



HIED 2123
Early experiences for the
prospective teacher
Fall 2019
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Class meeting time and place: Th 1:00 pm-1:50 pm **Speight 130**

Office hours: T 9:00 am- 10:00am, and Th 11 am-12:00 pm; By appointment on Mondays

Required Texts:

Welcome to Educator Preparation Handbook. This book is available in the campus bookstore.

The newest version will be available online soon and the link will be provided on the HIED 2123 Blackboard/Weebly pages

Other readings will be distributed in class or accessed through Bb or the Joyner library website.

Course Description:

This course is intended to acquaint students with teaching in the secondary Social Studies classroom and begin the development of teaching skills and strategies. Though a one-credit course, students in HIED 2123 will devote a considerable amount of time to observing and reflecting on the teaching craft, reviewing the Standard Course of Study curriculum, exploring the well-developed lesson plan, and completing other activities related to preparing to teach secondary Social Studies.

Objectives:

Upon completing this course, students should be able to:

- Demonstrate an understanding of some of the characteristics of the successful Social Studies teacher
- Identify and make plans to adopt some of the characteristics of successful secondary Social Studies teaching.
- Demonstrate attainment of the professional competencies necessary for pursuing a teaching career through various activities including completion of a formal interview and essay.
- Identify challenges and obstacles to teaching Social Studies in the secondary classroom successfully, and identify and defend strategies for overcoming these obstacles
- Demonstrate an understanding of some of the basic goals and objectives which comprise the North Carolina secondary Social Studies' state curricular standards (Standard Course of Study)

Taskstream:

Students in this course are required to submit particular assignments via the TaskStream electronic portfolio system. Students will need to purchase a TaskStream subscription and enroll in the appropriate program in order to submit these assignments. ***Candidates failing to submit a required assignment via TaskStream will receive an F for that assignment.*** More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the “Student Resources” section of the COE TaskStream Support website at <http://www.ecu.edu/cs-educ/TaskStream/> .

Attendance:

Students are expected to attend class and participate fully as a demonstration of professionalism and positive work habits. Only absences with prior approval by the instructor or university approved absences with appropriate university documentation will be accepted. Unexcused absences will result in a 3 point deduction from the final grade. Attendance is defined as being present, on time, and prepared. Three late arrivals or early departures equal one unexcused absence.

Assignment turn-in:

All assignments are due at the beginning of class on the date indicated on the syllabus. All Blackboard posts and responses to postings are to be submitted no later than 11:00 pm on the date provided on the syllabus or by the instructor. Assignments turned in late will be lowered 8 points for each weekday past the due date. All assignments must be word-processed using standard size (10 or 12 pt.) traditional font (Times New Roman, Arial, Courier New).

General information:

Academic integrity – All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University’s Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included.

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Teacher Education Requirements:

All candidates in teacher education programs are required to follow the guidelines and stipulations outlined in the "Welcome to Educator Preparation Handbook." These requirements and guidelines range from GPA requirements and professional dispositions to Upper Division, practicum, and internship policies and procedures. It is the responsibility of all teacher education candidates to know the requirements and guidelines stated in the "Welcome to Teacher Education Handbook."

TQP – As a result of ongoing teacher education reform initiatives as a result of ECU’s involvement with the Teacher Quality Partnership grant, a number of revisions have been made to this and other HIED courses. Introduction to ISLES-S modules, TPACK-related assignments, and revisions based on Common Core State Standards are just a few of the exciting new things embedded in this and other HIED courses. In this syllabus, any TQP modified assignments or tasks are highlighted in the course calendar.

Grade Scale:

Grade	Range	Quality points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
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C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	.7
F	Below 60	0

- Students must receive a grade of C or better in this class in order to begin their internship. NO INCOMPLETES will be given.
- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF “F” FOR THE COURSE.

Requirements:

Virtual observations (5%) – To assure you understand the elements to be included in the observation process, you will conduct two virtual observations of teachers who have delivered lessons in the field and had those lessons videoed. As with your observations in your practicum site, you will complete the assigned observation protocol and submit your observation to the appropriate assignment link in Bb. These will count as your first two 2123 field experiences prior to beginning your observations at your assigned practicum site.

Observations (25%)- Students in 2123 are required to observe and reflect on **9 complete class blocks** of social studies classes at their assigned school (one block = one secondary Social Studies class period, approximately 90 minutes). Observations are to be spread out during the term, with no more than one observation of a single content lesson per day. You should begin your observations as discussed in class and indicated on the course calendar. A format for completing observations will be shared in class.

Self-Reflection (Why I want to be a teacher) essay (20%) – One of the requirements of the Upper Division application process is that you submit an essay articulating why you want to become a

teacher. Aside from merely illustrating your desire and rationale from entering the profession, this essay is intended to serve as an outlet where you demonstrate your ability to use written communication. Your essay should be 3-5 pages in length. It should be word processed using double-spacing and a standard 10 or 12 point font (Times New Roman or Arial). You should address the question as you see fit... why do you want to be a teacher? Feel free to use first person.

Issues/problems paper (20%) – As you will find through your observations, there are a number of issues and problems facing our public schools in general and our social studies classrooms in those schools more specifically. Choose an issue or problem you have observed this term and write a formal 4-6 page paper on that issue or problem. Your paper should be word processed using double-spacing and a standard 10 or 12 point font (Times New Roman or Arial). Be sure to cite relevant sources from scholarly works (journals and professional publications) or from the media (namely newspapers and/or newsmagazines). Use either MLA or APA format when citing sources and preparing your bibliography.

