

EDUC 298: Field Experience II

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/EDUC/298/AEV
Semester Credit Hours:	1
Class Day(s) and Time(s):	Monday 4:00 PM - 4:50 PM from October 21, 2019 to December 14, 2019

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📘 Course Information

Catalog Description

Students, under the guidance of their classroom teacher, expand their knowledge of teaching through observation and participation in classroom activities. Successful completion of 15 clock hours plus attendance at a weekly seminar is required.

Prerequisite: EDUC 198.

📖 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

📖 Johnson. (2012). *The Classroom Teacher's Technology Survival Guide* (1st). John Wiley & Sons. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should

use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TuitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias. (1.5)
3. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
4. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
5. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
6. Demonstrates knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
7. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
8. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
9. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
10. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)
11. Develops skills in using a variety of technology media communication tools. (6.4)
12. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)
13. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)
14. Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners. (9.2)
15. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Professionalism and Participation	80	8%
Observation Responses	150	15%
MoPTA Task 1.2	100	10%
Field Experience/Mo Teaching Standards Application Journal:	100	10%
Field Experience Final Reflection/Synthesis Paper	100	10%
Personal Resume	100	10%
Mo Teaching Standard Assignments	120	12%
Weekly Discussions	90	9%
Weekly Quizzes	160	16%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Professionalism and Participation	10	Week 1 class
Mo Teaching Standard Assignments	15	Week 1
Weekly Class Assignments / Reading Assignment	10	Week 1
Week 1 Quiz	20	During Week 1 class.

Week 2

Assignment	Points	Due
Mo Teaching Standard Assignments	15	Week 2
Professionalism and Participation	10	Week 2 Class
Weekly Class Assignment / Reading Assignment	20	Week 2
Week 2 Quiz	20	During Week 2 Class

Week 3

Assignment	Points	Due
Mo Teaching Standard Assignments	15	Due by Week 3 class
Professionalism and Participation	10	Due by Week 3 class
Weekly Class Assignment / Reading Assignment	10	Week 3
Week 3 Quiz	20	During Week 3 Class

Week 4

Assignment	Points	Due
Response A - Form 9	100	Week 4 class
Professionalism and Participation	10	Week 4 class
Mo Teaching Standard Assignments	15	Week 4
Weekly Class Assignment / Reading Assignment	10	Week 4
Week 4 Quiz	20	During Week 4 Class
Week 5		
Assignment	Points	Due
Mo Teaching Standard Assignments	15	Due Week 5
Professionalism and Participation	10	Due Week 5 class
Weekly Class Assignment / Reading Assignment	10	Week 5
Week 5 Quiz	20	During Week Class
Week 6		
Assignment	Points	Due
MoPTA Task 1.2	100	Week 6
Professionalism and Participation	10	Due week 6 class
Personal Resume	100	Week 6
Mo Teaching Standard Assignments	15	Week 6
Weekly Class Assignment / Reading Assignment	10	Week 6
Week 6 Quiz	20	During Week 6 Class
Week 7		
Assignment	Points	Due
Field Experience/Mo Teaching Standards Application Journal	100	Week 7
Professionalism and Participation	10	Week 7 class
Mo Teaching Standard Assignments	15	Week 7
Weekly Class Assignment / Reading Assignment	10	Week 7
Week 7 Quiz	20	During Week 7 Class
Week 8		
Assignment	Points	Due
Response B - Form 11	50	Week 8
Professionalism and Participation	10	Week 8 class
Field Experience Final Reflection/Synthesis Summary Paper	100	Week 8
Mo Teaching Standard Assignments	15	Week 8
Weekly Class Assignment / Reading Assignment	10	Week 8
Week 8 Quiz	20	During Week 8 Class
Total Points: 1000		

Assignment Overview

Assignments

Field Experience:

Description - Successful completion of your assigned field experience placement is a requirement of this class before a satisfactory grade can be recorded. This requirement includes completing the required minimum number of hours assigned, turning in your attendance blue sheet signed by your cooperating teacher for each date of attendance for the required minimum number of hours assigned, a completed and signed cooperating teacher evaluation, and your evaluation of your field experience. PLEASE NOTE: These are requirements of the field experience. A satisfactory grade and credit for the class cannot be assigned until these items have been submitted.

Professionalism and Participation: 80 points

Students' professionalism and participation will be evaluated both during class and throughout the field experience.

