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Course Description/Overview
The over-arching objective during the first year of the IB/M program is to learn about the student in the school context, which will be the sole focus of this semester. In order to facilitate understanding in this area, both your clinical placement and weekly seminar will focus on the observation of, interaction with, and discussion about students in the school context (including the integration of concepts of social and community issues and exceptionalities). During both the clinical component and in the seminar, relationships to your core coursework (Learning Theory/Pedagogy/Curriculum and Technology in Education) will be stressed.

During your second semester, you will begin your path toward becoming a professional educator; as such, the importance of reflection and inquiry and the moral obligations of the profession are stressed. Throughout the remainder of your tenure in the IB/M program, you will become more aware of, and skilled in, teaching practice, which is reflective and analytical.

Introduction to Clinic
During the second clinical placement the focus is on the student in the school context. In this clinical assignment, you will spend one day per week in a Professional Development School (at least 6 hours). Your role this semester is to be a participant/observer. You will watch carefully, listen actively, and interact with students in the setting in which you are placed. How much you learn will be, in part, of your own making—it will depend upon your willingness to be engaged, to ask for more, and to reflect on your learning. Again, this semester, some of you will find yourselves in an instructional setting outside of your anticipated area of certification. These “out of discipline” placements are intended to give you the necessary insight into education from a broad-based perspective. It is important that you read your Handbook for all expectations during this clinic placement. Be on time, be prepared, act in a professional way, and focus your learning on the student who is also learning.

Introduction to Seminar
The seminar format is one in which a relatively small group of individuals discuss ideas, knowledge, and perspectives with respect to a specific topic or focus (this semester the focus is the “student in school context”). The seminar leader is present to provide structure, order, and consistency to the various interactions and to encourage students to probe the intricacies of professional issues together. Most of the time, the seminar will be divided into topical sessions with the focus encompassing the critical incidents you are facing in your clinical placement.
Course Objectives:
Juniors will
1. observe and interact with students as they learn, while also identifying social and community
   issues that are present within the school and surrounding community, and exceptionalities as
   they occur in the student population;
2. engage in critical thinking about student learning through reflection on your experiences and
   those of your classmates;
3. take responsibility for your own learning, through preparation, discussion, and critical
   listening;
4. participate in the conversation relative to moral obligations of the profession and thus, begin
   to shape your own professional philosophies by melding your learning in core coursework
   and clinical experience through reflection;
5. conscientiously fulfill all of the requirements for a W course, as defined by the General
   Education Oversight Committee at UConn.

Required Book

Participation. Participation is mandatory. You need to be present to participate fully and reap
the benefits of class discussions. Missed classes cannot be “made up”. Additionally, you are
expected to be courteous and respectful of the learning process by being present and ready to
begin discussions when class begins. If, due to unforeseen circumstances, you are unable to
attend class please email me before class and identify another student who is willing to take
notes for you, pass in any homework that is due, and explain subsequent homework assignments
to you.

Assignments. Assignments are due at the beginning of class. Late W assignments will be docked
one letter grade per day and will only be accepted prior to the next scheduled class. Late written
assignments will be penalized according to the grading rubric for each assignment. Any
assignments that are not turned in during the regularly scheduled class must be submitted to the
instructor before the deadline. If you know you will be absent on a day when an assignm
ent is
due, make arrangements with the instructor to turn your work in ahead of time or electronically.

Reasonable Accommodations. The University of Connecticut is committed to protecting the
rights of individuals with disabilities. Qualified individuals who require reasonable
accommodation are invited to make their needs and preferences known as soon as possible.
Please contact the Center for Students with Disabilities, University Program for Students with
Learning Disabilities to discuss your needs and then contact your course instructor with the
appropriate documentation.

Academic Integrity. Student behavior shall be consistent with conduct delineated in the
University of Connecticut statement on Academic Integrity contained in the May 2001 edition of
the University of Connecticut Responsibilities for Community Life: the Student Code. Students
are responsible for reviewing and understanding a) forms of academic and scholarly misconduct
described in the statement, and b) procedures to be followed by an instructor, the Registrar, and the student in the event of alleged misconduct. Students will also be held accountable to the Neag School of Education Program Standards for Professionalism and Appropriate Intern Conduct that was signed at the beginning of the academic year and is on file in the Office of Teacher Education.

