

**MARTIN COMMUNITY COLLEGE**  
**COURSE SYLLABUS**  
**Semester/Year: Spring 2011**

**COURSE NUMBER:** EDU 285(50)

**INSTRUCTOR:** Lori Brucken, M.S.

**COURSE TITLE:** Internship Exp-School Age

**OFFICE NO:** Building 3, Room 4

**CREDIT HOURS:** 4

**OFFICE/VIRTUAL HOURS:** Office hours are Wednesdays from 1-4 p.m. and Fridays from 10:00-12:00 p.m. Special appointments at other days and/or times can be scheduled if necessary.

**CONTACT HRS/WK:** 10 (1 class, 9 lab)

**PREREQUISITES:** Take one set. Set 1: ENG 090, RED 090, EDU 144, EDU 145, EDU 118 and EDU 163  
Set 2: ENG 095, EDU 144, EDU 145, EDU 118, EDU 163

**PHONE NO:** I can be reached directly at 252-789-0206

**FAX:** 252-792-0825

**COREQUISITES:** None

**E-MAIL:** lbrucken@martincc.edu

**COURSE DESCRIPTION:** This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

**PROGRAM LEARNING COMPETENCIES:**

1. Create environments that are healthy, respectful, supportive and challenging for all children.
2. Design and implement developmentally effective curriculum that addresses all domains of learning.
3. Support and empower all children, families, and communities through trusting and respectful reciprocal relationships.
4. Use authentic assessment responsibly to make informed decisions to guide all children's learning.
5. Communicate effectively using standard written and verbal skills.
6. Utilize technology to enhance learning for all children.
7. Serve as a leader, advocate, and professional in the field of early education.

**PROGRAM LEARNING OUTCOMES:**

1. Demonstrate professional traits expected in school-age education.
2. Plan, develop, and implement a developmentally/culturally appropriate (DCAP) lesson plan and activity for school-age children.
3. Develop a rubric, checklist, and/or rating scale for use with school-age children.

**COURSE LEARNING OUTCOMES:**

1. Demonstrate competency in the field of early childhood education.
2. Apply course work to the current cooperative education experience.
3. Explain and demonstrate appropriate teaching practices in the early childhood education field.

**REQUIRED TEXTBOOKS:**

Guillanume, A. M. (2008). K-12 classroom teaching: A primer for new professionals (3rd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN 13: 978-0-13-158024-4 .

**SUPPLEMENTAL RESOURCES:** None**LEARNING/TEACHING METHODS:**

There will be a combination of lecture, outside reading assignments, writing, and discussion; individual and cooperative hands-on projects/assignments; quizzes and tests; as well as computer and other types of research throughout the semester.

The course will be structured by the following learning principles:

1. Learning is individual and social. The learning environment should support the student's individual development in the context of the group.
2. Learning must be student-centered and authentic (real-life). Students are less likely to not retain information that is not interesting and meaningful.
3. Knowledge is constructed, not transmitted. While learners receive content, they must make it their own through higher-order thinking and inquiry.
4. Learning is experiential. Students learn better when they are actively engaged with the content they are studying.
5. Lessons should be challenging. Students learn best when they are given challenges, choices and responsibility in their own learning.
6. A learning environment must provide time for reflection. Teachers should balance the immersion in experience and expression between opportunities for the student to self-monitor and assess their progress, thus setting direction for further learning.

**ASSESMENTS/METHODS OF EVALUATION:**

1. Tests = 30% of grade
2. Homework = 45% of grade (Outside reading assignments will be calculated as a portion of the homework score.)
3. Professionalism = 10% of grade
4. Final Exam = 15% of grade

<b>GRADING POLICY:</b> 93 – 100%-	A
85 – 92%-	B
77 – 84%-	C
70 – 76%-	D
69% and below-	F

**COURSE OUTLINE:**

Week 1: Introductions/Orientation

Week 2: The Nature of Teaching, Chapter 1

Week 3: The Nature of Teaching, Chapter 1; Developing a Personal Stance Toward Education, Chapter 2

Week 4: Developing a Personal Stance Toward Education, Chapter 2; Starting with Students, Chapter 3

Week 5 : Starting with Students, Chapter 3; Planning, Chapter 4

Week 6 : Planning, Chapter 4; Advice on Instruction, Chapter 5

Week 7: Advice on Instruction, Chapter 5; Review

Week 8: Midterm

Week 9: Instructional Strategies, Chapter 6

Week 10: Instructional Strategies, Chapter 6; Assessment, Chapter 7

Week 11: Assessment, Chapter 7; Managing the Learning Environment, Chapter 8

Week 12: Managing the Learning Environment, Chapter 8; Encouraging Appropriate Behavior, Chapter 9

Week 13: Encouraging Appropriate Behavior, Chapter 9; Growing in Your Profession, Chapter 10

Week 14: Growing in Your Profession, Chapter 10

Week 15: Review

Week 16: Final Exam

\*This is an outline only; subject to change at instructor's discretion. Assignment directions and due dates will be announced/given at least two weeks prior to the due dates.

