

This document has been carefully crafted to meet the needs of the students in EDEL 4010. Please be familiar with the content and execute everything accordingly. When in doubt, reference the syllabus.

Elementary Field Experience
EDEL 4010
Clemson University College of Education
Course Syllabus for Fall, 2017
3 credit hours

Fridays – September 8, 15, 22, 29; October 6, 13; December 1, 9
Section 1 will meet at 9:30am – 12:00pm in **Tillman Hall 320**
Section 2 will meet at 12:30pm – 3:00pm in **Tillman Hall 320**

Instructor: Dr. Natalie Odom Pough

Office location: 418B Tillman, CU-147 Office O UCG

Phone: 803-979-3770 (cell)

Email: nodom@clemson.edu (Allow 24 hours for email response during the week and 48 hours during the weekend.)

Office hours: Available by appointment (Options include face-to-face, chat, Skype, or phone).

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

<http://www.clemson.edu/hehd/departments/education/about/framework.html>

The College Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

<http://www.clemson.edu/hehd/departments/education/diversity-plan/index.html>

COURSE DESCRIPTION

Clinical experiences in elementary settings prior to student teaching provide opportunities for observing, guiding, and assessing children grades 2-6 in a variety of high quality settings. The internship spans the entire semester.

Practical experiences in approved elementary settings are designed to provide supervised opportunities to study and engage children and their families in a variety of meaningful activities. Students are required to spend time in the practicum setting over a twelve-week period. Students spend time in the field-based setting observing, tutoring individuals, conducting small group activities, teaching lessons, and interacting with parents and other professionals in the field.

This course is intended to help class members explore what it means to take up an inquiry stance as a framework for posing, investigating, and addressing problems of practice. The concept involves a way of understanding and enacting the relationships of knowledge, practice, and the purposes of education. It foregrounds the role that practitioners can play—individually and collectively—in generating local knowledge, envisioning and enacting theories of practice, and working for significant change¹

CORE QUESTIONS

- What are our understandings of the relationships between teaching and learning? Of the purposes of schooling?

¹ From S. Lytle and M. Hartley's syllabus for Practitioner Inquiry 2012

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- Where do our perspectives come from, i.e., how are they informed by our families and communities of origin, our prior education and schooling? Our experiences as learners outside of school?
- How do our perspectives on schooling resemble/contrast with those of the students we observe? • What do our expectations of students, and our own experiences as students, have to do with who, what, why, and how we teach?
- What do we know/need to know about children in schools—public, independent, rural, urban, and suburban—in order to reach each of the children in our care?
- What do students bring to school in terms of strengths, needs, resources, interests, backgrounds?
- How do we understand the concepts ‘diversity’ and ‘multicultural,’ and how do they inform our teaching?
- What is the curriculum in elementary schools? What counts (and doesn’t count) as important knowledge in school? Who decides?
- What do relationships with students have to do with a teacher’s pedagogy and curriculum? What do children, parents, and school personnel have to do with district, state, and national policy?
- How do we understand ‘problems of practice’ as we observe them? How can these understandings inform our own planning for instruction?
- What changes can be made in public education broadly, and our classrooms in particular, to increase the life chances of all the students in schools? What does it mean to be agents of change as pre-service and early career teachers?
- What are the relationships, real and possible, between our teacher preparation coursework and our experiences in the field?
- What role(s) do cooperating teachers and university supervisors play in your learning in the field? What roles might they play? How do we connect with other like-minded practitioners for professional learning and support?

REQUIRED COURSE TEXT

Wonder by R. J. Palacio

Age Range: 8 - 12 years

Grade Level: 3 - 7

Lexile Measure: 790L ([What's this?](#))

Series: Wonder

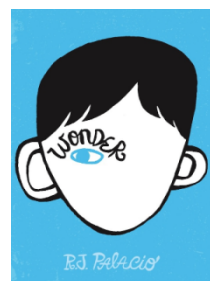
Hardcover: 320 pages

Publisher: Knopf Books for Young Readers; 1 edition (February 14, 2012)

Language: English

ISBN-10: 0375869026

ISBN-13: 978-0375869020



The readings for this course are chiefly journal articles about reflective practice, creating fair and just class environments, and related issues raised in class and in your field experiences. These are posted on the course Canvas site. Your writing and your classmates’ writings are also course texts. Occasionally, I will bring additional materials to be read in class.

