



Your University of Choice

COURSE SYLLABUS

Term: Fall 2017

Course: EDUC 483B

Instructor Information:

Instructor Name	Niki Avina
Office Number:	Adjunct office in the tutoring center
Phone Number:	219-796-7107
Email:	navina@ccsj.edu
Hours Available:	Monday & Wednesday 12:00-2:00 and by appointment Feel free to e-mail, text, or call if you have questions.
Instructor Background: After earning my undergraduate degree in Elementary Education from the University of Evansville, I began my teaching career while working to earn a graduate degree in Elementary Curriculum Design from Indiana Wesleyan University. As a middle school Language Arts teacher for ten years, I worked to build solid foundations in young writers. In 2005, I began teaching night classes to help foster not only a foundation for college writing but a love for the craft of writing as well. Outside of my teaching career, I am a founding board member of Hannah's Hope, a charity that helps children in Northwest Indiana with special needs to purchase costly therapy and medical equipment.	

Course Information:

Course Time:	
	Monday-Thursday- 8:00 A.M.- 12:00 P.M. Clinical- Monday-Thursday 8:00 A.M.- 3:00 P.M.
Classroom:	
Prerequisites:	
Required Books and Materials:	<i>Differentiated Literacy and Language Arts Strategies</i> by Shellie Hipsky
Learning Outcomes/ Competencies: Students in this course will: <ul style="list-style-type: none">☑ Identify and describe instructional strategies for approaching elementary students in the areas of Language Arts and Social Studies.☑ Identify and describe factors/issues associated with academic success and risk (i.e., language acquisition, culture, gender, socioeconomic status and varying exceptionalities).☑ Analyze underlying views of the cognitive process as it relates to engaging students.☑ Understand how motivation affects learning and engagement.☑ Recognize and apply a variety of instructional methodologies .☑ Apply knowledge through simulated classroom activities.☑ Understand and apply instructional best-practices through field experience activities including	

observing, teaching, and evaluating students.

- ☒ Analyze a planned lesson to determine effectiveness and provide differentiated options for a variety of learners.
- ☒ Create effective unit plans in the areas of Language Arts and Social Studies that address a variety of learners, meet academic standards, and provide for high levels of student engagement.

Course Description:

Language Arts: This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. The course provides teacher candidates with strategies to understand and use language arts concepts to teach reading, writing, speaking, viewing, listening, and teaching skills while incorporating the professional teacher standards for language arts teachers that include the following reading components: ability to comprehend, interpret literary texts, such as creative nonfiction, fiction, drama, poetry; and nonliterary texts, such as informational, persuasive, technical, and functional texts as well as major genres, authors, and works of American, world and children’s literature. The course also provides instructional strategies and materials for developing a language arts lesson plan according to the academic standards. **Clinical experience required.**

Social Studies: The social studies aspect of this course provides a study of methods and materials used in developing a social studies program in the elementary classroom. Teacher candidates gain knowledge and understanding, and use the major concepts and modes of inquiry from the social studies- the integrated study of history, geography, the social sciences, and other related areas- that will promote students’ abilities to make informed decisions as Academic Programs – Undergraduate Curriculum Department of Education 160 citizens of a culturally diverse democratic society and interdependent world while exploring multi-cultural perspectives and backgrounds as they relate to social studies. **Clinical experience required.**

Learning Strategies:

Direct Instruction

Minimal amounts of direct instruction with PowerPoint and other visual aids will be used to provide students with the required content.

Small Group Activities & Discussions

Small group activities based on course objectives will be provided to students in class. These activities are designed to foster hands-on practice with the skills presented in direct instruction, scaffold learning for all students, as well as to encourage a conversation about effective best-practices.

Clinical Experience

A four day clinical experience at Irving Elementary School in Hammond, Indiana will provide students with the opportunity to observe and apply effective teaching methods. During clinical, students will observe cooperating teacher and students, assist in classroom activities, and teach both small groups and a whole-class lesson.

Experiential Learning Opportunities:

Clinical experience at Irving Elementary, August 28-31, 2017 from 8:00 A.M.- 3:00 P.M.

Assessments:

In addition to assignments in this course, you will teach a lesson during your clinical that will be observed by your instructor and cooperating teacher. You will be assessed using the clinical experience evaluation form, which is available on Blackboard.

Major Assignments:	LA Unit Plan	50
	SS Unit Plan	50
	Clinical Reflection Paper & Evaluation	50
	Lesson Plan Presentation	25
	Reading Strategy Review	25
Class Participation and Assignments	Picture Book Project	10
	SS Lap Book Project	10
	Differentiation Plan	10
	Age Group Project	10
	How-to Activity	10
	Total Course Points:	250

Grading Scale
 100 – 90: A
 89 – 80: B
 79 – 70: C
 69 – 60: D
 59 and below: F

Course Schedule

Due to the accelerated format of this course, it is important that you come to class prepared each day and keep up with daily assignments. I reserve the right to change this schedule to meet the needs of the class. Any changes to the course schedule will be clearly outlined in class and noted on Blackboard.

