



The Citadel

Zucker Family School of Education

EDUC 402: Special Methods in Teaching	
Fall 2017	
<i>Instructor:</i> Dr. Thomas E. Reilly	<i>Class Meetings:</i> Wednesdays – Blended Format
<i>Office:</i> Capers 317	<i>Class Hours:</i> 5:30 - 8:00 PM
<i>Telephone:</i> 953-6984	<i>Meeting Room:</i> Capers 305
<i>Email:</i> thomas.reilly@citadel.edu	<i>Office Hours:</i> By Appointment Monday –Thursday: 12:00-4:00 PM
<i>Credit Hours:</i> 3 hours	

PREREQUISITES: Admission to Senior Level Study and Professional Internship

REQUIRED TEXTBOOK:

- None

OPTIONAL TEXTBOOK:

- Savage, T., Savage, M., and Armstrong, D. (2012) *Teaching in the Secondary School, 7th edition*. Boston, MA: Pearson

REQUIRED WEBSITES:

South Carolina Department of Education (2011). *Assisting, developing, and evaluating professional teachers (ADEPT) Manual*. Available: <http://www.scteachers.org/adept/index.cfm>

South Carolina Department of Education (2011). *Curriculum standards*. Available: <http://www.myschools.com/offices/cso>

South Carolina Department of Education (2011). *South Carolina personal pathways to success*. Available: <http://www.palmettopathways.org>

United States Department of Education (2011). *Survival guide for new teachers*. Available: <http://www.ed.gov/teachers/become/about/survivalguide/index.html>

PROFESSIONAL ORGANIZATION MEMBERSHIP WEBSITES:

- National Council for the Social Studies (NCSS) <http://www.ncss.org>
- National Science Teachers Association (NSTA) <http://www.nsta.org>
- Association for Supervision and Curriculum Development (ASCD) <http://www.ascd.org>
- National Council for Accreditation of Teacher Education (NCATE) <http://www.ncate.org>

ADDITIONAL RESOURCES AND MATERIALS:

- Data Storage Device (Jump drive)
- LiveText subscription
- LiveText portfolio organizer

STUDENT INFORMATION:

This course is part of the undergraduate teacher education program. This course is taught the semester before completing EDUC 499 Student Internship in Teaching. This course requires a minimum of thirty (30) hours of in-field contact time. The focus of these field experiences is on techniques of instruction applied specifically to the candidate’s field of content specialization. These experiences will occur in the classroom with a content area certified teacher at the candidate’s anticipated certification grade level. The cooperating teacher may also ultimately become the supervisor of the teacher candidate’s internship. The candidates will apply knowledge and demonstrate performance growth in periodically scheduled teaching situations where they plan, implement, analyze, and modify instructional practices directed toward identified student needs under the supervision of the cooperating teacher. Candidates will also engage in subsequent reflection and self-assessment.

CATALOG COURSE DESCRIPTION:

This course will focus on special techniques, theories, and materials in teaching in the content area of specialization in middle school (grades 5-8) and high school (grades 9-12).

ADDITIONAL DESCRIPTIVE INFORMATION:

This course will focus on theories, techniques, and materials in teaching in the candidate's area of specialization (Secondary Education – Biology, English, Mathematics, and Social Studies). Significant field experiences will provide a platform for candidates to prepare for the EDUC 499 Internship in teaching course. While in a school setting, candidates will have the opportunity to model professionalism and strive to meet the needs of diverse learners who they will be working with during their internship.

