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Education 003: "Imagining Teaching: Science-Mathematics Emphasis"

Dates: Fall 2009, Tuesdays 5:10-7:00

Location: SPR 2340

Fieldwork: Classroom Observations

Course Summary:

Course Description: 3 Units: Lecture, 2 hours; field, 3 hours per week. Students will look at teaching and its place in our society and observe in classrooms in local schools identified as having exemplary programs. Students record and interpret their observations and compare them to published studies of classrooms.

Objectives:

- to observe, and participate in public school classrooms to gain insight into the profession
- to focus on the interactions between teachers and students
- to develop understanding of the effect of outside influences on student achievement
- to view education/teaching from a teacher's perspective and its role in society

General Content of Class Sessions: (Lecture, discussion, group work, reflective writing) This class is organized to give insights into our schools and to gain broader knowledge of teaching as a profession. It is intended to clarify your thinking and examine your assumptions about the teacher's role in the classroom and the school community. By exploring and experiencing key concepts related to the profession, you will be able to better assess your feelings about the career of teaching.

Text: Various readings assigned in class

Grading Summary

Assignments:

Assignment	Description	Grade Weight
Fieldwork Log/Journal	30 hours, signatures, reflections	30%
Midterm	Short answer format	15%
2 Papers	Each a two-page short essay	25%
Class participation	In class discussions + "Quick Writes"	10%
Final Exam	Short answer format & multiple choice	20%

Grading Policy:

A+	97-100%	C+	77-79%
A	92-96%	C	72-76%
A-	90-91%	C-	70-71%
B+	87-89%	D+	67-69%
B	82-86%	D	62-66%
B-	80-81%	D-	60-61%

F	59% and below OR failure to complete fieldwork hours, submit verification letter, and/or fieldwork log
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Late Work: Barring special circumstances, all work must be turned in the date it is due.

Course Requirements

1.) FIELDWORK, LOG, AND JOURNAL: (all hours/assignments must be finished to receive credit):

30 hours of observations must be done in a public school regular education classroom (this must be separate from any hours required in other classes). Your recorded field hours will be verified against records maintained by your mentor teacher. You will use ilearn and the SMI Portal for recording hours and writing short reflections about your fieldwork observations. Failure to complete fieldwork hours and/or the internet journal will result in a failing grade for the course.

PLEASE NOTE- The following are requirements of the SMI Program:

- Failure to complete and submit any forms, needing signatures, fieldwork hours, and/or internet journal will result in a failing grade for the course.
- If applicable, your stipend and any other expenses will only be awarded if you receive a passing grade for the course of a "C" or better.
- You are encouraged to teach at least one lesson in your fieldwork class and participate in other

You will need to visit schools during classroom instruction. Please consider the following when planning your observation calendar: a.) Testing can be extensive toward the end of a school's trimester/semester. b.) Various activities/holidays may interfere with the normal class schedule. c.) Year-round schools (mostly Corona) will have tracks that are on break for four weeks at a time. d.) Try to visit during different times of the day and/or different subjects. e.) Check the teacher's calendar for conference dates, assemblies, etc. **(30% of your grade)**

1a.) JOURNAL WRITING: As you complete your hours in a classroom, you will become aware of different issues. Journal Topics will direct your thinking and will be posted on ilearn as an assignment. Each reflection should be a few paragraphs in length (mostly error-free) but they may vary according to the questions asked. Please use a short answer or 'bullet' format. They should be turned in on ilearn and the SMI Portal. **(a portion of the 30% fieldwork grade)**

2.) ESSAYS: (generic font, 10-12 point, \leq 1 inch margin, double spaced): These two papers will serve as the midterms for the course. They need to be \geq 2 pages in length, essay style, and free of errors. The following questions should help guide your writing. **(25% of your grade)**

Essay # 1: Discussion of an essay, lesson, or website (details to be given in class)

- o Point out and discuss aspects of the writing that reflect the ideas from this course (make a minimum of 3 points)?
- o How does this compare with your awareness/vision of what a math/science classroom should be?
- o How does this compare with your own (and other's) experiences in math/science?

Essay # 2: "Lesson Study"

- o Create a lesson that fits the current topic in the class you are observing.
- o Use a Madeline Hunter or 5 E's lesson design format.
- o What are some unique characteristics of this math/science lesson?
- o Compare any aspects of the lesson that relate to effective strategies discussed in class.
- o Evaluate the lesson and its potential for increasing a deeper (long term) understanding of the topic
- o Include the lesson and any resources you used with your lesson study

3.) CLASS SESSION PARTICIPATION: Participation is essential to the learning process. During class, you will be asked to discuss topics (from class or extra readings) in groups and with the entire class. "Quick-Writes" will allow you to express your thinking on the issues and allow me to check for understanding; they will be turned in at the end of each session. **(10% of your grade)**

4.) MIDTERM AND FINAL EXAM: There will be a 5-10-question, short answer midterm and final exam during class on **Nov. 3** and **Dec. 1**. It is cumulative and will be based on the topics discussed in class. (The midterm will be worth **15%** and the final will be worth **20% of your grade**)

Class Sessions, Tentative Topics, and Assignment Due Dates

Class	Date	Topic	Assignment(s) due at this session
1	Sept. 29	Overview, Syllabus, Fieldwork Classroom setting	<input type="checkbox"/> Survey (in class) <input type="checkbox"/> Make sure you sign up on SMI Portal
2	Oct. 6	Schools' Link to Society Views of Teaching Historical Perspective Standards	<input type="checkbox"/> On-line journal
3	Oct. 13	Efficient Manager Classroom Environment Procedures Rules	<input type="checkbox"/> Fieldwork paperwork due <input type="checkbox"/> On-line journal
4	Oct. 20	Teacher Effectiveness Learning Theory	<input type="checkbox"/> On-line journal <input type="checkbox"/> First paper due ("Discussion of Handout")
5	Oct. 27	Instructional Strategies Marzano, Schlechty, Bloom	<input type="checkbox"/> On-line journal
6	Nov. 3	Instructional Strategies, cont. Marzano, Schlechty, Bloom MIDTERM	<input type="checkbox"/> On-line journal <input type="checkbox"/> MIDTERM
7	Nov. 10	Differentiated Instruction Learning Disabilities English Learners Gifted	<input type="checkbox"/> On-line journal
8	Nov. 17	Diversity/Poverty Academic Language	<input type="checkbox"/> On-line journal <input type="checkbox"/> Second paper due ("Lesson Study")
9	Nov. 24	Philosophy Current Trends	<input type="checkbox"/> On-line journal
10	Dec. 1	Professional Learning Communities FINAL	<input type="checkbox"/> On-line journal <input type="checkbox"/> Fieldwork Log of 30 hours due! <input type="checkbox"/> FINAL