

**ECE 350 INTRODUCTION TO ELEMENTARY TEACHING
WITH FIELD EXPERIENCE**

SCC SPRING 2011

OFFICE HOURS: MWF 12-1 PM; TTH by appt.

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REQUIRED TEXT: **BUILDING TEACHERS: A Constructivist Approach to Introducing Education** by David Jerner Martin and Kimberly S. Loomis; Thomson Wadsworth, 2007.

COURSE REQUIREMENT: A CURRENT TB TEST IS MANDATORY. Also, Desire2Learn components are required in this course. You are required to have computer access. Classroom activities will be posted on <http://d2l.losrios.edu>.

OTHER REQUIRED MATERIALS:

- Availability and use of a computer, printer, and internet access. For a list of available computer labs on the SCC main campus, please see <http://www.scc.losrios.edu/labhours.html>
- An active e-mail account.

COURSE FORMAT:

- Each week, begin by checking your email and connecting to the Desire2Learn site. Read **News** and then click on the appropriate **Chapter** for that week in **Content**.
- For each chapter, you should do the following in this suggested order:
 1. **Read** the chapter in your text.
 2. Go over information in the **study guides folder (Content)**.
 3. View the **powerpoint (Content)** slides.
 4. View the **video clip (Content)** for each chapter and answer the **video reflection questions (Dropbox)**.
 5. Go to Discussions and participate in the **discussion board (Discussions)**. There are 2 questions (F #1, F #2, F #3, etc.) posted for each chapter. You must post a comment for each question and post a reply to another student for each question.
 6. Go to **Dropbox** and complete a **journal entry** for each week that you are in your lab schools.
 7. Also in **Dropbox**, complete **other assignments** as assigned. You will type your assignments in a Word format and then attach the file. You can always convert a file easily to a PDF file which is easy to do. If you don't have Adobe software, do it for free at <http://www.doc2pdf.net/>
 8. Go to **Quizzes** and take the chapter **quiz**. Quizzes may be taken two times until closing.
- The quizzes, video reflection questions, discussion boards, and journals for each chapter will only be available for the assigned week. **No late quizzes, discussion board posts, assignments, or reflection questions will be accepted.** You must keep up in the class. **Do not get behind!**
- **Class meetings:**
 1. The class will meet **on campus** during the assigned time for the first three weeks. After that time, students will complete the **lab** portion of the course. **Students will be placed in a classroom in an elementary school two days a week for one hour and twenty minutes each day (7:45-9:15 am).**
 2. Students must complete the **lab hours!** Only two missed lab hours can be made up at the convenience of the elementary school teacher. The lab experience is an important part of this class!

3. While students are completing the lab portion of the class, they also will be required to meet on campus. The class will meet on campus **3-4 additional times** throughout the semester (during the lab portion of the course). Some of these meetings will be small groups and some will be the entire class. These will be **mandatory!** Refer to the calendar for tentative dates.
4. The class resumes meeting on campus the **last week** of the semester and for the scheduled **finals** week time.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Define the role and function of the teacher in the public school setting.
- Identify academic requirements and experiences needed to obtain a teaching credential.
- Interpret and apply theories related to child development and learning in a field placement setting.
- Outline principles that underlie effective relationships with other teachers, students, and families.
- Identify and use basic observation tools.
- Design and present basic lesson plans in content areas.
- Examine and assess issues concerning culture and diversity.
- Complete a service learning project.

GRADING: Student grades will be computed by accumulating points from lab participation, exams, projects, group and class participation throughout the semester. Points will be recorded in Blackboard.

90% of total points = A

80% of total points = B

70% of total points = C

55% of total points = D

54 % and below = F

NOTE: All 54 lab hours must be completed in order to pass the class. Only **two** missed lab hours can be made up at the discretion and convenience of the elementary school teacher and SCC professor. Also, class participation and lecture attendance will be a factor in determining final grade in borderline cases.

EXAMS & Quizzes: Quizzes are scheduled weekly online. They are open for one hour and can be taken twice. The last attempt will be the recorded score.