LEARNING AND DEVELOPMENTAL GOALS: *Students will be able to*

Demonstrate an understanding of the theories, techniques, and materials in teaching in the candidate's area of specialization (Secondary Education – Biology, English, Science, and Social Studies) by:

1. recognizing and investigating educational theories that form the foundations for effective instruction and incorporate theories into lessons.
2. developing and assessing appropriate instructional techniques, materials and teaching strategies to meet the needs of diverse learners
3. participating in field experiences in secondary schools and in classrooms with certified teachers
4. creating a professional portfolio that provides documentation of reflective practices and teaching and learning processes

CONCEPTUAL BASE: Developing Principled Educational Leaders for P-12 Schools

The Citadel's Professional Education Unit prepares **principled educational leaders** to be *knowledgeable*, *reflective*, and *ethical* professionals. Candidates completing our program are committed to ensuring that **all** students succeed in a learner-centered environment. The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that **all** students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 school, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where **all** children and youth succeed. The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are *knowledgeable*, *reflective*, and *ethical* professionals:

CATALOG COURSE DESCRIPTION:

The focus of the course is to study the **aims**, **methods**, and **materials** employed in middle & high schools; organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideas; classroom presentation of formal materials; conducting informal activities; provision for individual differences; measurement of educational outcomes; and enhancement of personal and professional growth. Candidates will apply the learner-centered conceptual base in the process of teaching a discipline specialty: Biology; English; Mathematics; and Social Studies. A passing score on the PRAXIS II must be achieved upon completion of this class.

ADDITIONAL DESCRIPTIVE INFORMATION:

The course is the final course in preparation for student internship and is intended to ensure that the candidate has developed the knowledge, skills, and dispositions needed to be successful as they begin their teaching experiences. In this course, techniques, theories, and materials in teaching in the student's area of specialization (English Language Arts, Mathematics, Science, or Social Studies) in middle and high school education, grades 6-9 and 9-12 will be incorporated into lesson planning. In addition, significant field experiences will provide a platform for students to prepare for the internship that will follow. Students will have the opportunity to model professionalism and strive to meet the needs of the diverse types of learners they will be working with while in the school setting.

Learning and Developmental Goals: *Students will be able to*

Demonstrate an understanding of the techniques, theories, and materials in teaching in the student’s area of specialization (English Language Arts, Mathematics, Science, or Social Studies) in middle and high school education, grades 6-9 and 9-12 by:

1. Researching educational theories in effective teaching and content areas
2. Planning and implementing instructional materials and assessments in grades 6-9 (middle school) and 9-12 (high school)
3. Developing effective teaching strategies and techniques to meet the needs of diverse learners
4. Participating in field experience to prepare for student teaching (internship)
5. Observing and emulating models of professional pedagogy and disposition
6. Reflecting on personal and professional experiences via reflective journal writing

CONCEPTUAL BASE: Developing Principled Educational Leaders for P-12 Schools

The Citadel’s Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our program are committed to ensuring that **all** students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that **all** students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment

The Citadel’s Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 school, The Citadel’s Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where **all** children and youth succeed.

The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable <i>Principled Educational Leaders...</i>	Reflective <i>Principled Educational Leaders...</i>	Ethical <i>Principled Educational Leaders...</i>
<ol style="list-style-type: none"> 1. Have mastered the subject matter of their field of professional study and practice; 2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing; 3. Model instructional and leadership theories of best practices; 4. Integrate appropriate technology to enhance learning; 5. Demonstrate a commitment to lifelong learning; 	<ol style="list-style-type: none"> 6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment; 7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences; 8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged; 9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment; 10. Reexamine their practice by reflectively and critically asking questions and seeking answers; 	<ol style="list-style-type: none"> 11. Demonstrate commitment to a safe, supportive, learning, environment; 12. Embrace and adhere to appropriate professional codes of ethics; 13. Value diversity and exhibit a caring, fairing, and respectful attitude and respect toward all cultures; 14. Establish rapport with students, families, colleagues, and communities; 15. Meet obligations on time, dress professionally, and use language appropriately.

RELATIONSHIP OF THIS COURSE TO THE CONCEPTUAL BASE:

(Note: Conceptual Framework, National Standards, National Council for Accreditation of Teacher Education, and Education Reform Initiative Performance Indicators are identified in parenthesis).

