EDUC 123 Introduction to Field Experience in the Elementary Schools
(.25 course credit)

Spring 2013

Course Syllabus

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Kalmanovitz School of Education
FAH 267

Course Description

This course is open to freshman (and sophomore transfer) students in the Teachers for
Tomorrow Program and builds on your own experiences as a learner and your observations of
children as learners. The class meetings on the campus provide a theoretical context and
educational structure for your applied field work in St. Martin de Porres classrooms.

In this course, you will actively engage in the classroom and school culture of St. Martin
de Porres in Oakland through shared experiences with the students, teachers, and other members
of the school community. Our focus will be on integrating educational and multicultural theory
with our school site experiences; reflecting upon the ways in which theories are evidenced in
practice, as well as self-reflecting upon your individual role in enacting the Lasallian principles
of mutual respect, inclusive community, and quality education. You are encouraged to think
more deeply, broadly, and more systematically about what teaching is, what teachers do, and the
complex relationship between society, policy, and classroom and school culture.

The view encouraged in this course is that teaching is not only a technical act, but a
philosophical and personal one as well.

More specifically, the goals for you as a learner are:

1. Learners will demonstrate integration of course work and field work through
discussion, journal entries, and final project.
2. Learners will reflect upon how their classroom field work contributed to their
understanding of societal and theoretical underpinnings of the issues of schooling
addressed throughout the semester, culminating in a “Philosophy of Teaching,”
represented in a paper of that title.
3. Drawing upon their own schooling experiences, learners will engage in student-
directed discussion (following the Collegiate Seminar Model) emanating from issues,
experiences, and questions that arise in their field work.
4. Learners will actively engage in constructive, positive experiences with the teachers, students, and community at a culturally diverse school site, demonstrating building of capacity for successfully interacting within the culture of a school.

**Required Reading**


Excerpts from De La Salle’s book *The conduct of Christian schools.*


Excerpt: *Exploring Diversity:* Teaching in urban settings (introduces the challenges and rewards of teaching in an urban setting).


**Accommodations for Students with Learning Disabilities**

Reasonable and appropriate accommodations, that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the Office of Student Disability Services at Saint Mary’s College. Students with disabilities are encouraged to contact the Students Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation.

**Course Requirements**

1. Attend all classes. “Students are expected to be punctual and attend all sessions of courses in which they are enrolled.” (SMC Handbook for Students) If you miss more than one class, you will not receive a passing grade. In case of unavoidable absence or delay, contact the instructor in advance as soon as possible.

2. Honor Code:
   Saint Mary’s College has established an academic honor code that asks students to pledge to do their own work in their own words, and to use proper citations of all other authors and sources used in coursework. This course operates under the premises of the academic honor code, including the expectation that you will work to uphold high standards of integrity and professionalism. I am available to discuss
issues of academic and professional integrity and any questions you might have about the relationship between the policy and this course.

The academic Honor Code pledge, to be followed by all college students, reads as follows: “As a student member of an academic community based in mutual trust and responsibility, I pledge:

• To do my own work at all times, without giving or receiving inappropriate aid;
• To avoid behaviors that unfairly impede the academic progress of other members of my community; and
• To take reasonable and responsible action in order to uphold my community’s academic integrity.”

The complete policy and procedures can be found online in the KSOE Handbook and Catalog of Courses.

3. Complete all readings and assignments BEFORE class.

4. Participate actively in class discussions and activities, drawing upon the knowledge you have gained from course readings and your field experience.

5. Complete all assignments satisfactorily. A guideline for all written work is that it meets the same professional standards for material you would submit to a school superintendent as part of your teaching portfolio.

Assignments (additional detail will be provided throughout the course)

I. Class Assignments, Discussions, and Moodle Posts: Participate in Seminar-style discussions; collaborative and individual reflection on readings and activities (Weekly Moodle Posts)

II. Field Journal & Field Work: Weekly visits (30 hours) to your classroom placement; active engagement in the classroom and school community; weekly factual and reflective entries in your field journal; observations by course instructor, classroom teacher, school administrator

III. Philosophy of Teaching: Over the course of the semester, develop a preliminary philosophy of teaching, informed by the course discussions, readings, and field experiences

IV. Final Project: Design a project that expresses your experience with the school and students and includes critical reflection on your perspective of the role teachers, students, and the community play in elementary education.
**Grading**

Assignments receive the following weighted toward the final course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation and preparation, including Moodle posts</td>
<td>20%</td>
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<tr>
<td>Field Journal &amp; Field Work</td>
<td>40%</td>
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<tr>
<td>Philosophy of Education paper</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>20%</td>
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**COURSE SESSION TOPICS AND RELATED READINGS**

*Note: Please bring field journal to class each meeting*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Field trip to the school; gather in the school library to meet teachers and principal (you will receive classroom placement information ahead of time)</td>
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<tr>
<td>Class 2</td>
<td>Set Up Field Journals/Class Discussion</td>
<td>Excerpt: <em>Exploring diversity: Teaching in urban settings</em> (introduces the challenges and rewards of teaching in an urban setting)</td>
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<tr>
<td>Class 3</td>
<td>Interacting in the Classroom Structure of Field Journal Entries</td>
<td>Excerpts from De La Salle’s book</td>
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| Class 4| Are all schools the same? Purpose of education?                      | 1)*Culturally responsive teaching (I)*  
|        |                                                                      | 2)*Developing caring relationships among parents, children, schools, and communities*             |
| Class 5| School & Community KWL Charts                                        | The Culture of the School Article: “Improving Relationships Within the Schoolhouse                  |
| Class 6| Field Journals & Discussion                                          | *Culturally responsive teaching (II)*                                                              |
| Class 7| Discussion, KWL Charts                                               | *Listen up, Teachers!*                                                                               |
| Class 8| Share Final Projects & Reflections                                   | Read comments from host teacher; journal entry reflection on comments                              |
| Class 9| Teaching celebration/Thank you at the school site                   | Share “Philosophy of Teaching” with your host teacher                                              |