TE362: Field Experience in Science, Mathematics, & English  
Course Syllabus

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other times/days available by appointment.

Fall 2014  
Tuesdays 4:10- 5:10 PM

Required Course Materials
ISBN: 978-1-4129-0599 (paperback)

Content Standards for California Schools. Available online at http://www.cde.ca.gov/ci/

Introduction
A basic premise in this course is that by coming together to explore what it means to become a teacher,  
we are developing an academic community focused on learning about this topic in a deep and significant  
way. As members of this community, rather than attempting to memorize information, we will be  
required to internalize information by using it actively during class meetings and assignments. Through  
the completion of independent work prior to meeting as a class and the use of our own professional and  
personal experiences, we will develop as a group expertise for this topic by actively developing our  
thinking and analyzing it from a more holistic perspective. Your active participation and insights, then,  
are essential to the success of this course, so please take this learning experience seriously by always  
coming prepared to contribute to the class discussions.

Course Objectives
1. Understand how student thinking and reasoning can guide the teaching of science, math or English.  
2. Explore and evaluate your occupational fitness for the teaching profession.  
3. Learn ways to plan a career for meeting teacher performance expectations.  
4. Reflect upon and analyze the teaching of science, math or English through observations.  
5. Become familiar with the California Content Standards for science, math or English.  
6. Know the role of Academic Language in the teaching of science, math or English.

Course Requirements
1. Study the required readings and participate in meaningful ways during class discussions.  
2. Critically examination of one’s own ideas and assumptions about teaching and learning.  
3. Complete class assignments and 30 hours of field experience successfully.
Evaluation

Your final grade will depend on how well you complete the course requirements and how well you show that you have met the course objectives. Clarity of thought and expression, both in writing and in speaking, are very important for your success in this course. Using higher order thinking skills is the key to your earning a high grade in this course.

In order for all of us to maximize the opportunities we will have to understand better the process of being a teacher, we will always need to present ourselves, and our ideas, in a professional manner. Specifically,

- The work (content, presentation, timeliness) we prepare must be of the highest quality. Keep in mind that I may ask you to redo assignments to meet this requirement.
- Attendance is not optional and arriving on time, prepared to work together, is essential for the success of our academic community.
- Your grade will be reduced by 15% each time that you are absent or an excessive number of tardies.
- Plagiarism will result in automatic referral of the student to Student Affairs for action.
- I do not accept late work, so please make sure to submit your work by their due dates.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A, A-: Outstanding Achievement</td>
<td>100%-90%</td>
</tr>
<tr>
<td>B+, B, B-: Demonstrates Achievement</td>
<td>89%-80%</td>
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<tr>
<td>C+, C, C-: Partial Achievement</td>
<td>79%-70%</td>
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<tr>
<td>D+, D, D-: Minimal Achievement</td>
<td>69%-60%</td>
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<tr>
<td>F: Lacking Achievement</td>
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# Course Outline

## 8/26 Day One – Introduction to Course

**Areas of Focus:** Mission and Vision about Teaching and Learning

- Getting to know one another
- Syllabus overview
- McGuire: Foreword, Conversation One.

## 9/2 Day Two – Introduction to Field Experience

**Areas of Focus:** Expectations and Caring

- McGuire: Conversations Two and Three
- Field Experience Guidelines
- Reflective Journal Guidelines

## 9/9 Day Three – NO CLASS MEETING

**Areas of Focus:** Field Experience

## 9/16 Day Four – Teacher Performance Expectations; Academic Language

**Areas of Focus:** Commitment

- McGuire: Conversation Four
- Purpose of Learning
- Educational Analysis Assignment Criteria

## 9/23 Day Five – NO CLASS MEETING

**Areas of Focus:** Field Experience

Reflection Journal #1 Due: Purpose of Learning

## 9/30 Day Six – Common Core Academic Content Standards

**Areas of Focus:** Respect

- McGuire: Conversation Five
- Engaging Students In Learning
- Educational Analysis Assignment Due