Methods & Materials in Teaching Research-Based Theories:

1. Recognize and investigate the research base that forms the foundation for effective instruction and incorporate this into lessons. (CF: 1, 2,4, 12; NSTA: 1-10; NCSS 1-10; NCATE:1-6)

Instruction Strategies and Assessments in Content Areas:

1. Develop and assess appropriate objectives for specified content area. (CF: 1,2,3,4,7,8,9,10; NSTA: 1- 10; NCSS 1-10; NCATE:1-6)
2. Establish relevance to students' lives for topics in lesson planning and content teaching. (CF:1,2,3,4,7,8,9,10,15; NSTA: 1-10; NCSS 10; NCATE:1-6)
3. Use content materials, concepts, vocabulary, and terminology appropriate for their specialty area. (CF: 1, 2, 3, 4, 7, 8, 9, 10; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
4. Investigate published curricular materials, state content standards, textbooks, and primary sources to design effective instruction and assessment. (CF:1,2,4,12; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
5. Construct and analyze assessments to measure learning goals for students. (CF: 1,2,3,4,7,8,9,10; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
6. Integrate interdisciplinary connections to the other disciplines including Fine Arts, Humanities, Mathematics, Social Studies, and Technology. (CF: 1-6, 8-10, 15; NSTA: 1-10; NCSS 1-10)
7. Incorporate technology and print/non-print media into lesson plans and instruction. (CF: 1, 2, 3, 4, 7, 8, 9, 10; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
8. Select and demonstrate effective and efficient teaching strategies and teacher behaviors through micro-teaching activities in the student's specialty area. (CF: 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
9. Prepare accurate, neat, and professional materials. Assume professional responsibility for the preparation of materials, class attendance, and class participation. (CF: 15; NSTA: 1-10; NCSS 1-10; NCATE:1,2,3,4)

On Campus and Field Experiences:

1. Observe models of effective pedagogy and attitudes by college/university faculty in both Social Studies and Education, and by middle/junior high and senior high school supervising/cooperating teachers. (CF: 8-11, 12-15; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
2. Gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in Social Studies. (CF: 8-11, 12-15; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
3. Observe and analyze a variety of teaching models through field experiences and develop classroom management strategies for varying levels of instructions.(CF: 8-11, 12-15; NSTA: 1-10; NCSS 1-10; NCATE:1-6)
4. Participate in field experiences at the middle/junior and high school levels in Social Studies classrooms with certified/licensed teachers. (CF: 8-11, 12-15; NSTA: 1-10; NCSS 1-10; NCATE:1-6)

Professional Portfolio Assessment:

1. Create a professional portfolio that provides documentation of reflective practices and teaching/learning processes. (CF: 2-5, 7, 11, 12, 13,14, 15; NSTA: 1-10; NCSS 1-10; NCATE:1-6)

Note: Candidate preparation in this course will be differentiated as to content area preparation and certification grade level.

Course Goals with Evaluation Methods:

Students will acquire information that will enable them to apply the concepts, theoretical principles, and research findings from the disciplines of Education and Psychology to the planning and implementation of effective instructional strategies in the classroom. Upon successful completion of the course, the student will demonstrate the ability to:

Course Goals	Evaluation Methods
<p>Methods & Materials in Teaching Research-Based Theories: 1. Recognize and investigate the research base that forms the foundation for effective instruction and incorporate this into lessons.</p>	<ul style="list-style-type: none"> •Class Participation •LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •Teaching Field Experience Lessons •Reflective Journal Writings
<p>Instructional Strategies and Assessments in Content Areas: 1. Develop and assess appropriate objectives for specified content area 2. Establish relevance to students' lives for topics in lesson planning and content teaching 3. Use content materials, concepts, vocabulary, and terminology appropriate for their specialty area 4. Investigate published curricular materials, state content standards, textbooks, and primary sources to design effective instruction and assessment 5. Construct and analyze assessments to measure learning goals for students 6. Integrate interdisciplinary connections to the other disciplines including Fine Arts, Humanities, Mathematics, Social Studies, and Technology 7. Incorporate technology and print/non-print media into lesson plans and instruction 8. Select and demonstrate effective and efficient teaching strategies and teacher behaviors through micro-teaching activities in the student's specialty area 9. Prepare accurate, neat, and professional materials. Assume professional responsibility for the preparation of materials, class attendance, and class participation.</p>	<ul style="list-style-type: none"> •Seminar participation • Class participation • LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •Teaching Field Experience Lessons •Reflective Journal Writings
<p>On Campus and Field Experiences: 1. Observe models of effective pedagogy and attitudes by college/university faculty in both Social Studies and Education, and by middle/junior high and senior high school supervising/cooperating teachers 2. Gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in Social Studies 3. Observe and analyze a variety of teaching models through field experiences and develop classroom management strategies for varying levels of instructions 4. Participate in field experiences at the middle/junior and high school levels in Social Studies classrooms with certified/licensed teachers.</p>	<ul style="list-style-type: none"> • Class Participation • LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •60 Days of Clinical Experience •Teaching Field Experience Lessons • Reflective Journal Writings
<p>Professional Pedagogy and Disposition (Portfolio Assessment): 1. Create a professional portfolio that provides documentation of reflective practices and teaching/learning processes.</p>	<ul style="list-style-type: none"> • Class Participation • LiveText Professional Portfolio • Reflective Journal Writings

INSTRUCTIONAL UNITS AND ASSESSMENTS:

Note: Course Schedule for EDUC 402 is subject to change based on class needs. Additional reading/activities may be assigned as the course develops.

DATE	SUBJECT	RELATED TOPICS	ASSIGNMENTS
8/22	Internship Orientation 12:00-4:00pm Capers 312		
8/23	Internship Orientation 1:00-4:00pm Capers 312		
8/24	Internship Orientation 1:00-4:00pm		
8/30	Course Introduction	<ul style="list-style-type: none"> • Introduction to Course Syllabus • Teaching Philosophies 	<p>Reflection Journal 1: Reflect on your own school experience and explain why you want to be a teacher. Discuss the following questions: Why you have chosen your subject area? Reflect on your experiences in school. What teaching strategies did your teachers use? What motivated you to become a teacher?</p> <p>Due: 8/30</p>
9/6	Classroom Management	<ul style="list-style-type: none"> • Classroom Management Theories • Creating a Positive Classroom • Climate • Creating and maintaining effective environments 	<p>•Reflection Journal 2: Share your first day experience at your assigned school. Include a description of the school and classroom.</p> <p>•Reflection Journal 3: Share your second day experience at your assigned school.</p> <p>Due: 9/6</p>
9/13	Differentiating Instruction	<ul style="list-style-type: none"> • Identify and Define Methods and Materials in Teaching 	<p>LiveText Instructional Strategy Assignment 1: Differentiated Instruction</p> <p>Identify a topic you wish your students to learn. Suppose you want some students to gather as much information as possible about this topic using resources only available on the Internet. Develop a master list of the URLs of websites available with information that might help your students.</p> <p>Due: 9/13</p>
9/20	Organizing and Planning for Teaching	<ul style="list-style-type: none"> • Planning and creating units • Student behavior and expectations 	<p>LiveText Instructional Strategy Assignment 2: Unit Planning</p> <p>Plan a unit to teach when you are student teaching. Be sure and include a unit goal, lesson goals and specific objectives you are going to cover. Try and include multiple perspectives in your unit. Consider ways other subject areas could integrate with your unit. Due: 9/20</p>
9/27	Creating and Managing the Classroom Promoting Learning		<p>LiveText Instructional Strategy Assignment 3: Classroom Management Plan</p> <p>Create a management plan for your first classroom. What rules and expectations are you going to communicate immediately? Which are you going to wait and share? What consequences will you consider for misbehavior? Due: 9/27</p>
10/4	Engaging Students through Collaborative Learning	<ul style="list-style-type: none"> • Instructional strategies • Grouping students for learning 	<p>LiveText Instructional Strategy Assignment 4: Planning for Groups</p> <p>Formulate a unit or lesson that incorporates a group activity into one of your lessons. Explain what technique you are going to use and your rationale for your choice. Due: 10/4</p>
10/11	SmartBoard	SmartBoard Activity Development	<p>LiveText Instructional Strategy Assignment 5:</p> <p>Using a lesson, you have previously designed, develop a SmartBoard presentation.</p> <p>Due: 10/11</p>
10/18	Adapting Social Studies Instruction to Individual Needs	<ul style="list-style-type: none"> • Accommodations for Special Needs Learners 	<p>LiveText Instructional Strategy Assignment 6: Disability Research</p> <p>Research a disability. While researching, consider the following questions. What are the identifiers for the</p>