Observation of Religious Holidays: After reviewing the syllabus, please contact the instructor if you foresee a conflict between the due date for a major assignment and your religious observances.

Notice of Revisions to Course Syllabus: This syllabus and accompanying course calendar may be revised during the semester in an effort to respond to the learning needs of the group. Students will be notified of revisions in a timely manner.

Expectations

In seminar, students are expected to:

- Have a positive and proactive outlook.
- Take initiative in discussions.
- Come prepared for all activities.
- Select and share portfolio artifacts.
- Turn in assignments that are of high quality and are completed on time.
- Demonstrate professionalism through punctuality, attendance, respect for diverse viewpoints, and confidentiality regarding students, teachers, peers, and professors.

In clinic, students are expected to:

- Attend clinic a minimum of six hours per week and maintain schedules throughout the semester.
- Take initiative in formulating experiences.
- Conduct observations for a minimum of 20-30 minutes per week and write detailed field notes containing observations and personal reflections using the “Promising Practices” Observation Tool.
- Demonstrate professionalism and common courtesy through communication with clinic teacher, adherence to standards of dress, punctuality, attendance, and behavior.
Meeting the W Requirement
A minimum of 15 pages of writing will be required for the course. The W component of the course is central to the mission of the course, using writing as a tool to facilitate thinking, reflection and ultimately, learning.

The student cannot pass the course without passing the W component.

The work of Graves and Murray has shaped the writing process as implemented in the course. Peer groups, writing workshop time in class, written comments, and individual conferences are the primary modes of writing instruction. Process, not product, is emphasized. Revision is ongoing throughout the course and all products will be due after ample time to write, reflect, and revise.

Please use APA format for in-text references and the list of references. For guidance, see, http://owl.english.purdue.edu/owl/resource/560/02/, http://owl.english.purdue.edu/owl/resource/560/05/, and other links along the left margin of the website.

Assignments
Goals of Assignments:
(1) to develop your understanding of teaching and learning;
(2) to improve your writing.

Attendance, Class Readings/Discussion & Participation:
Be prepared for each class by completing the assigned readings. In preparation for each discussion you are to:
❖ Read the designated chapters or articles.
❖ Prepare as directed for discussion of assigned readings.

You are expected to be intellectually engaged and actively involved in our class sessions; being reserved will interfere with your learning potential as well as compromise the experiences for everyone else. You must be prepared for class and ready to participate. You must fully engage in all assignments, including those for which you will not be obtaining a grade.
POSSIBLE POINTS: 10

Perfect School Assignment (2 pages):
You are going to work with a small group (5 students), to research one of the four basic philosophies that has influenced the educational tenets we propose today. Then you will use your knowledge and beliefs to create what you would consider the “perfect school,” based on the philosophic foundations you have been assigned. Your project will culminate in a PowerPoint presentation that you will give to the class and a two page paper that each of you will generate as a reflection on the philosophical tenets you researched and how you think some of them might fit with your own philosophy or not. PowerPoints due February 3rd. Reflection paper final draft due February 17th.
POSSIBLE POINTS: 10
Current Issues in Education Paper and Presentation (3 pages):
There are a number of important issues facing educators on local, state, and national levels. These issues range from the impact of the economy on local and state funding for education to the implementation of No Child Left Behind. During the semester, you and a partner will identify a current issue in education that is of interest to both of you. You will then each research the issue and write your own three-page papers in order to share your findings with the class. The purpose of this assignment is for all of us to become more informed about current issues that are affecting education. The paper will go through the regular process of editing and revising, and will contribute to your fifteen page total toward the W requirement for the course. APA format must be used. Final draft due March 3rd.
POSSIBLE POINTS: 10

In addition to the current issues paper, you and your partner will create and teach a constructivist lesson on the topic. The lesson cannot be longer than ten minutes, so you may need to limit your presentation to a focus on one or two of the salient issues related to your current issue. Lessons will be taught on March 17th and March 24th.
POSSIBLE POINTS: 5

Case Study (5 pages):
Begin your case study work by identifying a student (or a few students) who interest you, intrigue you and write about the student on a regular basis. You may want to consider topics such as language, culture, social issues (poverty, affluence, racism, sexism, heterosexism, etc.), diversity, family, learning style, disabilities, giftedness, etc. as you shape your study. Please keep in mind that these topics are broadly defined. Your student profile project is self-directed, meaning it will be completely derived from you. APA format must be used. Final draft due April 7th.
POSSIBLE POINTS: 15