ASSIGNMENTS:

1. Observations and lab journals are mandatory.
2. Regular assignments and quizzes based on text readings will be required and will be online.
3. A lesson plan will be created, implemented and evaluated by the student and classroom teacher.
4. Attendance at **two** school meetings [i.e. curriculum meeting, faculty meeting, etc.]. TBA
5. Completion of service learning project.
6. Lab journals are required each lab day and are due on the Sunday of that week in class. Any late journals, as well as make-up labs, will only be worth 5 points (half credit).
7. Most assignments will be online, however, some may be given during on-campus meetings.

ATTENDANCE: Regular attendance is expected. Elementary teachers will rely upon students to be responsible in their classrooms, therefore, regular lab attendance is **mandatory.** Students must complete all 54 hours of lab time. At mid-term, if 50% of lab time is not completed, student will be dropped from the class. On-campus attendance is equally important: Students must attend the on-campus lectures in order to know what is expected of them in the elementary classrooms. Students will be

dropped after **four** missed lectures. In both lecture and lab, promptness is extremely important: Tardiness reflects on the student's lack of commitment and responsibility. **BE RESPONSIBLE AND ON-TIME!**

Note: If you are a student with a learning disability, physical disability, or other special need that has been verified by the disability center on campus, please let me know as soon as possible if you need special accommodations. You can expect confidentiality and cooperation.

BELOW IS A TENTATIVE SCHEDULE OF LECTURE TIME. CLASS WILL MEET REGULARLY ON CAMPUS, MONDAYS, AND WEDNESDAYS THROUGH FEB 2 (TBA) . STUDENTS WILL THEN MEET AT ETHEL PHILLIPS/MAPLE SCHOOL EVERY MONDAY AND WEDNESDAY AND ON CAMPUS ON DAYS LISTED BELOW.

READING REFERS TO THE TEXT: BUILDING TEACHERS....

WEEK #	DATE	TOPIC	CHAPTER
1	JAN 19-23	TEACHING EXCELLENCE AND YOU (on-campus)	Chapter 1
2	JAN 24-30	YOUR PHILOSOPHY OF EDUCATION (on-campus)	Chapter 2
3	JAN 31-FEB 6	THE STUDENT: COMMON NEEDS (on campus)	Chapter 3
4	FEB 7-13	THE STUDENT AND THE TEACHER: ACKNOWLEDGING UNIQUE PERSPECTIVES	Chapter 4
5	FEB 14-20	THE STUDENT AND THE TEACHER: ACKNOWLEDGING UNIQUE ABILITIES	Chapter 5
	FEB 21-27	ON-CAMPUS MEETING ONCE DURING THIS WEEK TBA	
6	FEB 21-27	PURPOSES OF SCHOOL	Chapter 6
7	FEB 28-MAR 6	STRUCTURE OF SCHOOLS	Chapter 7
	MAR 7-13	ON-CAMPUS MEETING ONCE DURING THIS WEEK TBA	
8	MAR 7-13	THE SCHOOL AND THE STUDENT	Chapter 8
9	MAR 14-20	THE SCHOOL AND THE TEACHER	Chapter 9
10	MAR 21-27	HISTORICAL PERSPECTIVES	Chapter 10
	MAR 28-APRIL 3	ON-CAMPUS MEETING ONCE DURING THIS WEEK TBA	
11	MAR 28-APRIL 3	SCHOOL GOVERNANCE AND FINANCE	Chapter 11
12	APRIL 4-10	SOCIAL ISSUES AND THE SCHOOL'S RESPONSE	Chapter 12
13	APRIL 11-17	TEACHERS, STUDENTS, AND THE LAW	Chapter 13
14	APRIL 25-MAY 1	CURRICULUM AND SCHOOL REFORM	Chapter 14
15	MAY 2-8	YOUR MOTIVES FOR TEACHING MAY 4TH IS LAST DAY AT SCHOOLS	Chapter 15
16	MAY 9-15	FINAL PRESENTATIONS - ON CAMPUS	
17	MAY 18	FINAL 7:30AM RS 273	

Note: Each week ends on Sunday night at 11:55 PM.

