

**Course Code & No. - Section:** ENGL 103/ 203/303  
**Course Title (Credits):** Field Work : Educational Issues (1)  
**Term & Year:** Spring 2015  
**Course Ref. No. (CRN):** 10122/ 10123/ 10124  
**Instructor:** Katie Zanto  
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**Office:** Prim Library rm. 205  
**Office Hours:** TBA  
**Class Meeting Time:** Field placements and every other Thursday at 9am  
**Location:** PA 211  
**Prerequisites:** English 101  
**Corequisites:** Approval by instructor

**The College Mission Statement:** Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

**The College Core Themes:** Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

**Course Description:** English 103 Educational Issues Service Learning: Students enrolled in ENGL 102 can elect to take this one unit of service learning concurrently. Students are placed in educational institutions as either mentors or tutors and will gain the opportunity to volunteer and observe in a teaching environment. Students will be required to complete 12- 15 hours of service and a presentation as well as reflection assignments.

**Student Outcomes:** On successful completion of this course, a student will be able to:

1. relate the topic of educational issues to a real world educational setting
2. receive tutoring and mentoring training and apply skills
3. practice tutoring and mentoring skills with elementary, middle or high school students throughout the semester
4. reflect on experiences and relate to personal growth as well as to topics discussed in class
5. evaluate, analyze and discuss a current educational issue

**Methods of Assessing Student Outcomes:** Student outcomes will be assessed using the following:

1. Journals
2. Supervisor evaluation and logged hours
3. Discussions and oral reports
4. A class presentation
5. Faculty evaluation
6. Final reflection paper

**Instructional Strategies:** Class will involve both in class trainings, discussions and assignments as well as field placements outside of class. Students are responsible for their own field experiences and updating faculty and peers on their experiences.

**Required Texts and Materials (for 102 and 103):**

- Mike Rose Blog, Ted Talks
- A laptop computer
- Readings and links distributed throughout the semester

Please watch for the first time or review these TED talks which form the foundation of our discussion about schools, learning and teaching.

- Rita Pierson: [http://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)
- Angela Duckworth: [http://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit)
- Ken Robinson: [http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)

### **Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for English 103: Educational Issues include, but are not limited to:

1. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your term paper topics are EBSCO: Academic Search Premier, Professional Development Collection, ERIC, PsycInfo, Teacher Reference Center, Newspaper Source, TOPICsearch, and others depending on topic. .
2. Hardcopy texts: Prim Library has a large resource of texts related to educational issues. Students are required to pick a hardcopy text to use in research. It may be necessary to utilize interlibrary loan to locate an appropriate text.
3. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

**Attendance:** Students must complete all required (minimum) 12 hours of service, complete journals, a presentation to the class and a final paper, and must attend all additional meetings or make-ups provided by the instructor for credit in this class. This is an active learning class with a large component outside of the classroom. Responsibility to communicate about sickness, absences or any complications rests with the students. Students must communicate regularly with the instructor.

**School Placements:** One option is complete your 12 hours with Incline Elementary School. There will be tutoring in the AM from 8:00 to 9:00, Students will be working on homework and reading practice. After school, homework club runs Monday through Thursday from 3:00 to 4:30 (2:15 to 3:45 on Wednesdays). There are also potential teacher aid positions during the day, depending on interest and schedule. If a student is interested in an alternative placement, please discuss one-on-one with instructor.

We also have a placement at Incline Middle school with an AVID class or science class, depending on your interests, schedule and skills

**Class Requirements:** Students are required to complete a minimum of 12- 15 hours of logged service work. They are also required to attend class, complete journal assignments, give a presentation, and write a final reflection paper. A completed and signed log is required to pass the course.

**Journal Requirements:** Journal entries must be between **300-500** words filled with experiences, observations, realizations, connections from your service placement. Include the details but also the bigger picture of your experience in the school site. **Please rename all students to protect their privacy.** Paper copies of journals should be brought to the class each week that we meet as notified on the syllabus. This is the students' responsibility to track. Late or incomplete journals will be marked down significantly. There is one opportunity to make up a missed journal.