**STUDENT ATTENDANCE POLICY:** Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours for a course, which includes classes, labs, and shops. Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The attendance requirement for Early Childhood Education, Early Childhood Teacher Associate and School-Age students is ninety percent (90%).

The census date is the date on which ten percent (10%) of the total course hours have met. Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent (10%) census date, the instructor will administratively withdraw the student.

**To enter section 50 (Internet) courses, students must do two things:**

**(1) First, students must complete two technology assessments (Blackboard Assessment and Technical Skills Quiz); both are located on the Blackboard or Moodle login page.**

**(2) Second, students must login into Blackboard or Moodle and complete the first assignment within seven (7) school days.**

**Both the technology assessments and the first assignment must be completed for students to remain in the course. If students are taking more than one online course, the student ONLY takes the technology assessment ONE time.**

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor may be administratively withdrawn from the class by the instructor and given a grade of "WF." The "WF" will be equivalent to an "F" when calculated into the student's GPA. The course syllabus will indicate what the instructor considers a justifiable absence and will define "verifiable contact." Students may remove a "WF" by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an "F." The last day to officially withdraw without receiving an "F" is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included on the course syllabus.

Make-up work may be allowed at the discretion of the instructor.

Students will be counted absent from the date they register for each course.

## **REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES:**

**\*In compliance with G. S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a form to the instructor(s) prior to the census date of each class. The **Request for Excused Absences for Religious Observances** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

Missed Tests: Any missed test will result in a "0" for the grade without proper documentation.

## **COURSE POLICIES:**

### **Professional Behavior Policy:**

This course places a strong emphasis on learning through a variety of methods. Your continuous participation in in-depth, online discussions of course readings, homework assignments, activities, and projects are all required for success. All readings must be completed in preparation for online assignments and discussions. Students are expected to contribute to the class by engaging in online discussions with fellow students and the instructor as well as active participation in the activities. I believe group discussion is relative, in many cases, to a student's ability to gain knowledge. Group discussion can also help one effectively apply new knowledge in the early childhood field based. The new knowledge we will discuss should be based on research as well as experience(s). Hence, each student's contributions are respected and valued. During this semester, I am not only interested in teaching content, but also in the development of your professional knowledge, dispositions, attitudes, and behavior. These traits include but are not limited to: being organized and prepared; effectively communicating; showing initiative; demonstrating commitment, honesty, and reliability; demonstrating effective problem-solving skills; being flexible, and having a sense of humor; demonstrating the ability to work independently and as a group ; accepting ownership/responsibility; being accepting of constructive criticism, and the ability to balance injecting fun into the environment yet maintaining professionalism, etc. All of these attributes will be assessed in your assignments and participation grades, which will be an important part of your overall grade in the course.

Students in the Early Childhood or Teacher Associate Programs at Martin Community College are expected to exhibit the highest personal integrity in all academic work and behavior. Lying, cheating, and plagiarism are forms of academic dishonesty that violate the integrity of any academic process and **WILL NOT** be tolerated. For purposes of this class:

-Lying includes but is not limited to falsifying information provided as verification for the reason you were not able to complete work on time.

-Cheating is receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment without the express permission of the instructor; copying work from another student, or submitting work done by another student as your own; using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices; communicating the subject matter, or contents of a quiz, test, or examination to another student unless specifically authorized by the

instructor to share it; taking a quiz, test, or examination for another student; obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test, or examination presented on the internet before answering for submission; tampering with the grading of a quiz, test, or examination; working with others in completing quizzes, tests, or examinations, or individual assignments unless the instructor specifically authorizes collaborative work.

- All assignments will be graded using the Microsoft editing tool, thus they MUST be submitted electronically.

-Plagiarism is to take ideas, writing, etc. from another and pass them off as one's own. Plagiarism is fraud, and under U.S. law it is theft. Almost all forms of expression are covered by some form of legal protection, as intellectual property of the originator. Using another's words or thoughts and not giving them credit appropriately is plagiarism.

Any violation of academic integrity will result in disciplinary actions for a violation of academic integrity. An instructor may give a zero for the assignment, quiz, test, or examination. The student will receive an "F" for the course and will be dropped from the current semester roll. For more information concerning the behavior expected of a student at Martin Community College, please see the Student Governance and Conduct Code of the Martin Community College Career Catalog.

Keep in mind that as your instructor, I am often asked to be a reference on your behalf. Academic integrity violations and/or violations of the Student Governance and Conduct Code, as well as a lack of professionalism may affect your ability to get a job in the future. You are studying to obtain work in a field that requires high standards. You should be developing your professional communication skills, attitudes, actions, and behaviors starting now.

If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252) 789-0246 by phone, [pbroughton@martincc.edu](mailto:pbroughton@martincc.edu) by email, or in person at her office in Building 2, Room 33.

**To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to [www.martincc.edu](http://www.martincc.edu).**

*If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 789-0293.*