



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Teaching Middle School English Practicum

COURSE NUMBER:

LAE 3940

COURSE DESCRIPTION (with prerequisites):

This course is designed for students who are majoring in English education and who will be obtaining teacher certification in grades 6-12. This practicum accompanies LAE 3323 and provides students with opportunities to present their interactive curriculum projects to middle school students in local area school districts. Students spend a minimum of 30 school-based hours in the middle school classroom. Project presentations will be coordinated with in-service middle school teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. 1 semester hour credit. Corequisite: LAE 3323

NAME(S) OF INSTRUCTORS:

Dr. Pam Rentz
Office – O109A, School of Education
Phone: (850) 718-2416
Email: rentzp@chipola.edu
Office hours posted outside office and on website

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Florida State Standards
Textbook from 5-8 school site

Required: LiveText student membership, Field Experience Edition,
ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo
(Polos are available in the campus bookstore.)

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

E 1: Demonstrate understanding of instructional design and lesson planning by applying concepts for human development and learning theories.

E 2: Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

E 3: Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of secondary school English education.

E 4: Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E 5: Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E 6: Demonstrate professional responsibility and ethical conduct and fulfill expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR LAE 3940 The student will:	Florida State Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			English 6 - 12	Prof Ed	
Draw upon the Professional Competencies/ Accomplished Practices, Florida State Standards, Grade Level Expectations, and the Florida Code of Ethics in the activities at the 5 – 8 practicum site.	Selected standards based upon practicum assignment.	E-1 E-2 E-3 E-4 E-5 E-6	Selected indicators for competencies based upon practicum assignment.	6.1,6.2, 11.1, 11.3, 12.3	Task 10.1.1 – RU, Teaching assignments
Plan and teach grade appropriate lessons to students in a middle school class.	Selected standards based upon teaching assignment. (documented as part of the lesson plans)	E-1, E-2 E-3, 1.1-1.4, 1.6, 2.2-2.7, 3.1-3.10	Selected indicators for competencies based upon practicum assignment.	4.1,4.2, 7.3,7.4,10.1, 10.2,10.3, 12.1, 12.2,	Task 10.1.1 – RU, Task 10.1.2 – RU
Use strategies of effective classroom management.		E-2 2.2		9.1,9.2,9.3, 9.4	Teaching assignments
Evaluate student progress by effective use of questioning, observation, and appropriate test construction.		E-3 3.6, 3.10		1.1,1.2,1.3, 1.4	Task 10.1.2 – RU Teaching assignments
Demonstrate how reading standards and language arts standards can be effectively integrated.	Selected standards based upon teaching assignment. (documented as part of the lesson plans)	E-1, E-2, E-3 1.1, 1.3, 1.6, 2.7, 3.5, 3.7	Selected indicators for competencies based upon practicum assignment	8.1,8.2,8.3, 8.4,8.5	Task 10.1.1 – RU Teaching assignments
Demonstrate proficiency in planning, teaching, and	Selected standards	E-1, E-2, E-3, E-4		2.1,2.2,2.3, 2.4, 5.2,	Task 10.1.1 – RU, Task

assessing language arts lessons that accommodate diverse learners and limited English proficient students (LEP)	based upon teaching assignment. (documented as part of the lesson plans)	1.1-1.6, 2.2-2.7, 3.1-3.10, 4.2-4.4		14.3	10.1.2 – RU Teaching assignments
**Assessment Codes					
T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition		

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Work with your instructor to identify a practicum site during the first two weeks of class.
2. Meet the teacher of your 6 – 8 practicum class(es) to set up a specific time to attend each week. Obtain the e-mail of your 6-8 teacher. Notify your college instructor of any changes to this schedule.
3. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
4. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
5. Collaborate with peers and other professionals.

The student will log 30 hours in a local middle school. During this time he or she will observe activities in the classroom, interview students and teachers, tutor students, assist in the classroom, teach small and whole group lessons, critique video-taped lessons, and reflect on experiences. **Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.**

One hour per week the student will meet with the instructor and other practicum students to share experiences and prepare for upcoming assignments.

ASSIGNMENT AND/OR COURSE OUTLINE

Course Evaluation Criteria:

- Observation Log (30%)
- Tasks (50%)*
- Major Assignments (20%)

Your final grade will be based upon the college grading scale:

**Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.*

A task judged as ineffective must be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

No grade will be given for the course until all tasks have been successfully demonstrated.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

Students enrolled in LAE 3940 will be required to complete following:

A. TASKS

Task 10.1.1 (1.1, 1.2, 1.3, 1.4, 1.5, 1.6): The candidate develops a detailed unit plan. Included in the unit plan are one 20 minute lesson plan and the five specific lesson plans that will be taught in the 6-8 classroom.

Task 10.1.2 (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10): The candidate delivers lessons developed in Task 10.1.1. The 20 minute lesson should be videotaped, condensed, and uploaded to LiveText for evaluation. The five days of teaching should be consecutive. Send the dates of the teaching to the college instructor in order to arrange an observation.

B. Observation Log

Each student will keep a daily log and journal of practicum experience. Each day in the class, make a note of the events. At the end of the week, discuss the most memorable occurrence of the week. This could be something that happened in your classroom, something you learned, or anything of the like. On the days that you teach, discuss the strengths, weaknesses, and your feelings about each lesson.

C. Major Assignments

1. Sketch of "Bird's Eye View" of Classroom
2. Simple Lesson Observation
3. Interview Teacher on Creating a Learning Environment
4. Observe Student-Teacher Interactions
5. Observe and Assess Group Work

MAKE-UP POLICY:

A minimum of 30 hours must be logged to receive credit for this course. If absences prevent a student from completing the required hours, he or she must take an incomplete until the hours are met.

Assignments not turned in on or before the due date will be considered late. This holds for students who are absent on the due date.

TENTATIVE PRACTICUM ASSIGNMENT SCHEDULE	
DUE ON or BEFORE	ASSIGNMENT
Week 3	Visit Classroom, meet instructor – Submit <i>Sketch “Bird’s Eye View” of Classroom</i> Begin to develop unit plan with a week of lesson plans – Task 10.1.1
Week 4	Continue to work on Task 10.1.1
Week 5	Observe a Lesson – <i>Simple Lesson Observation</i> Continue to work on Task 10.1.1
Week 6	Observe a Class - <i>Interview Teacher on Creating a Learning Environment</i> Continue to work on Task 10.1.1
Week 7	<i>Observe Student-Teacher Interactions</i> Continue to work on Task 10.1.1
Week 8	Observe a Class - <i>Observe and Assess Group Work</i>
Week 9	Begin Task 10.1.2 Videotaped Lessons Teach 20 minute lesson, video record, and submit in LiveText
Week 10	Complete Task 10.1.2 Videotaped Lessons Teach 20 minute lesson, video record, and submit in LiveText
Week 11	Plan with 6-8 supervising teacher to teach five days. Submit written lesson plans to college instructor.
Week 13	Teach five days of lessons.
Week 14	Work on Task 10.1.1.
Week 15	Submit Task 10.1.1
Week 16	Submit Observation Log

See your Instructor First Day Handout for individual instructor assignment schedule.