Observation Responses: 150 points

Description - You will be required to complete various "observation responses" during the semester. Each relates to a form from the Guide to Observation book. In addition to completing each section of the Form, you will write a reflection. The reflection should be a minimum of 3 pages, must be typed and double-spaced, and must contain a section applying a minimum of 3 Mo Teaching Standard(s) to which your response(s) connect(s) and explaining why that/those standard(s) apply (ies) to the observation. Assigned observation responses will include but not be limited to the following:

Response A. Using FORM 9, observe your teacher teaching **two lessons**

and record examples for each of the various components listed on FORM 9. Respond to each section of the form; then write your reflection. You will use two copies of Form 9. Your reflection should answer the following questions: Do you see all of the different components described? If not, why do you think this is so? Are there some components that occur more frequently than others? If so, why do you think this happens? You should include 2 other points of reflection/learning as they occur to you as you reflect on this observation/assignment. Respond to all sections on FORM 9. Retype Form if necessary. (100 points = 40 points for each Form 9, 10 points for the reflection.)

Response B. Using FORM 11

rate your cooperating teacher on each principle. Describe specific teacher behaviors in 5 of the 10 principles rated and apply a minimum of one Mo Teaching Standards to each of the 5 principles you have chosen. (50 points)

MoPTA Task 1.2 (100 points)

Description - TASK 1.2.1, 1.2.2, and 1.2.3 require you to study the resources and procedures used in the classroom you are observing and complete the forms provided to record the information and write a narrative description according to the writing prompts provided for 1.2.1. Second you will create a student interest inventory and give it to the students in your field placement class. The information from the inventories will be used to describe the students in the writing prompt for 1.2.2. Third, you will create a letter, PowerPoint, or some form of communication to introduce yourself to the students and parents of your field class according to the rubric and prompts for 1.2.3. (Task 1 = 35 points, Task 2 = 35 points, Task 3 = 30 points.)

Field Experience/Mo Teaching Standards Application Journal: (100 points)

Description - The student will complete a daily journal of observation/activities and Mo Teaching Standards Applications. This journal should include how the student spends his/her time in the classroom/school each day. For example, on the first day of any placement, the student would note the classroom arrangement, organization of materials and supplies, evidence of routines, differentiated instruction, groupings, engagement of students, etc. As the student becomes more familiar with the assigned classroom, he/she will include specific observations of students and the effectiveness of strategies and interventions used. Additionally, the student should list and explain no less than 2 Mo Teaching Standard to observations and experiences for the day; for example, effectiveness of an instructional strategy, classroom management, etc. The heading of each daily entry should include the day, date, and time of each observation. Example: Monday, August 25, 2015, 11 a.m. to 2 p.m. There should be two parts to each daily entry labeled as follows: (1) Observation/Activities; (2) Mo Teaching Standards Applications Guidelines for completing and turning in the observation log:

1. Type the observation log using only complete sentences.
2. Include a cover page containing your name, the date, the school assignment; the town; the cooperating teacher's name and classroom/grade/subject assignment.
3. Include a table of contents; including the day, date and time of each observation and total time served that day.
4. It should be double spaced, in 12-point font, free of any spelling, grammar, punctuation, and typographical/proofreading errors.

Field Experience Final Reflection/Synthesis Summary Paper (100 points)

Description - The student will type a three page (minimum) reflection paper including the analysis and synthesis of the field experience. It should include an evaluation of personal knowledge acquired, skills and competencies learned as well as how this experience will contribute to overall personal potential for success in teaching. **Application to a minimum of 5 different Mo Teaching Standards/Quality Indicators should be referenced and explained from the field experience.** This paper should include a cover page, an introduction, and conclusion and be typed, double spaced using complete sentences and free of any spelling, grammar, punctuation, and typographical/proofreading errors.

Personal Resume: (100 points)

Students will write their personal resume. Specific guidelines will be given in class. Guidelines include a resume checklist, resume, and cover letter

Mo Teaching Assignments: (120 points)

Weekly assignments will be given to identify and apply Mo Teaching Standards and Quality Indicators. Specific guidelines will be given in class.

Weekly Class Assignments: (90 points)

Students will participate in weekly discussions related to the assigned reading.

Weekly Quiz: (160 points)

Students will take a weekly quiz related to the weekly assignments and assigned reading. Each quiz will be worth 20 points for a total of 160 points. The quiz must be taken during the class it is assigned unless stated otherwise.

 Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:**Professionalism and Participation**

Students' professionalism and participation will be evaluated both during class and throughout the field experience. Information will be given in class.

Mo Teaching Standard Assignments

Weekly assignments will given to identify and apply Mo Teaching Standards and Quality Indicators.

Weekly Class Assignments / Reading Assignment

Read Chapter 1 and participate in the weekly discussion.

Week 1 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 2:**Mo Teaching Standard Assignments**

Weekly assignments will given to identify and apply Mo Teaching Standards and Quality Indicators.

Professionalism and Participation

Students' professionalism and participation will be evaluated both during class and throughout the field experience.

Information will be given in class.

