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C&I 300.01: Language Arts Field Experience Seminar

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C & I 300: Language Arts Field Experience Seminar Spring 2008

Instructor: Suzy Archibald-Wilson

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Office Hours: M-W 12:00-12:30 or by appointment

Purpose:

This course is part of Block II: the Intermediate Field Experience for Elementary Education majors. Block II consists of seven credits and focuses primarily on language and social development. This seminar will enrich and deepen your understanding of your language arts field experience. Because the seminar emphasis is practical rather than theoretical, content and assignments are designed to provide more opportunities for guidance and reflection. This seminar will allow you to integrate the theory you learn in your methods courses with the practice you observe in your field placement.

Course Objectives:

In C&I 300 field experiences, students will:

- Observe and identify stages of social and language development.
- Select and read quality children's literature to small and large groups or individual students at a variety of age levels.
- Plan, implement, and assess language arts lessons in classroom settings.
- Reflect and analyze literacy activities in classroom settings.

Course Standards:

- **ATE (Association of Teacher Educators):**
 - Standard 7: Teacher candidates, school-based teacher educators, and campus-based teacher educators interact on a regular basis about issues, best practice, and research related to schooling: Teaching and learning through frequent on-site observations and conferences, cross-site interactions, communication networks which link school, campus, and home locations.
 - Standard 8: Field experiences incorporate opportunities for ongoing reflection on and analysis of teaching and learning, conditions of schooling, and student development in light of teacher education program goals agreed upon by campus-based and school-based educators.
- **NBPTS (National Board for Professional Teaching Standards):**
 - Middle Childhood Generalist Standard #10: Accomplished teachers regularly analyze, evaluate, reflect on and strengthen the effectiveness and quality of their practice.
- **INTASC Standards:**
 - Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Course Requirements:

- Field Requirements:
 - 10 hours in the LAB preschool.
 - 20 hours in an elementary setting.
 - Total minimum of 30 hours

- Seminar Requirements:
 - Attendance and participation at all seminars.

- Assignments:
 - Final Progress Report:
 - Signed by both cooperating and preservice teachers.

 - Work Logs:
 - Note date and time spent in classroom.
 - Obtain teacher signature each time you visit a classroom.
 - Complete six descriptive and reflective analysis statements of your activities in the classroom setting.

 - Self-Evaluation:
 - Complete self-evaluation and goals reflections.

All assignments are due the last day of class.

Other Requirements:

- Proof of TB test (can be obtained from Curry Health Center).
- Proof of immunization (can be obtained from the Curry Health Center).
- A school ID card through GrizCard.
- Completed a background check and a release form.
- Completed the UM Writing Proficiency Assessment.

Grading:

- Completion of required hours and assignments.
- Credit/ No Credit.

Attendance:

Your attendance and active participation are vital to your success in this classroom and in all future classrooms. Class activities extend your understanding of the subject matter. If you are not in class, you may miss information and activities that are difficult to make-up. Please be on time and well-prepared for class. In cases of serious illness or emergencies, you are still responsible for any missed assignments or handouts. Email me as soon as possible for instructions. **More than one unexcused absence will result in grade reduction.**

Standards of Student Conduct:

Students have the responsibility to conduct themselves in a manner that does not impair the welfare or educational opportunities of others in the UM community. Students must act as responsible members of the academic community, respecting the rights, privileges, and dignity of others as well as refraining from actions, which interfere with normal university functions.

PLEASE TURN CELL PHONES OFF.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me during the first two weeks of the semester in which we will discuss what accommodations you need and will receive in this course.

Academic Misconduct:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by The University of Montana. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to **plagiarism, misconduct during an examination or academic exercise, unauthorized possession of examination or other course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, or facilitating academic dishonesty.** All students need to be familiar with the Student Code, which is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Emergency Preparedness and Response

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be down the east stairs through the east main doors. If that route is blocked, our secondary route will be down the west stairs through the west main doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is **south of the Education Building** – at least 300 feet from the building. Our indoor rally point is in **McGill Hall**. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance (i.e. medical condition) in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- Please let me know whether or not you possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

COURSE SCHEDULE

- JANUARY 22:** Susan Harper-Whalen and Maygan Montano present packets, Lab-Preschool information, and collect placement information. Begin sign-up for Lab Preschool. Receive and discuss syllabus.
- FEBRUARY 5:** **Meet at Mansfield Library, Room 283, Student Learning Center.** Kate Zoellner will go through literary guides and the use of Library databases.
- FEBRUARY 26:** In class discussion. Reading behaviors, classroom management, and general questions. MCPS hand-out and assignment.
- MARCH 4:** Share and discuss observations. Create further observation criteria.
- APRIL 8:**
- APRIL 29:** Hand in required paperwork.
ATTENDANCE IS MANDATORY.