

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL120

Course: Elementary Block I Field Experience Revision: FA '00



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

An entry level course for students wishing to pursue a career in the field of teacher education. (2)

II. Prerequisite(s):

Corequisites: PY120 or CF120

III. Purposes or Objectives of the Course:

- A. Each student will observe children in two instructional settings from preschool through the elementary grades.
- B. Each student will demonstrate positive interpersonal relations with children.
- C. Each student will demonstrate the personal maturity necessary to enter the teaching profession.
- D. Each student will become acquainted with Teaching as a field of professional study and practice.
- E. Each student will be introduced to the concept of Life Span Human Development.

IV. Expectations of the Students:

- A. Each student will use effective oral and written communication.
- B. Each student will
 1. attend all seminar sessions, be punctual in attendance, and in turning in journals and other assignments.
 2. demonstrate personal behaviors appropriate to the field.
 3. demonstrate maturity in dress, grooming and language used in field assignments.
- C. Each student will observe teachers performing their role and participate in seminars evaluating and discussing teaching as a profession, professional behaviors, and education as a field of study.
- D. Each student will view and discuss a video tape series on human development.
- E. In a journal, each student will demonstrate the ability to determine and articulate individual characteristics of preschool or elementary age children.

- F. In the field setting and in class, each student will be introduced to appropriate ways to
1. interact with children in a mutually respectful, friendly manner.
 2. acknowledge rights of others who hold differing views.
 3. demonstrate understanding and acceptance of various racial, cultural, ethnic groups.

V. Course Content or Outline:	(Seminar hours)	(Lab hours)
A. SEMINAR 1 - Organizational session Course Outline	1 1/2	
B. SEMINAR 2 - Introduction to teaching as a profession, methods of observation	1 1/2	
C. SEMINAR 3 - Admission to teacher education Discussion of subjective and objective styles of observation	1 1/2	
D. OBSERVATION I: Field Site		12
E. SEMINAR 4 Introduction to different programs in the department and teaching as a profession	1 1/2	
F. SEMINAR 5 Interview with class instructor	1 1/2	
G. OBSERVATION II: Field Site		12
H. SEMINAR 6 Introduction to professional organizations	1 1/2	
I. SEMINARS 7-11 View and discuss videos on human development	7 1/2	
J. SEMINAR 12 Conclusion/discussion of teaching and professional issues	1 1/2	

VI. Textbook(s):

None.

VII. Basis of Evaluation:

- A. The course shall be credit/non-credit.
- B. Credit shall be determined by
 1. validated completion of all field observations.
 2. completion of all logs.
 3. participation in all seminars, including individual appointments.
 4. successful completion of responses to the human development video tape series.

VIII. Knowledge Base:

Alley, R. & Jung, B. (1995). Preparing teachers for the 21st century. In M. J. O'Hair, & S. J. Odell, (Eds.), *Educating teachers for leadership and change*. Thousand Oaks, CA:Corwin.

Ayers, W. A. (1995). *To become a teacher: Making a difference in children's lives*. NY: Teacher's College Press.

Ayers, W. (1993). *To teach: The journey of a teacher*. NY: Teacher's College Press.

Bennett, D. I., Meyer, C. H., & Meyer, D. E. (1994). *Elementary field experiences: A handbook with resources*. Albany, NY: Delmar.

Block, J.H., Everson, S. T. & Guskey, T. R. (1995). *School improvement programs*. NY: Scholastic.

Bredecamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: The National Association for the Education of Young Children.

Derman-Sparks, L. & ABC Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington: National Association for the Education of Young Children.

Haugland, S.W. & Wright, J.L. (1997). *Young children and technology: A world of discovery*. Boston: Allyn and Bacon.

Holmes Group. (1995). *Tomorrow's schools of education*. East Lansing, MI: The Holmes Group.

Land, M. & Turner, S. (1997). *Tools for schools: Applications software for the classroom*. (2nd ed.). Belmont, CA: Wadsworth.

York, S. (1991). *Roots & wings: Affirming culture in early childhood programs*. St. Paul: Redleaf.