

<p style="text-align: center;">EASTERN WYOMING COLLEGE COURSE SYLLABUS EDUC 2100 – Practicum in Teaching</p>

Semester/Year: Fall 2013 **Section:** 40 & 90
Credit Hours: 2-3
Instructor: Kate Steinbock
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Office Phone: (307) 532- 8339
Office Hours: MWF 10:00-11:00
 T 9:30-10:30 am– Virtual Office Hours
 Th 1:30-2:30 pm
 Available via LancerNet or e-mail
 (Other times by appointment)

Catalog Course Description:

Students will participate in an extensive practicum experience for prospective educators in an accredited school under the supervision of a certified teacher. Students enrolled for 2 credit hours will spend 1 hour each week in lecture in addition to 28 clock hours in a practicum setting per semester. Students enrolled for 3 credit hours will spend 1 hour each week in lecture in addition to 50 clock hours in a practicum setting per semester.

Course Rationale:

This course is designed to provide an initial practicum for education students. It transfers with documentation from the supervising teacher to most 4-year schools. This course is designed to be equivalent to the observation hours in the EDST 2480: Diversity and the Politics of Schooling course at the University of Wyoming. Students planning to transfer to Chadron will find that enrolling in 2 credits in EDUC 2100 is equivalent to the observation requirements for Chadron's EDUC 131 and PSYC 231. Completion of more than 30 hours will NOT substitute for Chadron's Observation and Participation course that students complete as juniors at Chadron.

Course Objectives:

Upon successful completion of this course, the student will understand and be able to:

1. Discuss the strategies used in the classroom to encourage and motivate students.
2. List effective methods of maintaining good classroom control and establishing a positive classroom environment.
3. Outline the procedures for developing and implementing materials for classroom to meet the needs of a variety of students including those at risk, from diverse backgrounds or with special needs.
4. Identify characteristics of effective teachers through observation, journal writing, professional portfolio artifact construction, and self-assessment.
5. List instructional strategies appropriate for students at various grade levels.

6. Plan and prepare an instructional unit with 3 lessons that will include objectives, content standards, introductory activities, concept development activities, and assessment activities.
7. Write clear, detailed lesson plans.
8. Describe the criteria to consider when assessing students' skills, learning, and progress.
9. List the strategies useful for conducting effective parent/teacher communication and conferences.

Required Materials & Resources:

The First Days of School, by Harry and Rosemary Wong
Wong Publications, 2009
ISBN: 978-0-9764233-1-7

All course materials will be posted on LancerNet. The course syllabus and calendar will be available for reference as well as posted resources, articles, book lists, and other instructional materials. On Wednesday of each week the following week's work will be posted as well as a topic for threaded discussion. Any weekly assignments and/or discussion postings are to be completed the following Tuesday by 4:00 PM. It is expected that each student will log in at least twice during the week to comment in the threaded discussion areas when provided.

Students will be required to keep a reflective journal for this class. Students will utilize a template provided by the instructor and a word processing program to keep their journal, which will be turned in electronically at intervals throughout the course. Required Unit and Lesson Plans will also be produced and turned in electronically. Please use a 12 point readable font and submit work to the appropriate drop box in LancerNet. Work should be saved utilizing the following format:

EDUC2100_Last Name_Assignment_Date

Please be sure your name is on any documents turned in to LancerNet.

Course Content

The specific topics addressed in this course are listed on the semester calendar. Classroom management, student motivation, best practices, lesson planning and formative and summative assessment are key topics covered in this course.

Course Requirements

Activities for this class will include: observations in classrooms, journal writing, selected topical activities and responses, reading and activities associated with The First Days of School, participation in threaded discussions, 3 lesson plans to be integrated into a thematic unit, and construction of a working professional portfolio.

Evaluation Criteria

There will be no exams in this class. Your final grade will be calculated on the basis of the following:

1. Online discussions, activities and responses – 10 points each
2. Journals – 50 points each
3. Quizzes (4) each 25 points - 100 points
4. Professional Artifacts - 10 - 25 points each
(Resume, School Rules, Parent Brochure, Practice Lesson Plan, etc.)
5. Unit and 3 lesson plans – 100 points
6. Professional Project – 50 points
7. Classroom supervisor's summative, descriptive evaluation.

Grades will be determined on the basis of total points a student has earned out of the total possible points of all assignments. Grades will be assigned as follows:

A - 90-100%

B - 80-89%

C - 70-79%

D - 60-69%

F - 60% and below

W-the grade assigned if a student withdraws by specific date (see EWC Catalog)

X-Incomplete, see E.W.C. Catalog

Any assignment turned in later than 3:00 on the due date will not be accepted. Your unavailability on the day an assignment is due does not delay the due date of the assignment. Please refer to the EWC Student Handbook for a detailed description of the Grade Appeals process and policy.

Attendance Policy:

This class is offered online therefore there will not be any required class meeting dates. However, it is the responsibility of each student to complete and submit assignments on time. Students may choose to withdraw from this class and received no credit with a grade of **W** on the transcript. Please refer to the EWC catalog for more information regarding the withdraw procedure.

Civility:

Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Academic Dishonesty:

Any form of academic dishonesty is unacceptable and will not be tolerated. This includes “plagiarism” – submitting work that is not your own, or failing to give credit to the work of others that you may cite in your own work. Academic dishonesty includes making unauthorized use of answers to exams, quizzes, assignments, homework, as well as copying work from fellow students or submitting work that has been completed by someone else. Students shall complete all assigned work individually unless otherwise indicated by the instructor. Academic dishonesty of any kind shall result in a **score of zero** on the assignment, quiz or exam and may result in withdrawal from the course with a grade of F, as the instructor deems appropriate. In addition, the instructor may refer the student to the appropriate E.W.C. official for further discipline.

Americans With Disabilities Education Act:

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for the disability, please notify your instructor, Mrs. Debra Ochsner (532-8238) or Stuart Nelson (532-8330) as soon as possible so that arrangements may be made.

General Education Requirements:

- **Communication Skills:** Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.
- **Analytical and Quantitative Reasoning:** Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.
- **Technology Skills:** Graduates will be able to demonstrate competence using technology appropriate to their discipline.
- **Social Awareness:** Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.
- **Information Literacy:** Graduates will be able to locate, evaluate, and use information effectively.

Disclaimer:

THE INSTRUCTOR RESERVES THE RIGHT, ACTING WITHIN THE POLICIES AND PROCEDURES OF EWC, TO MAKE CHANGES IN THE COURSE SCHEDULE OR ACTIVITIES. CHANGES WILL BE ANNOUNCED IN CLASS.