Most journal entries are open to the student to develop. However, during the course, the faculty may ask the students to address a certain issues or questions in their entries.

**Final Essay Requirements:** See assignment handed out by faculty by the end of the course.

**Grading Policy:** Grades are based on the accumulation of points during the semester in approximately the following way.

- 400 points attendance and participation (including faculty evaluation and supervisor evaluation)
- 100 points class presentation
- 500 points Portfolio which includes journals (6 with one make up possible), presentation power point, final reflection paper, and completed supervisor signed log.

### **Sanctions for Cheating and/or Plagiarism**

#### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

#### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

#### **ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

#### **The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official

communication sent to his or her SNC email account.

**Tentative Course Schedule:** Note: This schedule provides a general plan for this course. Alterations may be necessary and students will be informed when changes in assignments are made. Students are responsible for the material covered and announcements made during all classes.

Date	Class Plan	Assignment Due
1/20 Tuesday		-
1/22 Thursday	<b>1st meeting!</b> 9am-10:00 Paper work and creating the course	Bring Driver's License
1/27 Tuesday		
1/29 Thursday	No Meeting	Visit IES or IMS and Check in with me!
2/3 Tuesday	Field work	1-3 hours of field work at IES or other arranged school
<b>2/5 Thursday</b>	<b>2<sup>nd</sup> Meeting Educational Issue/ Opportunity</b>	Journal 1 due 6pm Wednesday 9/3 Writing about teaching and Learning through the details of Classroom life- Mike Rose blog Tuesday Oct 9, 2012
2/10 Tuesday	Field work	
2/12 Thursday	Field work No Meeting	
Tuesday 2/17	Field work	1-3 hours of field work

<b>2/19 Thursday</b>	<b>3<sup>rd</sup> Meeting Educational Issue/ Opportunity Student Presentation</b>	<b>Journal 2 due Wed 9/17 by 6pm</b>
2/24 Tuesday	Field work	
2/26 Thursday	Field work	

3/3 Tuesday	Field work	1-3 hours of field work
3/5 Thursday	<b>4<sup>th</sup> Meeting Student Presentation Educational Issue/ Opportunity</b>	<b>Journal 3 due by 6pm Wed 10/1</b>
3/10 Tuesday	Field work	
3/12 Thursday	<b>Individual Check in with Professor Due before Spring Break</b>	1-3 hours of field work

3/16-3/20	Spring Break	
3/24 Tuesday	Field work	
3/26 Thursday	<b>5<sup>th</sup> Meeting Student Presentation Educational Issue/ Opportunity</b>	<b>Journal 4 due Wednesday 10/15 by 6pm</b>
3/31 Tuesday	Field work	
4/2 Thursday	No Meeting Field work	1-3 hours of field work
4/7 Tuesday	Field work	
4/9 Thursday	<b>6<sup>th</sup> meeting! Student Presentation Educational Issue/ Opportunity</b>	<b>Journal 5 Due Wednesday 10/29 by 6pm</b>
4/14 Tuesday	Field Work	1-3 hours of field work.
4/16 Thursday	Field Work	
4/21 Tuesday	Field Work	
4/23 Thursday	<b>7<sup>th</sup> Meeting Discuss final essay Student Presentation</b>	<b>Journal 6 Due Wednesday 4/16 by 6pm</b>

	<b>Educational Issue/ Opportunity</b>	
4/28 Tuesday		Field work
4/30 Thursday	<b>8<sup>th</sup> Meeting</b> Complete all required hours <b>Student Presentation</b> <b>Educational Issue/ Opportunity</b>	Optional Journal 7: Make up journal (one!)
5/5 Tuesday		Reread all your journals. Come ready to discuss your observations from your own writing
Exams 5/9-5/13	<b>9<sup>th</sup> Final Meeting</b>	<i>TBD (class can decide final meeting date)</i> Complete all required hours <b>Final Essay Due</b> <b>Completed Portfolio Due</b>