Taskstream assignments (10%) – For this course, you will be introduced to an online portfolio system called Taskstream that we will use throughout the HIED program. To introduce you to this system, you will be required to complete certain activities related to Taskstream. These assignments will be collectively graded to assure you have completed required assignments/actions. There are four required assignments that must be completed in Taskstream during the semester:

- Dispositions A
- Conceptual Framework Reflection
- Teacher Education Handbook Activity
- Upper Division Essay

ISLES-S I modules (20%) – You will be introduced to 10 core basic instructional strategies, based on the work of Marzano, through the ISLES-S I modules. These modules require that you access and read through an iBook presentation of a given instructional strategy and then complete a quiz via Socrative. The instructor will provide a timeline for completing these modules and will provide a code for the Socrative quizzes.

Requirement summary:

Virtual observations (2)	5%
Observations (9)	25%
Why I want to be a teacher essay	20%
Issues/problems paper	20%
Taskstream assignments	10%
ISLES-S I modules	<u>20%</u>
	100%

Course calendar:

Date	Topic	Assignment	Due
8/22	Introduction to the course, the HIED program, HIED website and Taskstream	Find Taskstream user support site and review www.ecuhied.weebly.com	
8/29	Overview of Electronic Evidences Portfolio in Taskstream (SAIL) Overview of NC Social Studies Curriculum and Standards Observation sign-up	View docs and resources explaining taskstream and the HIED electronic portfolio Download and review Common Core State Standards and NC Essential Standards – See links in Bb	You should have created your Taskstream account and enrolled in the HIED SAIL and ISLES-S portfolios in Taskstream by today's class
9/5	- COE conceptual framework (video) - Teaching dispositions -Teacher Education handbook	- Read through <i>Welcome to teacher education</i> handbook - View the Conceptual Framework video - View the professional dispositions presentation	Conceptual Framework, Teacher Education Handbook, and Professional Dispositions Survey A activities in Taskstream due by 11 pm Friday
9/12	-Introduction to ECU's TQP instructional strategies	ISLES-S I module iBook or pdf for Grouping (Monday)	ISLES-S I module quiz due by 11:00 pm Friday for Grouping in ISLES-S 1 portfolio in Taskstream
9/19	-How and what to observe in a classroom -Completing the observation notebook	ISLES-S I module iBook or pdf for Organizers (Monday)	ISLES-S I module quiz due by 11:00 pm Friday for Organizers in ISLES-S 1 portfolio in Taskstream
10/3	Make initial contact and visit with assigned teacher in the field – class does not meet f2f	Virtual observation videos in Bb Begin observations in assigned high school	Virtual Observations (2) due to assignment link in Bb by 11:59 pm on Monday (10/8) Observation write-up in notebook
10/10	Field observation-Class does not meet f2f	ISLES-S I module iBook or pdf for Concept Learning (Monday) Continue observations in assigned high school	Observation write-up in notebook ISLES-S I module quiz due by 11:00 pm Friday for Concept Learning in ISLES-S 1 portfolio in Taskstream
10/17	Field observation-Class does not meet f2f	Continue observations in assigned high school	
10/24	Field observation-Class does not meet f2f	ISLES-S I module iBook or pdf for Review Questions (Monday) Continue observations in assigned high school	Observation write-up in notebook ISLES-S I module quiz due by 11:00 pm Friday for Review Questions in ISLES-S 1 portfolio in Taskstream

10/31	Field observation-Class does not meet f2f	ISLES-S I module iBook or pdf for Assessment (Monday) Continue observations in assigned high school	Observation write-up in notebook ISLES-S I module quiz due by 11:00 pm Friday for Assessment in ISLES-S 1 portfolio in Taskstream
11/7	Field observation-Class does not meet f2f	Continue observations in assigned high school	Self-reflection “Why I want to be a teacher essay” due in Taskstream by 11 pm Friday Observation write-up in notebook
11/14	Field observation-Class does not meet f2f	Continue observations in assigned high school	Observation write-up in notebook
11/21	Field observation-Class does not meet f2f	Continue observations in assigned high school	Observation write-up in notebook
11/27	Class does not meet f2f – <u>Field observations on M and T as available this week</u> Thanksgiving Break	Continue observations in assigned high school	Observation write-up in notebook
12/3	Classes End. Contact instructor if you have a final observation to complete prior to this date.	Final observations in assigned high school	ALL observation hours (16 total hours – 2 virtual observations and 9 observations from field) must be completed by this date
12/10	11:00 am-1:30pm Final Exam I and P seminar		Hard copy of completed observation notebook with practicum teacher signatures due at the start of the exam period Issues/problems paper due

Because of time frame for the Thanksgiving Holiday, you will need to double up one week in order to have 9 field observations.

Upper Division Requirements

The following requirements must be met for History Education majors to be admitted to upper division:

1. Pass this course (HIED 2123) with at least a "C."
2. Attain and maintain a satisfactory GPA pursuant to requirements in the "Welcome to Educator Preparation Handbook."
3. Submit the application for Upper Division and CPL form found in the "Welcome to Educator Preparation" handbook required for this course. This usually happens as part of HIED 3001.
4. Pass BITE 2000 or another computer course, within the two years prior to acceptance into Upper Division. OR, you may pass the Challenge Exam concerning computer proficiency. Contact the Department of Business and Information Technologies Education at 328-6535 for information on dates for upcoming Challenge Exams.
5. Successfully complete your Upper Division interview during HIED 3001. Information about the interview will be distributed in that class.
6. Satisfy testing requirements for admission to UD (various alternatives) pursuant to requirements in the "Welcome to Educator Preparation Handbook."