Week 1

Class Date	Topics	Assignments
Pre-Class	Question to Consider: How do teachers recognize and address the individual needs of each student in the classroom?	Before our first class , please prepare by reading the following: Chapter 1: Differentiated Instruction Chapter 2: Getting to Know your Students
Day 1 8/21/2017	- Course Expectations & Overview - Unique Needs in the Classroom - Motivation & Making Connections	- Differentiated Lesson Plan due by Wednesday. Turn in via Blackboard - Read Chapter 4: What Should Your Students Know at Each Grade Level? - Read assigned “How-To” Chapter
Day 2 8/22/2017	- Age Group Project - Teaching Reading- Where do I start? - Reading Strategy Analysis	- Read Chapter 6: Reading & Chapter 7: Writing
Day 3 8/23/2017	- Group 1 “How-to” Presentation - Picture Books & Anchor Texts - Motivating Young Writers	- Read Chapter 8: Speaking and Listening

Day 4 8/24/2017	<ul style="list-style-type: none"> - Group 2 "How-to" Presentation - Unit Planning Overview - Clinical Assignments and Expectations 	
Week 2		
Class Date	Topics	Assignments
Day 5 8/28/2017	Clinical 8:00 A.M.- 3:00 P.M. Observation Day	<ul style="list-style-type: none"> - Read Chapters 3 & 5 - Note how your clinical experience addresses the needs outlined in these chapters. You will include these in your reflection paper.
Day 6 8/29/2017	Clinical 8:00 A.M.- 3:00 P.M. Assist and work with small groups if approved by your cooperating teacher.	<ul style="list-style-type: none"> - Schedule a time to be observed by your professor based on the classroom schedule. - Prepare lesson plans for teaching and observation.
Day 7 8/30/2017	Clinical 8:00 A.M.- 3:00 P.M. Teach one Language Arts lesson and one Social Studies lesson. Assist as requested.	
Day 8 8/31/2017	Clinical 8:00 A.M.- 3:00 P.M. Observe, teach, and assist as assigned by your cooperating teacher.	<ul style="list-style-type: none"> - Reflection paper due next Tuesday - Prepare Lesson Plan Presentation - Reading unit plan due by Tuesday at midnight
Week 3		
Class Date	Topics	Assignments
Day 9 9/4/2017	**Class will not meet due to Labor Day. Please continue working on assignments.	
Day 10 9/5/2017	<ul style="list-style-type: none"> - Lesson Plan Presentations - "What worked?" jigsaw discussion - Social Studies Strategy Analysis - Lap books & Journals 	<ul style="list-style-type: none"> - Prepare lap book pieces to share with class tomorrow - Social Studies unit plan due Friday by midnight - Read Chapter 9
Day 11 9/6/2017 ** Class begins at 10 A.M.	<ul style="list-style-type: none"> - Literacy Across the Curriculum - Picture Book project - Lap book sharing 	<ul style="list-style-type: none"> - Read Chapter 10
Day 12 9/7/2017	<ul style="list-style-type: none"> - Conclusion Discussion - Commitment Plan - Course evaluation and reflection 	<ul style="list-style-type: none"> - SS unit plan due by midnight

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that

	<p>intellectual growth and success in higher education occur through interaction in the classroom and laboratories.</p> <p>Attendance is mandatory; students are expected to be present and on time for all class sessions and clinical experiences. Students missing more than two class sessions will receive a grade of F or FW per college policy. Late arrival and/or early departure of more than 15 minutes will count as an absence.</p> <p>Athletes must notify the instructor in advance of any athletic commitments that will result in missed class time.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due. Unless stated otherwise, all work should be typed, in MLA format, and turned in via the assignment link in Blackboard.</p> <p>Late work will be accepted for two days past the due date for half credit. Beyond two days, late assignments will not be given points.</p>
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If your use of electronics becomes distracting to the class or instructor, you may be asked to leave, in which case you will be marked absent.</p>
Participating in Class	<p>In order to be successful, students must be engaged and attentive to course activities and discussions. Students will also be required to actively analyze and revise lesson/unit plans and classroom activities based on class discussions as well as provide appropriate feedback to others.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing

	academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**

5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION
<ol style="list-style-type: none"> 1. Call 911 and report incident. 2. Secure the area. 3. Assist the injured. 4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION
<ol style="list-style-type: none"> 1. Avoid automobiles and open areas. 2. Move to a basement or corridor. 3. Stay away from windows. 4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION
<ol style="list-style-type: none"> 1. Stay inside a building. 2. Seek inside shelter if outside. 3. Seal off openings to your room if possible. 4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION
<ol style="list-style-type: none"> 1. Call 911 and report incident. 2. If a suspicious object is observed (e.g. a bag or package left unattended): <ul style="list-style-type: none"> • Don't touch it! • Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.