

SPRING 2016

Course Syllabus

EDUC 385: Directed Study- Education

Welcome to the Spring Semester at Los Angeles Southwest College!

Instructor: Dr. Marini Smith
Spring 2016
Section # 3430
M 4:55 pm- 8:05 pm
Email: smithmh@lasc.edu

Course Goals:

This course allows students to pursue directed study in Education under the direction of a supervising instructor. Emphasis is placed on providing the students with concept information and practical experience essential for working in the educational field. Students are assigned K-12 field work experience in public or private schools, after-school programs, and other educational agencies

This course creates a basic understanding of the concepts, introduction and practical experience for working in the educational field. Students will be assigned a 2-hour per week field work placement at an educational institution. They will also be assessed on their participation in these internships and the application of learned pedagogies from curriculum and instruction as it relates to their field work.

Course Objectives:

After completing this course students will be able to:

1. Understand the way observation operates in the American system and be able to reflect on it.
2. Understand and discuss why classroom observation has emerged as a pivotal tool in teaching and learning
3. Apply methods for documenting what is seen during observations
4. Reflect and discuss the content of what is observed as well as the observation process

Office Hours:

M 2-4:45pm, TTH 4-5pm

Location: SSEC 216L

323-242-5551

Also available by

appointment



Course Objectives (contin):

5. Understand the history and development of the TA role, including legislative framework
6. Apply knowledge of cognitive and physical development to academic support provided to students
7. Create and apply ways to manage behavior appropriately to achieve a positive outcome
8. Understand and apply role of child protection when necessary
9. Synthesize content and field placement to reflect on fieldwork experience

Student Learning Outcomes:

Upon completing this course students will-

- (1) Students will conduct purposeful observations and reflect on what is observed.
- (2) Students will demonstrate effective teacher assisting techniques.

Class Expectations

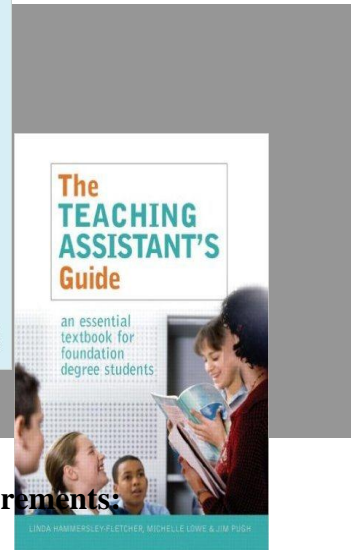
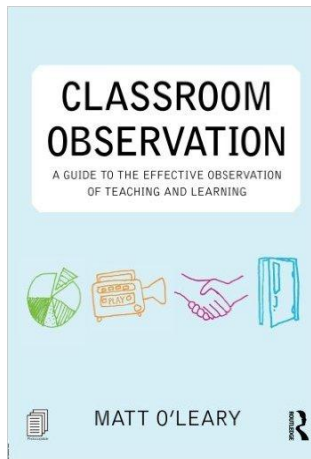
1. This course is a fieldwork/practicum course, designed to give you hands-on experience in TK-classroom settings both as an observer and a participant. It is your responsibility to make arrangement at one or more school sites.

2. Complete two hours per week at assigned field placements. Compile observation notes, compose written reflections, and create written lesson plans for students at placement location.

3. In this course, you will be evaluated on your performance on the following: 1) Out of class writing assignments including field notes, checklists, lesson plans, and written reflections 2) Participation in classroom activities 3) Class participation including: a. weekly field placement, attendance and participation; b. oral presentation on a pedagogical approach

4. In order to be successful in this class you are expected to bring required text and/or copies of the text, and assigned articles to class with a notebook and appropriate writing utensils

5. Please make sure cell phones are placed on silent, and please step outside of the classroom to take any incoming calls and/or texts.



Course Requirements:

Required Textbooks:

Oleary, Matt. Classroom Observation: A guide to the effective observation of teaching and learning. 2013

ISBN-13: 978-0415525794

Lowe, Michelle. The Teaching Assistant's Guide: new perspectives for changing times. 2006

ISBN-13: 978-0415345682

Additional Materials:

- E-mail/internet access
- Composition notebook



How to be Successful in this Class!!!!

