

Course Code & No. - Section:	EDUC / ENGL 103, 203, 303, 403
Course Title (Credits):	Field Work : Educational Issues (1-3)
Term & Year:	Fall 2017
Course Ref. No. (CRN):	80294, 80295, 80296, 80297, 80165, 80166, 80167, 80168
Instructor:	Katie Zanto
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Email:	kzanto@sierranevada.edu
Office:	Prim Library rm. 205
Office Hours:	TBA
Class Meeting Time:	Field placements Class meeting every other Thursday at 9am
Location:	PL 214
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: Field Work in Education: Students can elect to take this one-to-three unit of field work. Students have the opportunity to partner with educational organizations or institutions. Students will be placed as mentors, tutors, or classroom aids depending on student experience and/or institutional need. Students will gain the opportunity to observe and volunteer in a teaching and learning environment. For one credit, students will be required to complete 12 to 15 hours of service or field work and a class presentation, along with reflection assignments. Additional credits will require a minimum of 15-20 additional hours of service, as well as other class assignments. Students can take this course repeatedly at different levels for 1-3 credits. Placements and student focus can be individually tailored.

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. Number of assignments will depend on number of credits:

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):

- Moodle
- 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
- Ken Robinson: http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity
- Angela Duckworth: http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
- Kid President: 20 Things we should say more often:
https://www.youtube.com/watch?v=m5yCOSHeYn4&src_vid=l-gQLqv9f4o&annotation_id=b4739f58-2bad-4d73-93f9-b77a2da6a125&feature=cards
- Taylor Mali: What Teacher's Make - <https://www.youtube.com/watch?v=RGKm201n-U>
- Carol Dweck- Growth Mindset - https://www.ted.com/speakers/carol_dweck
- Drew Dudley: https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

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 8:10 to 9:10, 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 placements at Incline Middle school, depending on your interests, schedule and skills. We will put you in touch with the site administrator directly. If you have a connection with a school administrator or teacher, you are welcome to also set up your own placement. Please make sure to check in with the instructor.

Class Requirements:

Students earning 1 credit hour 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.

Students earning 2 credits have the same requirements above, a total of 25-to- 30 hours of logged service work, additional journals and an additional choice current event project.

Students earning 3 credits have the same requirements above, a total of 40-to - 45 hours of logged service work, additional journals, an additional choice current event project, a student led discussion and a lesson plan / delivery of a short presentation in the school.

Students completing this class at the 203, 303 and 403 level have leadership responsibilities for the current events, class discussions and other in class activities. They are also required to be more involved in their placements.

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.

During the course, the faculty will ask the students to address a certain issues or questions in their entries and will also assign short readings or talks to supplement the content of the journal.

For 1 credit- a minimum of 6 journals are due

For 2 credits – a minimum of 8 journals are due

For 3 credits – a minimum of 10 journals are due

Current Event Project: See assignment handed out by faculty by the end of the course. Due for students taking 2-3 credits.

Lesson Plan and Teaching Project: See assignment handed out by faculty by the end of the course. Due for students taking 3 credits.

Final Essay / Portfolio 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, presentation power point, current event project (if applicable), Lesson plan and teaching project if applicable, final reflection paper, and completed supervisor signed log.

Progression 103- 403 and Requirements: Students may take this class multiple times at higher levels. Each time the requirements will shift slightly and responsibilities in the placement classroom and the SNC class will grow.

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.

- 1st 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.
- 2nd 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.
- 3rd 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 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 8/22 Tuesday		-
8/24 Thursday	1st meeting! 9am-10:00 Paper work and creating the course	Bring a copy of your Driver's License front and back
8/29 Tuesday		
2 8/31 Thursday	No Meeting	Visit IES, IMS or site of choice and Check in with me!
9/5 Tuesday	Field work	
3 9/7 Thursday	2nd Meeting Relationships: role of teacher Class Discussion & current event	Journal 1 due 8pm Wednesday 9/6 Check moodle for the prompt!
9/12 Tuesday	Field work	1-6 hours of field work at IES or other arranged school
4 9/14 Thursday	Field work No Meeting	1-6 hours of field work at IES or other arranged school
9/26 Tuesday	Field work	Continue Field work
5 9/28 Thursday	3rd Meeting Learning and Grit Class Discussion & current event	Journal 2 due Wed by 8pm Check moodle for the prompt!
10/3 Tuesday	Field work (Ski Skate Week at your schools?)	Continue field work <i>Check on your school's fall break</i>
6 10/5 Thursday	Field work	Continue field work

10/10 Tuesday	Field work	1-6 hours of field work
10/12 Thursday	4th Meeting Teacher as Leader Class Discussion & current event Prepare for Student Presentations/ Topics	Journal 3 due by 8pm Wed Check moodle for the prompt!
10/17 Tuesday	Field work	1-6 hours of field work
10/19 Thursday	5th Meeting Student Presentation Educational Topic/ Opportunity	Journal 4 due Wednesday by 8pm Check moodle for the prompt!
10/24 Tuesday	Field work	Field work at local schools

10/26 Thursday	6th meeting! Student Presentation Educational Topic/ Opportunity	Journal 5 Due Wednesday by 8pm Check moodle for the prompt!
10/31 Tuesday	Field work	
11/2 Thursday	No Meeting Field work	1-6 hours of field work
11/7 Tuesday	Field work	Check on your school's thanksgiving break
11/9 Thursday	7th Meeting Discuss final essay Student Presentation Educational Topic/ Opportunity	Journal 6 Due Wednesday by 8pm Check moodle for the prompt!
11/14 Tuesday	Field Work	
11/16 Thursday	Field Work	1-6 hours of field work
	Thanksgiving Break	Make up any hours?
11/28 Tuesday	Field Work	<i>1-6 hours of field work</i>

11/30 Thursday	8th Meeting Complete all required hours Student Presentation Educational Issue/ Opportunity	Optional Journal 7: Make up journal (one!) <i>Due Wed by 8pm</i> Required for students in 2- 3 credits
12/5 Tuesday	Field Work	
12/7 Thursday	9th Final Meeting	Reread all your journals. Come ready to discuss your observations from your own writing Journal 8 required for students in 2-3 credits <i>Student Led Discussion</i> <i>(Students taking course for 2-3 credits)</i>
5/2 Tuesday	Field Work	Complete all required hours 12-15 for 1 credit 30 for 2 credits 45 for 3 credits
12/11	Reading day	Journal 9 and 10 due for students in 3 credits
Exams 12/12-12/16		TBD Due: Assembled Portfolio with all journals, log, presentation power point and final reflection