San José State University

Humanities 185: Fieldwork for the Humanities

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Office Hours: Mondays 3-4:30 and Wednesdays 9-10:30, by email and by appointment. (Always best to make an appointment!)
Class Days/Time: Mondays 9-10:15
Classroom: DMH 354
Prerequisites: Hum 85
Class Website: Canvas login: http://www.sjsu.edu/at/ec/canvas/index.html
Course Format: Traditional Classroom, Online, and Field Study.

Course Description
Humanities 185 is designed to introduce prospective K-8 teachers to California’s public school classrooms and the path to becoming teachers in these classrooms. Coursework involves 45 hours of volunteering in a public school classroom with a credentialed teacher. Classwork includes online lectures, meetings and assignments.

Liberal Studies Teacher Preparation Program Learning Objectives Addressed (PLOs)
Upon successful completion of this class, students will be able to demonstrate:

1. skill in written and verbal communication.
2. understanding of how to engage and support all K-8 students in learning.
3. understanding of how to create and maintain effective learning environments for K-8 students.
4. understanding of how to plan instruction and assess student learning.
5. content and pedagogical knowledge in subjects taught in K-8 schools.

Additional Course Learning Objectives (CLOs)
Upon successful completion of this class, students will be able to demonstrate:

1. the skills of reflective practitioners (reflecting on experience to improve action, asking questions and pursuing answers, identifying problems and potential ways to solve them, taking a critical stance, working autonomously and collaboratively, connecting reflection to practice, and so on).
2. understanding of their own beliefs and assumptions about teaching and learning, as well as those of the teachers they observe.
3. the ability to perceive the underlying social dynamics of classrooms and to connect these dynamics to broader social issues.
4. skill in thinking critically about the complexities of schooling, including racial, ethnic and gender bias.
5. familiarity with the content standards required by the state of California for elementary schools.
6. the ability to articulate a personal path to a credential program.

Required Texts/Readings

Links to all other readings can be found online through our course website.

Course Requirements and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf). This course is designated credit/no credit. To receive credit, you must complete all of the assignments AND you must earn a total of at least 75% of the points available in the class.

- Class Participation (20%): PLOs 1-5; CLOs 1-6. See class participation rubric.
- Statement of Purpose Essay (5%): PLO 1; CLOs 2,6
- Field Notes (10%): PLOs 1-5; CLOs 1,4-5
- Journal Entries (45%): PLOs 1-5; CLOs 1-6
- Completed Portfolio (5%)
- Group Presentation (5%): PLOs 1, 5; CLO 1
- Final (10%): PLOs 1-5; CLOs 1-5. There will be a cumulative final. This final is only for those who have not earned the required 75 percentage points necessary to pass the course.

In addition to “point-earning” assignments, you must complete the following. *If any of the following are missing, you will receive no-credit.*

- 45 hours of fieldwork in a public K-8 setting verified by a letter from the teacher or principal that confirms the number of hours you worked in the classroom – **MUST BE ON SCHOOL STATIONARY** (CLOs 1-4).
- Attendance at a credential program advisement session (one is offered during a class period) (CLO 6)
- Proof of having taken the CBEST (or Passing scores on the ELM and EPT; or passing scores on the EAP; or passing scores on the CSET multiple subjects sub-tests plus the Writing Skills Test) (PLO 5). See Canvas/Assignments/Requirements-non point earning for details.
- Observation log
- Copy of a thank-you note to your teacher (CLO 1)

*Under no circumstances are you to turn in documents that you created from another class for Hum 185 assignments.*

I will accept late work for any reason with 10% reduction of the grade each week (for example, if you earn 85% on a late paper, your grade will be reduced to 75% the first week, 65% the second and so on). I will accept late papers for no reduction in the case of a documented medical problem (e.g., a doctor’s note or dated bill) or a documented bereavement.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
Calendar

Do not use a hardcopy of this schedule to guide your planning, as this schedule is subject to change with fair warning. All updates and modifications will appear here. If you miss a class, it is your responsibility to find out from a classmate any information that might be relevant to the schedule. The readings and assignments are due on the day they are listed. All assignments are to be turned in online unless otherwise noted.

Introductions and Logistics: Monday January 30

Module 1: What Makes a Good Teacher and Field Notes? (Monday, February 6)

- **Find:** Classroom Placement (ASAP! Fingerprinting? TB test?)
- **Read Lecture:** Welcome to Humanities 185
- **Read:** “Opening Day” in *To Teach*, Chapter 1
- **Read:** “The Mystery of Teaching” in *To Teach*, Chapter 7 (Ayers)
- **Read:** California Teacher Performance Expectations (TPEs) pp. 1-21
- **Watch:** [How to write an effective field note](https://www.youtube.com/watch?v=mp2UQQt4MdI)
- **Due:** Journal - What makes a good teacher? Draft 2
- **Due:** Journal - Personal Goals
- **Read:** What to Look For in A Classroom
- **Register:** CBEST

Module 2: How can we Motivate Students? & Credential Advising Session (Monday, February 13)

- **Find:** Classroom Placement!
- **Journal:** “Motivating Minds.” The instructions in this journal will assign you a specific reading.
- **Look over:** SJSU Advisement Guide (link on [http://www.sjsu.edu/elementaryed/](http://www.sjsu.edu/elementaryed/)) and begin to work on your Goals and Timeline assignment due next week.
- **Register:** CBEST
- **Take:** Field Notes (informed by this week’s readings)

Module 3: Motivation & Alternative Paths to Teaching (Monday, February 20)

- **Download and Take:** Mindset Survey 1 (don’t do any of the readings first)
- **Score:** Mindset Survey using the scoring device
- **Watch:** (10:24) [Carol Dweck – The Power of Believing you can Improve](https://www.youtube.com/watch?v=mp2UQQt4MdI)
- **Watch:** (4:06) [Audri's Rube Goldberg Monster Trap](https://www.youtube.com/watch?v=mp2UQQt4MdI)
- **Read:** Mindsets Summary
- **Read:** Strategies for “Failing Forward”
- **Read:** 5 Reasons to Stop Saying “Good Job”
- **Take:** Field Notes (informed by this week’s readings)
- **Due:** Goals and Timeline
- **Due:** Journal - Context for Learning
- **Begin working:** Statement of Purpose
You should be in a classroom by now. If not, contact Melissa Barrett at McKinley for a classroom.

