



MORAVIAN COLLEGE

Stage 1 & 2 Field Experience Course

EDUC. 158.2

Fall 2015

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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

When a teacher tries to teach something to the entire class at the same time, chances are, one third of the kids already know it, one third of the kids will get it; and the remaining third won't. So two-thirds of the kids are wasting their time.

Dr. Lillian Katz

Introduction

The Education Department at Moravian College continually examines the teacher preparation programs, experiences, and courses so that our pre-service teachers benefit from and are exposed to the most current, proactive teaching approaches in education. The purpose of the Stage 1 & 2 Field Experience Program is to provide pre-service teachers with appropriate classroom experiences during the beginning stages of their coursework. These experiences are meant to assist the pre-service teachers determine if teaching is an appropriate career choice.

Attendance and active participation in all classes:

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. All persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual

orientation, gender identity or expression, familial status, marital status, age, disability, have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner. Professionalism is expected in all verbal communication, written communication, and personal actions. Respectful behavior towards every member of our learning community is expected at all times. A culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas is integral to promoting a healthy, vibrant learning community.

Attendance will be taken in class. Since the seminar format will be used, attendance and **active** class participation are essential. Behaviors that indicate active participation include, but are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions.

Pre-service teachers are expected to come to every class on time, remain for the entire class, and be well prepared to discuss the outlined topics. If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due that day by 9:00 a.m., and to contact me prior to class with the reason for your absence. Excused absences include illness or personal emergency. Absence due to illness will be excused only with written documentation of treatment for an illness from a healing practitioner. Absence due to a personal emergency will be excused only with written documentation from the Counseling Center or other appropriate professionals. The third excused and future excused absences will result in a reduction of your final grade by one grade per absence (A to A-). Absence for reasons other than illness or personal emergency will be considered unexcused unless I have given permission prior to the absence. Unexcused absences will result in a reduction of the final grade by one grade per absence (A to A-). More than two unexcused absences will result in a failing grade for the course.

All reading assignments must be completed prior to the designated class. I welcome questions and look forward to discussions regarding areas of concern and/or interest. Please do not hesitate to contact me if you have any questions.

Hand held devices are to be turned off during class unless required for specific class activities. For emergency situations, pre-service teachers may ask me for permission to put the device on vibrate. Texting is not permitted during class. Laptops and iPads may be used in class for coursework purposes only and with my permission. Inappropriate use of technological devices during this course will result in a reduction of the final grade by one grade per incident (A to A-) and may result in a failing grade

Roles and Responsibilities of the Stage 1 & 2 Field Experience Pre-service Teacher

The Stage 1 & 2 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.

Assignments & 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 7 essays on pertinent topics. The actual topics will be determined on an individual basis. The essays must be word-processed using 12-point print, double-spaced, dated, and 2 pages in length. Email or deliver the essays to my office on the designated day by 4:00 P.M. 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 Ideas:

- Classroom management techniques implemented in your school and classroom
- Use of technology in your classroom
- Support services available in your school
- Assessment techniques used in your classroom and how they impact instruction
- Diverse learners and how their needs are addressed in your school and classroom
- Roles of the students' families in your school and classroom
- Interview with your building administrator

2. Self Reflective Paper: 20 points

A self-reflective paper is the culminating activity. This 4 to 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 that have changed, and questions that 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 12/11/15 at 4:00 P.M.

Assignments are expected to be original in nature, well-organized, thoughtful in nature, and coherently presented. 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: two 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 you prior to sending them to me.

Culminating Binder

All work is to be organized in a three-ringed binder. The binder must be logically organized with identifiable sections, include all work completed during the course, and

have a professional appearance. The binder will be collected and reviewed by me at the conclusion of the course. The binder will be returned to you by individual arrangement.
Due: 12/11/15

Evaluation Policy:

Assignments are expected to be original in nature, well organized, and coherently presented. The use of correct spelling, punctuation, and grammar is expected in all written assignments. Use the Publication of the American Psychological Association (current edition) for references.

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement. 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. It is the instructor's purview to apply qualitative judgment in determining grades for an assignment and for the course. There will be no extra credit assignments. You 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:

A-A-: Indicates work of the highest caliber

94 - 100 = A

90 - 93 = A-

B+-B-: Indicates work of higher than average caliber

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

C+-C-: Indicates work of average caliber

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

D+-D- Indicates work of below average caliber

67 - 69 = D+

64 - 66 = D

60 - 63 = D-

Indicates Failure

0 - 59 = F

Accommodation:

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and

disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Writing Center:

Please be advised that you may contact the Writing Center for assistance. You are encouraged to take full advantage of this support.

Academic Honesty:

You are encouraged and in some instances required to use conventional and on-line secondary source materials, but all work that you submit must be your own original work. Be certain to cite the sources that you used and take care to avoid plagiarism in all your work. Consult the Handbook of the American Psychological Association and Moravian College's Student Handbook for additional information. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

The syllabus is subject to change. If this should occur, students will be informed.