Weekly Class Assignment / Reading Assignment

Read Chapters 2 and 3 and participate in the weekly discussion for each chapter.

Week 2 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 3:

Mo Teaching Standard Assignments

Professionalism and Participation

Weekly Class Assignment / Reading Assignment

Read Chapter 4 and participate in the weekly discussion.

Week 3 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 4:

Response A - Form 9

Response A. Using FORM9, observe your teacher teaching **two lessons** and record examples for each of the various components listed on FORM9. Respond to each section of the form; then write your reflection. You will use two copies of Form 9. Your reflection should answer the following questions: Do you see all of the different components described? If not, why do you think this is so? Are there some components that occur more frequently than others? If so, why do you think this happens? You should include 2 other points of reflection/learning as they occur to you as you reflect on this observation/assignment. Respond to all sections on FORM9. Retype Form if necessary.

Professionalism and Participation

Mo Teaching Standard Assignments

Weekly Class Assignment / Reading Assignment

Read Chapter 5 and participate in the weekly discussion.

Week 4 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 5:

Mo Teaching Standard Assignments

Professionalism and Participation

Weekly Class Assignment / Reading Assignment

Read Chapter 6 and participate in the weekly discussion.

Week 5 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 6:

MoPTA Task 1.2

Description - TASK 1.2.1, 1.2.2, and 1.2.3 require you to study the resources and procedures used in the classroom you are observing and complete the forms provided to record the information and write a narrative description according to the writing prompts provided for 1.2.1. Second you will create a student interest inventory and give it to the students in your field placement class. The information from the inventories will be used to describe the students in the writing prompt for 1.2.2. Third, you will create a letter, PowerPoint, or some form of communication to introduce yourself to the students and parents of your field class according to the rubric and prompts for 1.2.3. (Task 1 = 35 points, Task 2 = 35 points, Task 3 = 30 points.)

Professionalism and Participation

Personal Resume

Students will write their personal resume.

Mo Teaching Standard Assignments

Weekly Class Assignment / Reading Assignment

Read Chapter 7 and participate in the weekly discussion.

Week 6 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 7:

Field Experience/Mo Teaching Standards Application Journal

Description - The student will complete a daily journal of observation/activities and Mo Teaching Standards Applications. This journal should include how the student spends his/her time in the classroom/school each day. For example, on the first day of any placement, the student would note the classroom arrangement, organization of materials and supplies, evidence of routines, differentiated instruction, groupings, engagement of students, etc. As the student becomes more familiar with the assigned classroom, he/she will include specific observations of students and the effectiveness of strategies and interventions used. Additionally, the student should list and explain no less than 2 Mo Teaching Standard to observations and experiences for the day; for example, effectiveness of an instructional strategy, classroom management, etc. The heading of each daily entry should include the day, date, and time of each observation. Example: Monday, August 25, 2015, 11 a.m. to 2 p.m. There should be two parts to each daily entry labeled as follows: (1) Observation/Activities; (2) Mo Teaching Standards Applications

Guidelines for completing and turning in the observation log:

- 1.Type the observation log using only complete sentences.
- 2.Include a cover page containing your name, the date, the school assignment; the town; the cooperating teacher's name and classroom/grade/subject assignment.
- 3.Include a table of contents; including the day, date and time of each observation and total time served that day.
- 4.It should be double spaced, in 12-point font, free of any spelling, grammar, punctuation, and typographical/proofreading errors.

Professionalism and Participation

Mo Teaching Standard Assignments

Weekly Class Assignment / Reading Assignment

Read Chapter 8 and participate in the weekly discussion.

Week 7 Quiz

Quiz will include information obtained from the reading and class discussions.

Week 8:

Response B - Form 11

Response B. Using FORM 11 rate your cooperating teacher on each principle. Describe specific teacher behaviors in 5 of the 10 principles rated and apply a minimum of one Mo Teaching Standards to each of the 5 principles you have chosen.

Professionalism and Participation

Field Experience Final Reflection/Synthesis Summary Paper

Description -

The student will type a three page (minimum) reflection paper including the analysis and synthesis of the field experience. It should include an evaluation of personal knowledge acquired, skills and competencies learned as well as how this experience will contribute to overall personal potential for success in teaching. **Application to a minimum of 5 different Mo Teaching Standards/Quality Indicators should be referenced and explained from the field experience.** This paper should include a cover page, an introduction, and conclusion and be typed, double spaced using complete sentences and free of any spelling, grammar, punctuation, and typographical/proofreading errors.

Mo Teaching Standard Assignments

Weekly Class Assignment / Reading Assignment

Read Chapter 9 and participate in the weekly discussion.

Week 8 Quiz

Quiz will include information obtained from the reading and class discussions.

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

📌 Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.