EDUC 6827 Field Project Seminar  
EDUC 6635 Clinical Practice in Language Instruction

Instructor:  
Tel:  
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Office Hours:  
Bancroft Hall:

Syllabus

I. Course Description  
**EDUC 6827:** Seminar concentrating on observations and experiences in the field. Emphasis on adapting theory to classroom practice with various age groups.

**EDUC 6635:** Six weeks of Field Participation in a variety of language teaching settings. Opportunity for guided observation, demonstration and micro-teaching with clinical analysis.

II. Course Standards  
Upon completion of this course, pre-service teachers will demonstrate understanding of the importance of Professional standards. A listing of standards can be found at:  
http://www.state.nj.us/njded/profdev/profstand/standards.pdf (New Jersey Standards)

III. Course Objectives  
A. Participate actively in communicating issues and experiences they observe during their field experience;  
B. Demonstrate reflective practice and personal growth by identifying effective classroom management strategies they have observed and those that they recognize need improvement;  
C. Discuss ways to create a healthy classroom environment in a classroom through the use of effective strategies;  
D. Share and apply effective lesson and unit planning strategies they observe;  
E. Assess the support they have received from their classroom teachers and support team and the practical applications they have learned during their field experience;  
F. Evaluate their personal views of teaching;  
G. Evaluate their personal views of the field experience.
IV. **Required Text:**

V. **Required Novell and WebCampus (Blackboard) Accounts**
You are required to have an FDU (Novell) account for full participation in this course.

VI. **Course Outline:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 21</td>
<td>Orientation for Field Experience</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>March 13</td>
<td>Sharing experiences related to classroom management, creating healthy classroom environments, effective classroom management strategies used, effective questioning techniques that facilitate higher order thinking skills</td>
<td>Daily Journal</td>
</tr>
<tr>
<td>3</td>
<td>March 27</td>
<td>Discussion of methodology used in classrooms, extra-curricular activities, grading practices and procedures, classroom management, professional</td>
<td>Daily Journal</td>
</tr>
</tbody>
</table>
| 4       | April 4/3  | Final Meeting  
Personal assessment of your experience on the whole. Sharing effective strategies observed as well as problems occurring when using a strategy. Discuss ways to improve the implementation of strategies. | Journals Due          |

VII. **Assignments/performance tasks**

A. **Department requirements:**
   1. Written assignments will serve as writing samples. A referral to a writing lab at the Academic Resource Center will ensue if necessary.
   2. Attendance in seminars: More than (1) excused absence will result in the lowering of the final grade by one interval.

B. **Course requirements:**
1. Full attendance in field experience;
2. Relevant and appropriate participation in seminars;
3. Individual and cooperative preparation of journals;
4. Completion of assignments on time;
5. Completion and submission of journal.

<table>
<thead>
<tr>
<th>Assignments/Performance Tasks</th>
<th>Criterion</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task #1</td>
<td>Successful completion of all observation duties</td>
<td>80%</td>
</tr>
<tr>
<td>Performance Task #2</td>
<td>Participation in seminar class sessions and assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Performance Task #3</td>
<td>Personal Professional Journal</td>
<td>10%</td>
</tr>
</tbody>
</table>

VIII. Grading and evaluation policies

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
</tbody>
</table>

IX. Recommended additional/supplemental Readings:


*The McGraw-Hill Second Language Professional Series:*


McGraw-Hill Monographs in Second Language Learning and Teaching:


X. **Recommended related websites**

http://www.state.nj.us/njded/profdev/profstand/standards.pdf - NJ Professional Development Standards

http://www.state.nj.us/njded/cccs/cccs.pdf - NJ Core Curriculum Content Standards

http://www.actfl.org/files/public/execsumm.pdf - Association of Teachers of Foreign Languages - Standards

www.flenj.org – Foreign Language Educators of NJ

http://hotlinx.org – University of Virginia, Curry School of Education link to Differentiated Curriculum

www.ascd.org – Association for Supervision and Curriculum Development

www.borenson.org – Hands-on Equations

www.cec.sped.org – Council for Exceptional Children

www.cs.uop.edu~cpiper/musiced - Music Education Resource Links

www.didaxinc.com – Educational Standards


www.edstandards.org/ - Standards.html Developing Educational Standards

www.educ.iastate.edu/nfire - National K-12 Foreign Language Resource Center

http://www.svsu.edu/~herks/methodspage.htm Saginaw Valley State (a compendium of handy websites)

www.isme.org – International Society for Music Education

www.iste.org – International Society for Technology in Education

www.nabte.org – National Association for Bilingual Education

www.nflic.org – National Foreign Language Center

www.ncte.org – National Council for Teachers of English

www.njtesol-njbe.org – NJ TESOL – NJ Bilingual Education

www.naea-reston.org – National Art Education Association

www.naec.org – National Association for the Education of Young Children

www.nbpts.org – National Board for Professional Teaching Standards

www.ncss.org – National Council for Social Studies

www.nctm.org – National Council of Teachers of Mathematics


www.nses.org – National Science Education Standards

www.reading.org – International Reading Association

www.responsiveclassroom.org – The Responsive Classroom

www.cpre.org – Consortium for Policy Research in Education

XI. FDU, School of Education and Instructor policies

A. Attendance

1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination (FDU, 2002, p.13)

2. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

   a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

B. Academic Integrity
1. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future (FDU, 1966, p.5).

2. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students would request this information if not distributed by the instructor (FDU, 2002, p. 15).

C. Graduate Programs – Grading and similar policies

1. Grades:
   a. Weighted grades: A, A-, B+, B, B-, C+, C and F (Grades of C- or D are not acceptable grades in graduate programs). The minimum passing grade for the graduate programs is a C.

   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall of spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and
appropriate when the recorded grade is the result of an error by any university employee.

2. **Repeat Courses:** If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. **Degree Requirements and Academic Probation**
   
a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

   b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

   c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

   d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

**XII. Student Academic Services**

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made (FDU, 2002, p.5).

**XIII. Policy on course completion**

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office (FDU, 2002, p. 14).

B. A leave of absence allows students to interrupt their graduate studies if necessary (FDU, 2002, p. 14). Please see the Student Handbook for specific details.

**XIV. Picking up graded papers**
Students are requested to pick up all of their papers from their professors (or the QUEST office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

XV. **Instructor – specific policies**

**A.** Assignments are expected to be turned in on time. Assignments turned in late without a legitimate excuse will be graded “F”;

**B.** Papers will follow formal academic discourse requirements;
   1. Name
   2. Course number/section/title
   3. Semester and Year
   4. Assignment/Performance Task number

**C.** Please be sure that typed assignments are double-spaced with one-inch margins.

XVI. **Disclaimer**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

XVII. **References**