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COURSE EXPECTATIONS

Class Participation: We are going to learn from one another—which means that each of us has an obligation to teach and help others solve problems, to become involved in class projects, to do work promptly (and on time), and to give the effort necessary to make things work.

Instructional strategies employed: Part of each class period will involve lecture, class discussion, and informal writing and speaking activities. **Talking:** You are expected to participate in informal class discussion and group work; you will read your writing to the class. In addition, I will ask you to prepare brief oral reports and participate in small group discussion. **Writing:** I will ask you to write several brief informal and formal texts. Out-of-class assignments must be typed. Instructional methods and evaluation strategies reflect the college mission and include the utilization of both seminars and field placement to instruct and engage candidates in: planning and implementing developmentally appropriate activities, authentic assessment, reflective writings, and interactions/communication with teachers, parents, and administrators.

Field Experience Attendance Policy: Candidates are expected to follow the Fall 2017 Field Experience schedule and report to their assigned classroom each morning. Interns are required to report to their practicum classroom each day that they are assigned to be in the field at approximately 7:45 a.m. and to remain for the full school day (through student dismissal at approximately 3:00 p.m.). Interns should notify the classroom teacher, Dr. Pough, and the university supervisor immediately if they cannot meet the scheduled visits. Any absence should be reported via email to Dr. Pough prior to 8 a.m. **Interns may not have more than one absence.** More than one missed field day may result in a grade of F for the course. Your schedule for the clinical placement is a professional commitment. It is imperative that you always arrive on time and stay for the entire scheduled time as established with your cooperating teacher. Additionally, you must strictly adhere to the District/School dress code. If the school is promoting “Casual Fridays”, DO NOT participate. This privilege is for full-time school faculty only.

Seminar Attendance Policy: Because our class will be interactive and collaborative, it is important that you attend every class period. Attendance will be taken at the beginning of every seminar through a variety of methods. It is your responsibility to make sure that you are counted present. You are required to attend all seminars. Interns may not have more than one absence. More than one missed seminar or in-field day may result in a grade of F for the course. Students may miss classes for religious holidays. In order to miss with no penalty, you must inform me of your anticipated absence, in writing (email is fine), sometime before the third week of class. If you are going to miss more than one or two classes in a row because of illness or family emergency, please send me an email message about it as soon as possible. For each absence, excused or unexcused, the student will complete a make-up assignment consisting of essay/constructed-response and/or field-based work. Consult Dr. Pough for further details. In the event of an absence of any nature, students are still responsible for handing in work on the assigned due date unless cleared by instructor AHEAD of time. Late work loses 10 points per day late. Students must provide the instructor with proper documentation for university-sanctioned absences. Three instances of tardiness of 15 minutes or more or three instances of leaving 15 minutes or more before the end of class or a combination of the two will count as one absence.

Technology and Participation During Seminar

Please turn off all cellphones before class begins. Please close laptops until you are instructed to use them. Full participation and attendance is a course requirement. Additionally, lesson planning and grading assignments for your field work is not acceptable behavior during your seminar classes.

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Organization of the Course

This course is organized as a seminar; it depends on the work of small inquiry groups, which are part of the larger inquiry community. In addition to attendance and thoughtful participation in all class discussions, you are expected to come prepared to interrogate texts, raise questions, and connect readings to the issues that are salient to your site(s) of practice. These inquiry groups (beginning in week 5) will function as research/writing groups toward your final inquiry project portfolios. We will make time in class for work in small groups, but you may want/need to meet outside of class as well.

Academic Integrity Policy: As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Grading Policy: Your semester grade will be the average of your total class participation as described below. Assignments not completed will be considered a "0". With the exception of discussion board assignments, work that is late will receive a grade reduction of one letter grade. Letter assignments and discussion board assignments that are late will receive an "F." Assignments more than a week late will receive an "F."

