
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018**Course: EDUC 483****Instructor Information:**

Instructor Name	Niki Avina
Office Number:	Adjunct office in tutoring center
Phone Number:	219-796-7107
Email:	navina@ccsj.edu
Office Hours:	Monday & Wednesday 12pm-2pm 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. My adjunct (part-time) status here at CCSJ allows me the flexibility to nurture not only my growing family but community projects 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:	308
Prerequisites:	
Required Books and Materials:	<i>Differentiated Literacy and Language Arts Strategies</i> by Shellie Hipsky
Learning Outcomes/ Competencies:	Students in this course will: <input type="checkbox"/> 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.

This course meets the following learning objectives for the Education Department:

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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 27-30, 2018 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:	Picture Book Project	10
	SS Lap Book Project	10
	Differentiation Plan	10
	Age Group Project	10
	How-to Activity	10
	Reading Strategy Review	10
Assessments:	LA Unit Plan	50
	SS Unit Plan	50
	Clinical Reflection Paper & Evaluation	50
	Clinical Lesson Plan & Presentation	40
Class Participation:	Class participation points are included as part of the in-class assignments noted above.	
Total	Total Course Points	250
Grading Scale:		
100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 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 8/20/2018	- 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 8/21/2018	<ul style="list-style-type: none"> - Age Group Project - Teaching Reading- Where do I start? - Reading Strategy Analysis 	<ul style="list-style-type: none"> - Read Chapter 6: Reading & Chapter 7: Writing
Day 3 8/22/2018	<ul style="list-style-type: none"> - Group 1 “How-to” Presentation - Picture Books & Anchor Texts - Motivating Young Writers 	<ul style="list-style-type: none"> - Read Chapter 8: Speaking and Listening
Day 4 8/23/2018	<ul style="list-style-type: none"> - Group 2 “How-to” Presentation - Unit Planning Overview - Clinical Assignments and Expectations 	<ul style="list-style-type: none"> - Language Arts Unit Plan due Tuesday by midnight
Week 2		
Class Date	Topics	Assignments
Day 5 8/27/2018	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. - Language Arts Unit Plan due Tuesday by midnight
Day 6 8/28/2018	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 8/29/2018	Clinical 8:00 A.M.- 3:00 P.M. Teach one Language Arts lesson and one Social Studies lesson. Assist as requested.	
Day 8 8/30/2018	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
Week 3		
Class Date	Topics	Assignments
Day 9 9/3/2018	**Class will not meet due to Labor Day. Please continue working on assignments.	
Day 10 9/4/2018	<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 9/5/2018 ** 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 9/6/2018	<ul style="list-style-type: none"> - Conclusion Discussion - Commitment Plan - Course evaluation and reflection 	<ul style="list-style-type: none"> - SS unit plan due Friday by midnight turn in via Blackboard

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</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>
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
Participating in Class	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.</p> <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 will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library</p>

	<p>Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center:	<p>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.</p>
Disability Services:	<p>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.</p>
Student Assistance Program	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
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>