Miscellaneous Online Information:

Getting online:

Each student in this class has a Los Rios Online account. Because this class is only accessible to those students who are actually registered for the class, security of content, information and posts is provided. There is absolutely no advantage in lending other students your access code. All of your posts and communications will be attributed to you, and you will be held accountable for such. For this reason, and for the matter of class integrity, please do not share your access code with others!!

- Log onto the internet. You can do this at home or from a computer on campus.
- Get an email account. If you don't have one, or want a separate one for this class, get one at iMail. This is a free email account that is through City College. To get an account, go to the following: <https://imail.losrios.edu/> and click on "Request an iMail" and follow directions.
- Go to the Los Rios Online site: <http://d2l.losrios.edu> (notice there is no www)
- Click the "Login" button and follow the directions given, then "log in."
- If you do not know your student identification number, look in the "Login Information" box and click on "Click here to get it" and follow the directions.
- A screen will come up that will have your name at the top and the courses that you are taking listed. Click on the appropriate course.
- Once you make it to the site, UPDATE YOUR PERSONAL INFORMATION TO INCLUDE YOUR EMAIL ADDRESS! This is important: My communications will be sent to you at this address so make sure to correctly enter your email address.
- If you would like to change your password, click on "Change Password" inside the "Personal Information" link. If you do this, be advised to WRITE YOUR PASSWORD DOWN somewhere as there is no assistance available for lost passwords! A good suggestion is to keep the one that you are assigned as this is a matter of school record. You may change your password, but do so at your own risk!
- After having updated your email address, go back to the opening page by clicking on the "Courses" tab at the top of the page, and then selecting the appropriate course.
- Explore the course by clicking on the various buttons on the navigation bar at the top. Don't fear getting lost!

Discussion Boards:

There will be approximately 2 discussion boards each week (total = 30) during the semester (two per each chapter). Participating on these "boards" is considered the same as "attending" class and participating in a class discussion. You will be required to post a response to each question on the boards and then respond to another student's

post. Therefore, for each discussion board, you receive 3 points for your original post and 2 points for responding to another student for a total of 5 points for each discussion board topic and 10 points for the week (2 topics/week). You will not receive more than 5 points each.

Your original post and your response post must be thoughtful, helpful, constructive, and have a polite tone. It is the same as if you would be in a face-to-face class, therefore, responses should be as politically correct and inoffensive as possible. Vulgarity and other inappropriate language usage will not be acceptable and may result in you being dropped from the class. Your posts must also be substantive. For example, "Yeah, I agree with you," or "I'm not really sure what I think..." or paraphrasing another student's post would not be substantive. Your contributions should be unique, in your own words, and have substance. You should use proper spelling, grammar, and punctuation.

How to post onto the Discussion Board:

- Click on the forum topic (F #1, F #2, F #3, etc.) that you wish to respond to.
- Posting a new response or first response: After reading the question and after considering a thoughtful response, it might be helpful to compose your response off-line in a word document and then copy and paste it to the discussion board by clicking on **Compose**.
- To read other students' posts, click on the title line ("subject") of the student's post (not on the student's name in the middle column - this will take you directly to her/his email address, not to the discussion board) and their comments will open on a new page.
- To respond to other students' posts, click on "**Reply**" when you are reading their post.
- The Discussions Boards are an important part of this class and they are required for each chapter. If you disappear from the boards, you will be dropped from the class.

Do I read every post?

In theory, yes, though I may miss some and I will not respond to every single comment, any more than I would in a fact-to-face class. I do, however, expect to be active on the boards and you will see my name popping up. If you wish a response to your post from me, address me by name in the subject line and I will respond as soon as I can.

IMPORTANT: WHEN SENDING AN EMAIL TO ME, MAKE SURE THAT YOU PUT ECE 350 IN THE SUBJECT LINE SO THAT I IMMEDIATELY KNOW WHICH CLASS YOU ARE IN. ALSO, ALWAYS USE PROPER GRAMMAR AND SPELLING, NOT "TEXTING" LANGUAGE AND SPELLING. THANK YOU.