Promising Practices Observation Tool:
During the semester, you will make classroom observations that focus on specific professional practices around themes such as classroom environment, classroom management, student-teacher interactions, and lesson structure. Choose three to four educational best practices, as described on the “Promising Practices” Observation Tool to observe each week. After the observation has been documented on the “Promising Practices” form, you will reflect on the observation related to students as learners. You will share these three or four observations and reflections with your seminar peers and teacher, weekly.
POSSIBLE POINTS: 5

“Promising Practices” Research Paper (3 pages):
In addition, you will choose one practice that you see in your classroom and one practice that seems to either be missing, lacking or not as strong.
• Part 1—write objective observations about what you see or don’t see in the classroom, directly related to the two “Promising Practices” you selected and then add to that research to support why these are important practices. What has research found? Why are these practices helpful? What do peer reviewed journal articles say about these
practices (please resist using only online sources)? You will need to cite two sources per practice for a total of four sources (using APA format).

• Part 2—Revise draft 1 and add a reflection on the promising practices. This is the subjective part of the paper. Why do the practices seem to work or not work in your classroom? What changes would you make if this were your class? Which practices do you think it will be important for you to implement when you have your own classroom of students, and why?

• Final Draft—Revise all and put it all together to create your final copy. The paper will go through the regular process of editing and revising, and the three pages will contribute to your fifteen page total toward the W requirement for the course. **Final draft due April 21st.**

**POSSIBLE POINTS: 10**

**Educational Philosophy Paper** (2 pages):
The educational philosophy paper is the culminating project of the course. You will be expected to reflect on your first Philosophy of Education statement and revise it to better reflect your current thinking, including classic philosophical underpinnings upon which you have based your own understanding of educational best practices. The purpose of this assignment is for you to begin thinking about the ways in which your own experiences as a learner, combined with those of educators and philosophers throughout history, have shaped your perspective on teaching and learning. This paper will be two pages in length and will contribute to the fifteen pages of edited writing necessary to meet the W requirement. **Final statement due April 28th.**

**POSSIBLE POINTS: 10**

**Clinic:**
Your clinic teacher will fill out an evaluation for you and submit a recommended grade for you based on the time you spent in your clinic placement.