## 10/7 Day Seven – NO CLASS MEETING

**Areas of Focus:** Field Experience

Reflection Journal #2 Due: Engaging Students in Learning

## 10/14 Day Eight – Interview 1: Classroom Management

**Areas of Focus:** Observation

- McGuire: Conversation Six

## 10/21 Day Nine – NO CLASS MEETING

**Areas of Focus:** Field Experience
- Interview 1 Due: Classroom Management

### 10/28 Day Ten – Interview 2: Curriculum and Instruction

<table>
<thead>
<tr>
<th>Areas of Focus: Cultural Awareness</th>
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<tbody>
<tr>
<td>McGuire: Conversation Seven</td>
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<tr>
<td>Reflection Journal #3 Due: Teaching and Learning Strategies</td>
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### 11/4 Day Eleven – NO CLASS MEETING

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<tr>
<th>Areas of Focus: Field Experience</th>
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<td>Interview 2 Due: Curriculum and Instruction</td>
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### 11/11 Day Twelve – SDSU Holiday

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<th>Areas of Focus: Field Experience</th>
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<td>No Class Meeting</td>
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### 11/18 Day Thirteen – Interview 3 Understanding Student Thinking

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<thead>
<tr>
<th>Areas of Focus: Balance</th>
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<tr>
<td>McGuire: Conversation Eight</td>
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<td>Assessing Student Learning</td>
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### 11/25 Day Fourteen – No Class Meeting

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<tr>
<th>Areas of Focus: Field Experience</th>
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<td>Reflection Journal #4 Due: Assessment</td>
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### 12/2 Day Fifteen – Making Content Accessible

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<th>Areas of Focus: Teambuilding</th>
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<tr>
<td>McGuire: Conversation Nine</td>
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<td>Interview 3 Due: Understanding Student Thinking</td>
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### 12/9 Day Sixteen – Professional Obligations

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<th>Areas of Focus: Growth and Knowledge</th>
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<tr>
<td>McGuire: Conversation Ten</td>
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<td>Field Experience Activity List Due</td>
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### 12/16 Day Seventeen - Final

<table>
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<tr>
<th>Areas of Focus: Growth and Knowledge</th>
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<td>Field Experience Observation Log Due</td>
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### Course Description

Directed Field Experience with a 30 hour placement to help Science, Mathematics & English undergraduate majors learn about instructional practices and methodologies in a classroom setting.
Course Assignments

1. **Field Experience (70 points)**
   Your major assignment for this course is to complete at least 30 hours of field experience in a grade 7-12 classroom. There are three required components of this assignment:
   - **30 hours Observation Log, verified by host teacher (20 points)**
   - **Field Experience - Activity List (10 points)**
   - **Field Experience Reflection Journal (40 points).** You will complete four (4) reflective journals during your field experience classroom assignment. Specific journal reflection topics will be discussed in class. Each journal reflection assignment is 10 points for a total of 40 points.

2. **Interviews (15 points)**
   You will conduct three interviews from your 30 hour observation classroom. Specific interview and evaluation criteria will be discussed in class. Each interview assignment is 5 points for a total of 15 points.

3. **Analysis of Educational Issue (15 points)**
   You will analyze video and/or article on a current educational issue related to teaching and student learning. Specific directions and evaluation criteria will be discussed in class.
STUDENTS WITH DISABILITIES

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services in Student Affairs at 760-768-5502. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services.

ACADEMIC MISCONDUCT

Academic misconduct includes the following examples as well as any other similarly related conduct which is aimed at falsely representing a student’s academic performance, cheating, plagiarizing, unauthorized collaborating on course work, stealing course examinations or materials, falsifying records or data, and intentionally assisting another individual in any of the above.

NON-ACADEMIC MISCONDUCT

Non-academic misconduct includes the following examples as well as any other similarly related conduct which is in violation of Title 5, California Code of Regulations, as interpreted and applied by San Diego State University: Obstruction or disruption of the educational or administrative process, physical abuse or the threat of such abuse, theft, vandalism, hazing, harassment (including sexual and racial harassment), use or possession of dangerous drugs or weapons, misuse of campus documents, and violation of presidential orders (including Housing, Greek and Organizations guidelines) which include but are not limited to the alcohol policy, computer policy, etc.

Students should note that all course assignments for TE 303 are to be the individual work of each student and are subject to the University policies stated above. Assignments which evidence plagiarism, copying, or other academic misconduct will not receive any credit.