Evaluation Criteria

Letter Grade	Percentage	Explanation
A	90 – 100%	Excellent work; exceeds expectations
B	80 – 89.9%	Very good work; evidence of solid understanding
C	70 – 79.9%	Average work; meets minimum expectations
F	< 70%	Below average work/failing work; does not meet expectations

For all assignments, you must use APA Style to reference your resources and format any formal papers. You can access an online APA reference guide for free at <http://owl.english.purdue.edu/owl/resource/560/01/>

COURSE ASSIGNMENTS

1. Introductory Lesson

Your first assignment will be to create a welcome/introductory letter for your students and their parents. This assignment will be done electronically since we will not meet prior to September 8. You will do this assignment again in the spring so be sure to save it. In the assignment, you will briefly introduce yourself to your students and their parents. I've attached an example that you can use as a template, if you choose. My example is for you so **DO NOT** feel like you need to include your personal phone number on your welcome letter to your students. Your boxes will probably be different since you are only introducing yourself to your students (the classroom teacher should provide all the details). Therefore, your welcome letter could be a one paragraph blurb about who you are, a few of your relevant interests, and why you are in the classroom this semester. A picture is a nice touch. The due date for this assignment is August 14, 2017. I will offer a grade and feedback to you *prior* to you sharing your letters with your students. Please do not make copies for your classes until you have received a grade and feedback from me. You can submit it as early as you would like. Please submit it to nodom@clemson.edu.

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2. Observations of an Elementary School/Classroom, Teacher, and Student(s)

You will complete **three** structured observations during your practicum time: 1) First day of school (APS 8 & 9); 2) Student(s) (APS 1, 2, & 7); and 3) Teaching (APS 4, 5, & 6). Observation guidelines and forms will be provided.

3. Autobiography of you as a learner

Most of the decisions we make are somehow influenced by past experiences. Past experience is not the only influence on us; however, it exerts a complex and complicated influence on your development as a teacher. More than anything, this writing encourages you to explore your personal history through understanding the connections between your past experiences and your current thinking about teaching. In this assignment, you will write about yourself as a learner. Understanding your own learning style and what works for you will help you understand some practices, but it will also allow you to see how differently everyone learns. This assignment should also demonstrate the importance of learning how to teach and present material for all learners. This is your autobiography. This is your opportunity to share your story as a learner. I expect, at least, a full page, but there are no limitations as to how long you need to make this. **Due at the start of class on September 15.**

4. Checklist of routines for helping the teacher and involving students (APS 9)

Complete common teacher tasks as directed by your cooperating teacher. A list of potential tasks include: grading papers, inputting grades (under teacher supervision), creating lessons and lesson plans, creating activities, creating assessments, developing bulletin boards, completing morning routines, making copies, taking attendance, work with a Professional Learning Community (PLC), collaborate with support staff on an activity or assignment (librarian, speech therapist, resource teacher, guidance counselor, etc.), attend an IEP meeting, attend a 504 meeting, etc. Please add to the list as you or your cooperating teacher see fit. A minimum of **12 different tasks** must be completed over the course of the semester. **Due December 8.**

5. Tutoring (and possible small group instruction) (APS 2, 4 & 5)

These will be opportunities for you to practice teaching with one or more students. Your host teacher will identify a student who would benefit from one-on-one attention from you; this will be your focal student for your observation #2 and your tutoring. Small group instruction is a possibility this semester (and may double up with an assignment from methods instructor).

6. Wonder Lesson

As we read Wonder, we will work together to create a unit that can be used to teach this novel in the elementary classroom. As you read through the novel, find key elements that can be turned into a lesson. You will be challenged. Your creativity will be stretched. Do your absolute best. Each person will be responsible for at least one aspect of this lesson. This is not a “group” assignment. It is more of a compilation of our individual talents. Further details will be provided. Your Wonder unit contribution is **due on November 21, 2017**. The Wonder movie will be released on November 17, 2017. Those interested will be invited to attend a viewing together. An evite will be sent out closer to the date.

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7. Final reflection (APS 10)

At the end of the semester, candidates will develop a reflection detailing the internship experience. In the final reflection, the candidate should thoroughly address the following:

- How have you grown this semester as a teacher candidate?
- Specifically, how has ADEPT affected your growth?
- What challenges did you face?
- What diversity issues did you encounter?
- How has this semester prepared you for student teaching?