**POSSIBLE POINTS: 25**

**Electronic Portfolio**
Students will post two assignments to TaskStream this semester:

• Case Study
• Philosophy of Education Statement: post your revised statement
<table>
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<tr>
<th>Date</th>
<th>Theme/Guiding questions</th>
<th>Homework – Assignment due next week</th>
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| Jan. 20| Introductions                                                                          | 1. Contact clinic teacher & go into school!  
2. Begin to gather philosophical research and bring to class next week in order to work with your group to create your Perfect School and design a PowerPoint – due Feb. 3\textsuperscript{rd} – bring computers to class next week.  
3. Read in text, pp. 131-149 and complete the “It says, I say, And so . . .” graphic organizer. |
| Jan. 27| Philosophy of Education Discussin – what did you discover?  
Current trends and issues rooted in philosophical tenets – a brief historical discussion  
Perfect School workshop – work in groups to create your Perfect School and design your PowerPoint | 1. Perfect School PowerPoint - due February 3\textsuperscript{rd}  
2. Perfect School Reflection Paper first draft – due February 3\textsuperscript{rd}  
3. Read in text, pp. 150-167 and complete the 3-2-1 graphic organizer. |
| Feb. 3  | Perfect School PowerPoints and first drafts of reflection papers due  
Get started on the Current Issues in Education Assignment | 1. Final drafts of Perfect School Reflection Papers – due Feb. 17\textsuperscript{th}.  
2. Identify an educational issue that you are interested in researching (the issue and the case study can be related) and fill out the “Issues Paper Scaffolding Questions”  
3. Half the class will read Ch. 5&6 and the other half will read Ch. 7&8 – prepare for discussion by identifying one short passage in each chapter to share with the class – you don’t have to write it, just have it highlighted in the text  
4. Bring Promising Practices to class |
| Feb. 10| Promising Practices – share and discuss  
Share Current Issues Paper Scaffolding with your partner  
Discuss your ideas  
Read and discuss | 1. First draft of Current Issues paper due Feb. 24\textsuperscript{th}.  
2. Read Ch.10 & 11 and fill out a “My Ideas” graphic organizer for both chapters |
<table>
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<tr>
<th>5 Feb. 17</th>
<th>Constructivist Components of a Lesson and the Constructivist Learning Theory handout in a group of four Together, do the Constructivist vs. Traditional Classroom activity – share with the whole group Get into mixed groups of those who read ch. 5&amp;6 and those who read ch. 7&amp;8, and share findings.</th>
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<tr>
<td>6 Feb. 24</td>
<td>Final drafts of Perfect School Reflection Papers – due. Library Field Trip 1. Get started on your Case Study by identifying a student or group of students to observe and begin recording your reflections 2. <strong>Current Issues in Education Paper</strong> – first draft due February 24th</td>
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<td>7 March 3</td>
<td>Promising Practices – share and discuss In small groups, share “My Ideas” graphic organizer for Ch. 10 &amp; 11 Peer editing workshop for first draft of Current Issues paper Explanation of how to present current issues using a constructivist learning approach Model a constructivist lesson 1. <strong>Current Issues in Education Paper</strong> – final draft – due March 3rd. 2. Use the Case Study Proposal worksheet to generate a 1-page essay regarding your case study – due March 17th.</td>
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**Current Issues in Education Paper** – final draft due 1. Read Ch. 12 and write a short essay explaining “why you are planning to become a teacher” – be honest with yourself and be prepared to share your thoughts 2. Use the Case Study Proposal worksheet to generate a 1-page essay regarding your case study – due March 17th.
a Lesson sheet – choose three components on which to focus and develop a mini-lesson (10 minutes) for the whole group that will help us to better understand the current issue you researched. You will “teach” your lesson on March 17th & March 24th.

Case Study – getting started
Who is/are your Case Study student(s)? What is their context? What are your themes?

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>March 10</td>
<td>UConn Spring Break – no class</td>
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| 8 March 17 | Promising Practices – share and discuss
Snowball activity with short essays about why students want to teach
Teach Constructivist lessons while students offer feedback
Share Case Study essays with a partner for feedback |
| 9 March 24  | **Mid-term evaluation due** Promising Practices – share and discuss
Teach Constructivist lessons while students offer feedback
Case study check-in |
| 10 March 31 | Promising Practices – share and discuss
In small groups, share “My Ideas/Text Ideas” graphic organizers
Case Study first draft due – peer editing workshop and individual conferencing/writing |

1. **Mid-term evaluations due in class on March 24th.**
2. Begin to organize your Case Study data.
3. **Case Study first draft – due March 31st.**

1. **Case Study first draft – due March 31st.**
2. Read pp. 169-182 in text (Ch. 17 & 18) and complete the “My Ideas/Text Ideas” graphic organizer

1. **Case Study final draft – due April 7th.**
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| 11 | April 7 | Case Study – final draft due  
Promising Practices – share and discuss  
Discuss Promising Practices Research Paper  
Writing Workshop for beginning the Promising Practices Research Paper  
1. Promising Practices Research Paper first draft (parts 1 & 2) – due April 14th. |
| 12 | April 14 | Promising Practices – share and discuss  
Read from Winn Dixie about the “Ten Things” and talk about forming ten educational commandments as a basis for a philosophy statement.  
Hand out other philosophy statement supports and go over each one.  
2. Philosophy of Education statement – first draft due April 21st. |
| 13 | April 21 | Promising Practices Research Paper - final draft due  
Peer editing of Philosophy of Education Statement  
Gifted Education Overview  
April Vacation in some schools  
1. Final course evaluations and clinic logs due in class next week  
2. Philosophy of Education statements – final drafts due April 28th. |
| 14 | April 28 | **Final Course Evaluation and Clinic Logs due**  
Philosophy of Education statement – final draft due  
1. Case Study and Philosophy of Education papers need to be uploaded on TaskStream  
2. *Enjoy the summer***! |
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<tr>
<th>Wrap-up:</th>
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<tr>
<td>What did you learn?</td>
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<td>What questions do you have?</td>
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