others can experiment and take risks with their behavior, and
 - ✚ Contributing to the formulation of conclusions about the experiences highlighted in the exercises and assignments.
9. I will use professional judgment in keeping what happens among class members, in the tutoring experiences and on-site observations appropriately confidential.
10. The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.
11. I understand that **all information in this document is subject to change.**
12. **ALL assignments MUST be completed and submitted by the portfolio due date to earn credit and to successfully pass this LIBS 1000 course.**
13. I am accepting responsibility for understanding that any form of Academic dishonesty will result in a course grade of F and or failure of the course.

Signed