This reflection will be submitted in written form to me. **Due December 8.**

CF Element	Criteria	Developing	Proficient
Caring - Beliefs	<i>Ethical & respects rights of all</i>	Candidate admits own substandard work or inappropriate behavior, but does not recognize the ramifications of his/her actions, makes excuses, or does not work to correct inappropriate action. Candidate communicates a concern for the rights and safety of some.	Candidate takes responsibility for own actions and work and applies legal and ethical standards to decision making. Communicates a plan that insures that rights and safety of all. Candidate is reflective and identifies the need for improvement. Candidate develops a rapport with students, peers, and other professionals in the workplace community.
	<i>Diversity & individual differences</i>	Candidate recognizes individual differences and diversity, but is unable to develop a plan to address diversity and democracy in the classroom.	Candidate communicates an awareness of and value for individual differences and the effects of this diversity on learning. Candidate is capable of developing a plan creating a democratic environment that addresses diversity in the classroom.

Recording in Class: You may not take pictures or audio video record this class without the permission of your instructor. If you need to create such recording, please discuss it with the instructor prior to class or a specific in-class activity. When permitted to take pictures or video in class, please ask the permission of colleagues/peers that may be captured.

Instructional strategies employed: Direct instruction, questioning, guided discovery, independent discovery, hands-on activities, cooperative learning, learning cycle, peer tutoring, student reflection, performance assessment, critical thinking, problem solving, and technology integration.

Evaluation/Grading Policy: All assignments are to be handed in on time (at the beginning of class unless otherwise stated) and should represent the student's best work. Late assignment will not be accepted. Assignments submitted after the deadline will receive a grade of "zero". All papers should demonstrate neatness, accuracy, and attention to project requirements. A high quality of writing (diction, grammar and spelling) is expected. Most assignments will be submitted in paper at the beginning of class. Some assignments will be submitted both in paper and via Canvas. All paper assignments with more than one page should be stapled prior to submitting them in class.

Each student is expected to participate completely in class discussions and cooperate with peers when completing class projects and assignments requiring collaboration. Since the development of group teaching techniques and cooperative learning techniques are a significant part of EDEL 4010, each student is expected to cooperate completely with his or her peers in completing class projects and assignments when such is appropriate. Each group member is expected to participate equally. Special problems related to group participation should be brought to the attention of the instructor as soon as possible.

Flexibility Clause: The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences, needs, and emerging knowledge, will be considered in modifying the course syllabus.

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Bibliography, resources, et al: Class readings can be found on Canvas and will be listed by date assigned in the attached course schedule. The course schedule will be updated regularly. Additional supplemental resources and readings will be provided on Canvas. Please check Canvas frequently for the readings and their references.

Accessibility: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation." *Accommodations cannot be made retroactively. Certain health issues (e.g. long term medical conditions) may fall under this policy if so identified by the Student Disability Services. Please contact them if you feel you need accommodations due to long term medical situations that impact your course participation.*

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

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Emergency Guidelines from Clemson University Police Department (Please Read):

All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/>.

Evacuation:

- **When evacuating buildings, do not use elevators as they may lose power, stranding riders.**
- **Familiarize yourself with the locations of stairwells and exits.**
- **Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.**
- **When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.**
- **To seek “Tornado Safer Places,” get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.**

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: dhs.gov/video/options-consideration-active-shooter-preparedness-video.

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Fall 2017- Agenda previously shared with you via email on May 3, 2017

Dates	Time Frame	Type of Study	Notes
August 17 – September 1	2 weeks	Field Placement	<p>Depending on when your assigned school district returns to school, you will be expected to be at your placement school on the <u>first day of school</u>.</p> <p><u>First Assignment for EDEL 4010</u> Your first assignment will be to create a welcome/introductory letter for your students and their parents. This assignment will be done electronically since we will not meet prior to September 8. You will do this assignment again in the spring so be sure to save it. In the assignment, you will briefly introduce yourself to your students and their parents. I've attached an example that you can use as a template, if you choose. My example is for you so <u>DO NOT</u> feel like you need to include your personal phone number on your welcome letter to your students. Your boxes will probably be different since you are only introducing yourself to your students (the classroom teacher should provide all the details). Therefore, your welcome letter could be a one paragraph blurb about who you are, a few of your relevant interests, and why you are in the classroom this semester. A picture is a nice touch. <u>The due date for this assignment is August 14, 2017</u>. I will offer a grade and feedback to you <u>prior</u> to you sharing your letters with your students. Please do not make copies for your classes until you have received a grade and feedback from me. You can submit it as early as you would like. <u>Please submit it to nodom@clermson.edu</u>.</p> <p><u>Area School District Return Dates</u> Anderson County (ALL) - Tuesday, August 22, 2017 Greenville County – Tuesday, August 22, 2017 Oconee County - Thursday, August 17, 2017 Pickens County – Thursday, August 17, 2017</p>
September 4 – October 13	6 class meetings	Courses	Meetings 1 – 6 on Fridays for EDEL 4010
October 16 – October 17	Off for Fall Break		
October 18 – November 21	5 weeks	Field Placement	Students will finish on Tuesday of the last week because of Thanksgiving
November 27 – December 8	2 class meetings	Courses	Meetings 7 and 8

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Tentative Course Schedule

Updated on August 11, 2017 at 6:04pm.