1. Read the **assigned chapters** each week. Outline and summarize the information. Be prepared to participate in class discussion and activities based on the readings each week. For less expensive alternatives for the textbook, **try amazon.com, textbooks.com, half.com, other discount textbook websites, or using the reserve copy in the library** (if available).
2. Use a dictionary to look up any unfamiliar words. You may want to **put dictionary.com on your phone** or personal wireless device.
3. **Use the textbook website** to study vocabulary and take practice exams.
4. Form a study group with some of your peers. Practice teaching each other what you have learned.
5. **Be sure that fieldwork is in your weekly schedule.** Pay attention to due dates and complete tasks and fieldwork assignments in a timely manner. Give yourself enough time to proofread and rewrite your work. If you don't have time to do it right the first time, when will you have time to do it over?
6. **Turn in all assignments and turn them in on time.** Missing assignments is a sure way to lose points which will adversely affect your grade.
7. See the instructor to discuss any concerns or for additional information. **My office hours are Mondays from 2:00-4:45:00 p.m. and Tu/Th from 4:00-5:00pm in SSEC 216L** on the second floor in the BSS Department. I will also be available by appointment.
8. Become acquainted with the resources at the **library and student success center**. If needed, seek guidance for effective research methods.

Grading

Your grade will be based on your performance on assignments, fieldwork notes, lesson demonstration, final assignment, and class participation. You will be participating in class discussions and submit assignments to ensure that you are comprehending the reading and applying it in the field. Written work will be graded on the *substance* of what you write (e.g., accuracy of information, inference and reasoning, etc.) and on the *skill* with which you write (e.g., organization, syntax, spelling, etc.). You are expected submit writings that meet college-level standards. Some assignments will be scored holistically, and for some assignments, the scoring guidelines and criteria are outlined in a rubric that you must read very carefully. **All course grades are based strictly on number of points earned out of possible points in the course.** You can easily calculate your grade at any time during the course by adding the number of points earned and dividing it by number of points possible.

Grading:

A=90-100 (>450)

B= 80-89 (>400)

C=70-70 (>350)

D= 60-69 (>300)

F= 59 and below (<300)

Assignment Point Values

Assignment #1: 100

Assignment #2: 100

Assignment #3: 100

Assignment #4: 200

Total Points: 500

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● **Please Note:** The instructor reserves the sole right to make changes to the
● scheduled reading and writing assignments as and when such changes become
● necessary.
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Classwork Assignments:

Group Activities/Projects-

You are responsible for all assigned readings. For some text book readings not explicitly covered in class, as well as those covered, you may be required to complete an in-class group activity or project to demonstrate your understanding of the material discussed.

Other classwork assignments may be given throughout the semester.

Extra Credit Assignment-

There will be an opportunity to earn 25 extra credit points for turning in a rough draft of your philosophy of education.

See my example on the Education website:

<http://smithlasc.weebly.com/>

Signature Course Assignments

Assignment #1- Written Lesson Plan:

You will follow the 8 +1 step lesson plan format to create a lesson on the topic/grade level of your choosing. Your lesson plan will be based on the California Content Standards/Common Core State Standards and will include adaptations for diverse learners. **Due March 21st.**

Assignment #2- Demonstration Lesson:

You will conduct a 20-minute demonstration lesson on the topic/ grade level of your choosing. The lesson plan template will be provided by the instructor and will be submitted on the due date. You will also include a written reflection following your lesson demonstration. You will be required to show evidence of your demonstration either by videotaping the lesson, having your instructor observe the lesson on-site, or providing photographs of the lesson accompanied by host teacher reflection/feedback. **Due May 23rd.**

Assignment #3- Fieldwork Notes:

You will submit comprehensive notes and reflections to culminate your fieldwork experience. Your notes should be submitted bound and chronologically, and include: observation checklists/ caltpe reflections/ mentor teacher feedback and reflection. **Due June 6th.**