			disability? How is the student affected by the disability? What strategies have proven to be successful for the disability? Create a presentation based on what you learned. Consider how you could modify your lessons to meet the needs of exceptional children. Due: 10/18
10/25	Using Technology to Enhance Instruction	<ul style="list-style-type: none"> • Explore web-based resources • Software applications for the classroom ◆ Digital Photo narratives Media Tools: DVDs, CDs, video/digital camera / PowerPoint 	LiveText Instructional Strategy Assignment 7: WebQuest Review Search for a Web Quest related to your content area. If you are planning a unit, it could be related to your unit. Review the WebQuest. Write how you found the WebQuest, what you thought of it, how you could incorporate it into your classroom and provide the web address. Due: 10/25
11/1	Evaluating and Assessing Student Learning	Evaluation of Learning / Designing Assessment <ul style="list-style-type: none"> ◆ Formative/Summative Assessments ◆ Testing for achievement ◆ Authentic Assessment: ◆ Alternative assessment 	LiveText Instructional Strategy Assignment 8: Assessment Activity Construct a sample test that you might use for assessing student learning in your subject area. Construct at least two essay items, several completion items, a matching item, at least five multiple choice items, and at least five true/false items. Due: 11/1
11/8	Instructional Models	Instructional Models <ul style="list-style-type: none"> ◆ The Direct Instruction model ◆ Cooperative Learning model ◆ Teacher as facilitator model ◆ Questioning strategies <ul style="list-style-type: none"> ◆ Inquiry, problem solving, demonstrations 	LiveText Instructional Strategy Assignment 9: Graphic Organizer Using Inspiration or one of the other web resources discussed in the chapter, create a graphic organizer that would help students understand a concept better. Describe how you would use the organizer in the context of a broader lesson plan. Due: 11/8
11/15	Professionalism	<ul style="list-style-type: none"> • APS 10 – Professionalism ◆ Professional development through in-service ◆ Professional organizations/conferences 	•Reflection Journal 4: – Research a current professional journal representing your content area. Select and read an article from the journal (2008 to present). What information from the article was helpful to you as you prepare for your field experience? Due: 11/15
11/22	FALL BREAK	FALL BREAK	FALL BREAK
11/29	The realities of the public secondary school classroom	<ul style="list-style-type: none"> ◆ Reporting student achievement/attendance ◆ Parental involvement ◆ Administrative guidelines/Faculty meetings ◆ Legal and ethical issues ◆ Extra-curricular activities ◆ Campus violence 	•Reflection Journal 5: - Reflect on teaching and learning that occurred while you were being observed. Responses to each of the APS 4 - 10 domains should average approximately total 100 words or less. Examples may be attached, if appropriate and available. Due: 11/29
12/6	FINAL SEMINAR		

EDUC 402 Field Experience Activities – Observe Five (5) different classes in your school once you have completed your EDUC 499 Internship in Teaching.

Submit LiveText Field Experience Assignments and Field Experience. Post all typed one-page summaries to LiveText or email Dr. Reilly at thomas.reilly@citadel.edu if you encounter computer issues.

