

MORAVIAN COLLEGE
Bethlehem, Pennsylvania 18018

Early Field Experience Course

EDUC. 158.2

Spring2008

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PPHAC 323

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I am available to meet with you by appointment. Please contact me to make arrangements.

I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.

Between Teacher and Child, Dr. Hiam Ginott

All children can learn. It is where the student enters, the size of the learning set and the pace of instruction which varies and must be adjusted to form an instructional match for the student. Basic Principle of the Instructional Support Process

Introduction

The Education Department at Moravian College continually examines the teacher preparation programs, experiences, and courses so that our students benefit from and are exposed to the most current, proactive teaching approaches in education. The purpose of the Early Field Experience Program is to provide students with appropriate classroom experiences during the beginning stages of their course work. These experiences are meant to assist the students determine if teaching is an appropriate career choice.

Roles and Responsibilities of the Early Field Experience Student

The early field experience is an opportunity for you to become familiar with classroom teaching and responsibilities while still being given extensive support and direction. I encourage you to take full advantage of this opportunity. Detailed explanations of your roles and responsibilities are outlined in the handbook. It is your responsibility to carefully read the handbook. If you have any questions, please do not hesitate to ask me.

Activities

1. Topic essays: 10 points each

In order to become more aware of basic issues which impact the teaching profession, you will be required to write essays in the topic areas listed below. The essays must be word-

processed using 12-point print, double-spaced, dated, and at least a page and a half in length. Email or deliver the essays to my office on the designated Tuesday by 4:00 PM. If you have any questions, please do not hesitate to contact me. I look forward to discussing these topics as well as other pertinent issues with you.

Topics:

2/26: classroom management techniques implemented in your school and classroom

3/11: use of technology in your classroom

3/18: support services available in your school

3/25: PA standards and how they are addressed in your classroom

4/1: diverse learners and how their needs are addressed in your classroom

4/8: parents and their roles in your school

4/15: interview with your building administrator

2. Self Reflective Paper: 20 points Due: 4/25

A self-reflective paper is the culminating activity. This 4-5 page paper is meant to give you an opportunity to reflect on your experience as a whole. It should include, but not be limited to areas in which you feel you have grown as a potential teacher, belief systems which may have changed, and questions which you want to further address. The paper must be word-processed using 12-point print, double-spaced, and dated. Email or deliver the paper to my office by 4/25 at 4:00 PM.

The use of correct spelling, punctuation, and grammar is expected in all written assignments.

Work handed in late will result in a reduction of your grade.

Topic essay: one point per day

Self Reflective Paper: three points per day

3. Cooperating Teacher's Evaluation: 10 points

A portion of your final grade will be determined by your cooperating teacher's evaluation. The cooperating teacher is to share the final evaluation and attendance sheet with the student prior to sending them to me.

EVALUATION POLICY

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement. As stated in the Student Handbook, the grades of A and A- "are given for achievement of the highest caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge." Please refer to the Student Handbook for further clarification. It is the instructor's purview to apply qualitative judgment in determining grades for an assignment and for the course. Students can expect to work 4 to 6 hours per week outside of class preparing for this course. If you have any questions concerning your grades, please see me immediately.

Grade Conversions:

95 -100 = A

74 - 76 = C

90 - 94 = A-

70 - 73 = C-

87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+

67 - 69 = D+
64 - 66 = D
60 - 63 = D-
0 - 59 = F

Accommodation:

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

Academic Honesty:

The Moravian College policy on academic honesty will be followed. Please refer to the Student Handbook.