Adjustments to our schedule will be made as necessary.

Dates	Time Frame	Objective	Notes
Aug 17 – Sept 1	2 weeks	Field Placement	During this time – Complete the following: 1. 1 st day Observation – Observation 1 (See Course Assignment #2 above) 2. Plan when you will teach your 3 lessons with your CT. Share the dates and concepts with your University Supervisor so they can arrange their visit. Do not forget about the Course Assignment #5 – Tutoring.
Seminar 1 Sept 8	Section 1 at 9:30am – 12:00pm; Section 2 12:30pm – 3:00pm		Bring Wonder (the novel) to class with you. <ul style="list-style-type: none"> Review of Course Syllabus + Syllabus Quiz Introduction to text and assignments Semester-long Reflection – Google Doc – as we go through this semester, if there are things we need to cover in the Spring that you would like to see, please add to this list. I will do my best to include your desires into our schedule. Novel delivery (best practices; engaging openers; Introducing <u>Wonder</u>)
Seminar 2 Sept 15	ALL Meet from 9:30am – 12:30pm	4-H	<ul style="list-style-type: none"> Autobiographies are due (See Course Assignment #3 above) Agents from Clemson’s 4-H department will come do hands-on activities to help you understand what 4-H resources are available to you throughout the state of South Carolina. Day 1.
Seminar 3 Sept 22	ALL Meet from 9:00am – 12:30pm	University of Chicago Lab School Speaker	<ul style="list-style-type: none"> Guest Speaker - 9am – 10am in Tillman Auditorium Developing quality teaching & learning tools brainstorming ideas - 10:15 – 12:30 in Tillman 320
Seminar 4 Sept 29	Section 1 at 9:30am – 12:00pm; Section 2 12:30pm – 3:00pm		<ul style="list-style-type: none"> Classroom Management 1 Using Google Drive for Collaboration + Lab: Developing quality teaching & learning tools
Seminar 5 Oct 6	ALL Meet from 9:30am – 12:30pm	4-H	<ul style="list-style-type: none"> Agents from Clemson’s 4-H department will come do hands-on activities to help you understand what 4-H resources are available to you throughout the state of South Carolina. Day 2.
Seminar 6 Oct 13	Section 1 at 9:30am – 12:00pm; Section 2 12:30pm – 3:00pm		Wonder should be completed prior to Oct 13’s class meeting <ul style="list-style-type: none"> <u>Wonder</u> Discussion 2 Classroom Management 2 Lab: Using our tools
Oct 16 – 17	Off for Fall Break		
Oct 18 – Nov 21	5 weeks	Field Placement	During this time: 1. Student Observation – Observation 2 (See Course Assignment #2 above) 2. Teacher Observation – Observation 3 (See Course Assignment #2 above) 3. Attempt to teach 3 lessons during this time Students will finish on Tuesday of the last week because of Thanksgiving

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			<p>November 17th – <i>Wonder</i> released in theaters</p> <p>Your <u>Wonder</u> unit contribution is due on November 21. (See Course Assignment #6 above)</p>
Seminar 7 Dec 1	ALL DAY	Shared Field Experience	<ul style="list-style-type: none"> Meeting Street Academy Visit (Spartanburg) (logistics of the day to follow)
Seminar 8 Dec 8	<p>Section 1 at 9:30am – 12:00pm;</p> <p>Section 2 12:30pm – 3:00pm</p>		<ul style="list-style-type: none"> Meeting Street Academy Reflections and Final Reflections (See Course Assignment #7 above) are due Checklist of 12 routines is due (See Course Assignment #4 above) Complete Course Evaluations – screenshot your submission page and send to Dr. Pough (+1% bonus to final grade for doing this step).