ASSESSMENT PROCESS:

Grading: Grades for EDUC 402 are based on a variety of assignments. The weights used for calculating the course grades are as follows:

Assignments	Total Point Value	Total Possible Points
Portfolio Reflective Journals	5 Reflective Journal x 40	200
SOE ADEPT Assignments	9 LiveText Portfolio Assignment x 100	900
	APS Long Range Plan	100
	APS 2 and 3 Short Range Plan	100
	APS 4-9 Instructional Strategies	100
EDUC 499 Field Experiences	5 Activities x 20	100
Professional Disposition	APS 10 - Preparation, Promptness, Attendance, and Dress	100
	Total Possible Points	1600
The Grading System	90% or above = A 80-89% = B 70-79% = C	60-69% = D 59% or below = F

NOTE: Grades for participation, activities, papers/journals, and presentations will depend on following factors:

Preparation: The student is expected to be prepared for each day's activities, and especially prepared to discuss readings due on due dates. The student is responsible for obtaining information and materials missed because of his or her absence.

Promptness: Homework assignments are expected to be submitted at the beginning of the class period of the assigned day. Except with prior approval or under exceptional circumstances; late assignments will be assigned a lower grade (25 points deduction) and will not be accepted a week after the scheduled due date.

Discussion & Participation: The student must come to class having done the reading and written assignments. The student is expected to engage and promote class discussion every class period. The student is responsible for reacting to and forming ideas based upon course readings, concepts, and discussions. The student must participate and contribute to any group projects.

Substance: Classwork and Homework assignments are expected to reflect substance in thought appropriate for graduate students.

Neatness: All formal written assignments should be typed, free of errors, and should include a header (name, course, professor, and date), title, an introduction, body, and conclusion paragraphs. Typed assignments should be double-spaced, *Times New Roman* style and 12-point font size, and completed within the suggested page length. All citations should follow the Publication Manual of the American Psychological Association (APA, 6th ed.).

Performance: Student work will be evaluated on the criteria stated in this syllabus and assignment rubrics that will be provided.

Electronic Communication: Prompt response to emails and other electronic communication (LiveText) is expected.

COURSE ASSIGNMENTS' DESCRIPTION:

Lecture Notes- The professor will share the major key points and concepts. Students will listen attentively in class and record key points. Students will read, revise, and study lecture notes nightly to prepare for class discussions or quizzes. Remember to record key points clearly and accurately.

Class Assignments- Assignments include completion of essential questions, reading passages, individual performance tasks, group performance tasks, and/or informal or formal discussions and presentations. Instructions and rubric will be provided.

Field Experience- Students are required to engage in a minimum of thirty (30) hours of on-site visits to the schools you have been for your Internship. They will be in classes that are in all content areas. Site visits must include a record of dates, locations, and times of the experience along with written reflections of what you observed and learned from each visit.

All Field Experience locations and school contact personnel and alternative placements are arranged via The Citadel's School of Education Field Experience and Internship Director, Dr. Tom Reilly, Room 317 Capers Hall, 843-953-6984, thomas.reilly@citadel.edu. *Note: Students may not receive a passing grade without participating in the scheduled field experiences.*

Reflective Journal- In general, students will apply journal entries to their life experiences and/or plans for the future. Students will be asked to respond to a thought-provoking question and/or scenario related to the most current chapter and or field experience activities. Instructions and rubric will be provided.

CLASS EXPECTATIONS:

Class Attendance: One of the most important aspects of the education profession is that of professionalism. Attendance will be taken and reported weekly via The Citadel's Class Accountability System.

The college policy will be followed. Punctual attendance in class is expected. While in class, cell phones must be silent and put away during the class meeting.

NOTE: *While in class, cell phones must be silent and put away during the duration of the class meeting.*

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Director of the Learning and Academic Retention Center located in room105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

"I will not lie, cheat, or steal, or tolerate those who do."

Honor Statement: As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. **Available at:** <http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number (The Citadel Honor Manual).