Register: CBEST

Module 4: Race, Ethnicity, Class, Gender and Schooling (Monday, February 27)

- Read: Race, Ethnicity, Class and Schooling Lecture
- Read: Banks and McGee “Culture and Education”
- Take: Field Notes (informed by this week’s readings)
- Due: Statement of Purpose

Module 5: Race, Ethnicity, Class, Gender and Schooling (Monday, March 6)

- Read: Gender and Schooling Lecture
- Read: Still Separate, Still Unequal: America’s Educational Aparteid
- Read: An Indian Father’s Plea
- Read: Excerpt from Annette Lareau’s “Unequal Childhoods”
- Due: Journal - Race, Ethnicity, Class, Gender and Schooling
- Take: Field Notes (informed by this week’s readings)
- Start working: Classroom Procedures
- Toolkit

Module 6: Homework and Home-school Partnerships (Monday, March 13)

- Read: Homework Lecture
- Read: The Balanced View: Homework
- Read: Home-School Partnership Lecture
- Read: Tips for Parent Teacher Conferencing
- Read: 12 Conversation Starters on What Parents want Teachers to Know
- Due: Philosophy of Homework
- Take: Field Notes (informed by this week’s readings)
- Continue working: Classroom Procedures
- Toolkit

Module 7: Physical Environment and Play (Monday, March 20) – NO CLASS MEETING

- Due: Journal: Home-School Partnership Plan
- Catch up: On your observation hours
- Read: Creating an Environment for Learning in To Teach, Chapter 3
- Read: Physical Environment Lecture
- Read: Seriously Considering Play Lecture
- Read: The Importance of Play
- Optional Read: Playwork Primer
Take: Quiz – Play. You will need to download and use Respondus LockDown Browser. Information on LockDown can be found at: https://www.youtube.com/watch?v=XuX8WoeAycs. It should become apparent when you enter the test. Due by the beginning of normal class hours – 9am.

Keep working: Classroom Procedure Plan

Take: Field Notes (informed by this week’s readings)

Module 8: The “Routine” and Moral affairs in classrooms (Monday, March 27)

Read: Types of Curriculum Lecture
Read: Types of Curriculum Reading
Read: Moral Life in Classrooms Lecture
Read: “Teaching and The Moral Life of Classrooms”
Due: Picture of Classroom Layout (Hardcopy only)
Keep working: Classroom Procedure Plan
Take: Field Notes (informed by this week’s readings)
Toolkit

Monday, April 3: SPRING BREAK (NO CLASS)

Module 9: Theory to Practice: Evidence Based Instruction (Monday April 10)

Due: Classroom Procedure Plan
Read: What is Evidence-Based Instruction?
Read: Evidence Based-Instruction Lecture
Read: Examples of Evidence-Based Instruction
Participate in: Online Discussion – Evidence Based Instruction
Take: Field Notes (informed by this week’s readings)
Toolkit

Module 10: Active Learning Strategies (Monday, April 17)

Due: Group 1 Presentation
Read all the posts: Online Discussion – Evidence Based Instruction
Read: 40 Active Learning Strategies
Read: “Visual Thinking”
Due: Journal – Evidence Based Instruction and Active Learning Strategies
Take: Field Notes (informed by this week’s readings)
Toolkit

Module 11: Scaffolding and Differentiation (Monday, April 24)

Due: Group 2 Presentation
Read: Seeing the Student in To Teach, Chapter 2 (Ayers)
Read: Keeping Track in To Teach, Chapter 6 (Ayers)
Read: Ability Grouping Lecture
- **Read**: The Balanced View: Ability Grouping
- **Read**: Differentiated Instruction
- **Read**: Instructional Scaffolding to Improve Learning
- **Read**: Six Strategies for Scaffolding - Edutopia
- **Due**: Journal - Seeing Two Students
- **Due**: List: Scaffolding
- **Take**: Field Notes (informed by this week’s readings)
- **Toolkit**

**Module 12: Assessment (Monday, May 1)**

- **Due**: Group 3 Presentation
- **Read**: Assessments overview
- **Read**: Arts as Epistemology
- **Watch**: Highlighting Mistakes: A Grading Strategy
- **Journal**: Assessment * Case Study
- **LAST DAY TO TURN IN UNFINISHED WRITTEN WORK!** No late written work will be accepted after today.
- **Take**: Field Notes (informed by this week’s readings)
- **Toolkit**

**Module 13: Final Reflection (Monday, May 8)**

- **Due**: Group 4 Presentation
- **Due**: Journal – Final Reflection
- **Due**: Observation log
- **Due**: 45 hours verified on school letterhead
- **Due**: CBEST
- **Due**: Thank You note
- **Due**: Portfolio

**Module 14: Commencement (Monday, May 15)**

- **Due**: Group 5 Presentation
- **Work**: on completing observation hours

**Final: Online**

**Due**: Can be completed any time before 5/22/17 at 9:30 am.