Assignment #4-Teaching Philosophy-

You are to write your education philosophy. It is a personal statement about your evolving educational beliefs. There are many ways to approach the development of this statement. The approach and format that you select should be based on what is meaningful to you and that will be understood easily by the audiences with whom you will share your philosophy (such as future employers and your students). Typical area that are addressed are: (a) Your motivations for teaching (b) The methods you believe are best (c) Your teaching goals, methods and strategies (d) Explanation of how your teaching is consistent with these goals (e) Personal goals that you have set yourself as a teacher. **Due June 6th.**

TENTATIVE SCHEDULE OF ASSIGNMENTS

Week of	Topic	Chapter(s) to be Read by Mon of that Week *	Assignment
Feb 8	Introductions/Collaborative Building of Syllabus/Observation Elements		Fieldwork/Practicum/Readings
Feb 15	NO SCHOOL- President's Day		
Feb 22	-Background of Observation -Elements of Observation	<u>Classroom Observation</u> Part I: Exploring the role of classroom observation in teaching and learning	Fieldwork/Practicum/Readings
Feb 29	-Methods of recording -Typologies of classroom observations -Models of teacher effectiveness -Observation tools -Lesson study -Role of Critical reflection	<u>Classroom Observation</u> Part 2/3: Classroom Observation as a means of assessing teaching and learning and promoting teacher learning and development	Fieldwork/Practicum/Readings
March 7	Fieldwork		Fieldwork/Practicum/Readings
March 14	Fieldwork		Fieldwork/Practicum/Readings
March 21	-Role of the TA -Growth, development, learning -Language and Literacy	<u>Teaching Assistant's Guide</u> : Chapters 1-4	Fieldwork/Practicum/Readings Due: Assignment#1: Written Lesson Plan
March 28	Fieldwork		Fieldwork/Practicum/Readings
April 4	NO SCHOOL- Spring Break!		
April 11	-Numeracy -Science -Information Technology	<u>Teaching Assistant's Guide</u> : Chapters -5-7	Fieldwork/Practicum/Readings
April 18	Fieldwork		Fieldwork/Practicum/Readings
April 25	Fieldwork		Fieldwork/Practicum/Readings
May 2	-Behavior Management -Inclusive Education -Child protection	<u>Teaching Assistant's Guide</u> : Chapters -8-10	Fieldwork/Practicum/Readings
May 9	Fieldwork		Fieldwork/Practicum/Readings
May 16	Fieldwork		Fieldwork/Practicum/Readings
May 23	-Planning and Assessment -The TA and Ed concepts	<u>Teaching Assistant's Guide</u> : Chapters -11-12	Fieldwork/Practicum/Readings Due: Assignment#2: Lesson Demonstration
May 30	NO SCHOOL- Memorial Day		
June 6	FINAL EXAM (6/6): 4:00-5:25 pm	Due: Assignments #3 and 4: Teaching Philosophy and Fieldwork Notes	

*Additional readings, such as articles and text excerpts are TBD and will be assigned throughout the semester.

Disabled Student Services:

“Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Programs and Services (DSP&S) in room SSB 117 to discuss your specific needs.”

Academic Honesty/Plagiarism

Statement: All students are expected to adhere to Los Angeles Southwest College standards of academic honesty. This includes plagiarism, the unlawful copying and failure to give credit to (cite) sources that you may use in the research and writing performance of your class work. Cheating and other forms of misconduct are covered under this statement. Failure to do so may result in failed assignment and/or a failed grade in this class.

Some Important Dates To Remember:

Deadline to drop with full refund or no fee liability February 21, 2016

Deadline to drop without a “W”
February 21, 2016

Deadline to add a class (NO EXCEPTIONS)
February 22, 2016

Deadline to petition for course “ Credit/ No Credit” March 11, 2016

Deadline to drop class and receive a “W”
May 8, 2016

Final Examinations

May 31- June 6, 2016

Spring Semester ends
June 6, 2016

***Education is the most powerful weapon
which you can use to change the world.***



-Nelson Mandela-