MAT 310 SYLLABUS
FIELD EXPERIENCE II
WINTER 2013-2014

INSTRUCTOR: Dr. Charlotte McShea
GREEN SCIENCE HALL 204
601-318-6173

OFFICE HOURS:
Monday - 2:00-5:00
Tuesday - 1:30-4:00
Wednesday - 2:30-5:00
Thursday - 1:30-3:30

CATALOG DESCRIPTION: (1 hour) Twenty hours of supervised field experience in public school including tutoring, small group instruction, grading, and other assessment activities as deemed appropriate by the classroom teacher.

COURSE DESCRIPTION AND RATIONALE: Future teachers benefit greatly from classroom experiences prior to their own teacher internships. One hour field experience classes provide a variety of experiences in secondary mathematics classrooms. Although the prospective teacher may be involved in various classroom experiences and activities under the direction of the classroom teacher, the focus of the MAT 310 Field Experience II course relates to the use of technology in enhancing mathematics instruction. Students enrolled in this class will investigate and learn about available technology and how it is used. In some of the classrooms they visit, they will primarily be learners of new techniques. In other classrooms, they will be the resource person who provides and shares knowledge. That is, all students in this course will practice teaching classes of secondary school students how to use certain features of graphing calculators to enhance learning, but not to replace learning a skill. In particular, WCU students will provide assistance to classroom teachers and their students in the use of graphing calculators to facilitate learning. The classroom teacher will be asked to provide feedback to the WCU student presenter relative to their classroom instruction.

STUDENT LEARNING OUTCOMES: Upon completion of this course, the student will be able to:

1) name and describe technological equipment, software, and materials used to enhance mathematics instruction;
2) use graphing calculators for a variety of mathematics topics;
3) use instructional equipment such as Promethean or SMART boards, Sympodium panels, etc.;
4) create a power point presentation of a mathematics topic and present to a secondary mathematics class, requesting written assessment and feedback from the classroom teacher; revise power point if needed in response to the written feedback;
5) describe technology that is available for use in the classrooms they visited;
6) assess its actual use in the classroom;
7) evaluate the knowledge of the technology by the classroom teacher;
8) make recommendations as to how to increase appropriate use of available technology in the schools to enhance student learning in mathematics.
COURSE REQUIREMENTS: Students are expected to
1) attend orientation sessions at the beginning of the term;
2) keep a journal that includes a log of activities performed by the student as well as observations on topics identified in the orientation session;
3) complete the packet of evaluation forms provided to the student;
4) observe at least one class session where the teacher uses power-point presentations;
5) observe and assist in classrooms using graphing calculator technology;
6) observe and assist in classrooms using various presentation devices such as Promethean boards or SMART boards;
7) research and compile data on what technology is available to enhance mathematics learning;
8) make an informal survey of technology use in area schools, and summarize that information in a report;
9) write a brief report, evaluating the actual knowledge about and use of technology in area schools, and making relevant recommendations [address L.O. # 5-8];
10) arrange a schedule with classroom teachers to complete the twenty hours of field experience;
11) create a brief lesson using one or more of the items described in 4, 5, or 6.
12) complete any duties or activities as directed by the classroom teacher;
13) take a final examination/final evaluation in the ninth week of the term.

TENTATIVE SCHEDULE:

WEEK ONE:
**Meet with instructor on WCU campus:** get syllabus, observation packets, teacher letter, and tentative assignments;
Select school districts and identify teachers to visit. NOTE: Approved list of cooperating mathematics teachers is created as follows: first, names of recommended teachers [with supporting reasons] are solicited from university colleagues, university students, high school students and their parents, and area administrators. Additional information is obtained for each recommended cooperating teacher; this additional information is discussed by a committee, and approved teachers are added to the list.

WEEK TWO:
**Meet with instructor on WCU campus.** Turn in written list of schools/teachers you plan to observe. Return COPIES of signed teacher letters. [Keep originals for your notebook.] Rough draft of report on AVAILABLE technology.

WEEKS THREE AND FOUR:
Observe and assist in classrooms. Present graphing calculator or other technology instruction. Fill out observation forms.

WEEK FIVE:
Complete and submit final report on available technology to enhance mathematics instruction (Course Requirement #8); Rough draft of actual technology and its use in schools (CR#9).

Individual informal meeting with instructor on WCU campus.
NOTE: DO NOT VISIT CLASSROOMS DURING THIS WEEK.

WEEKS SIX-EIGHT:
Complete observation hours in classrooms; complete all observation forms; finalize journal and notebook. Work on power point presentation. Make arrangements with a secondary cooperating teacher to (a) allow presentation to a secondary class, and (b) provide written assessment and feedback. NOTE: Please select a topic related to problems on the ACT, since school systems are more receptive to outside instruction in these areas.

WEEK NINE:
Meet with instructor on WCU campus. Present power point to class. Discuss with class the feedback you received. FINAL EXAMINATION/FINAL EVALUATION. Turn in all materials; take final exam.

WEEK TEN:
With prior instructor written permission, complete any missing hours of observation.

***Note: Meet with WCU instructor as needed during posted office hours.***

EVALUATION CRITERIA

Students are expected to attend all orientation sessions and to be in the school classroom at the agreed-upon times. Failure to meet the obligations agreed on by the classroom teacher and the seminar student may result in removal from the course. Grade in the class is based on

Student journals
Report on technology research, first half of term
Report and recommendation, end of term
Evaluation by the classroom teacher
Observation/evaluation packet
Number of contact hours*
Final examination

*Number of hours must be at least 20.
AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

COLLEGE POLICY ON ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. Full explanations of the procedures for responding to instances of academic dishonesty are contained in the university’s Policies and Procedures manual and in the student handbook, The Lance.

DISASTER PLAN

In the event the operation of William Carey University is affected by a natural disaster (i.e., hurricane, tornado, widespread flu outbreak, etc.), the following procedures will be followed:

1. In the case of a closed campus with internet access, all courses will shift to D2L or e-mail delivery of assignments. Follow all assignments in the syllabus and/or posted online and send them via D2L or e-mail to your professor, at the direction of the professor.
2. In the case of a closed campus with no internet access, follow all syllabus directions for the completion of course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments may also be sent by mail in care of your professor.
3. Students should check WCU’s web page (www.wmcarey.edu) and contact the professor by e-mail or phone: Email: cmcshea@wmcarey.edu phone: 601-318-6173 for additional instructions.

WCU THEME FOR 2013-2014:
“Building on a Firm Foundation”
Luke 6:48; 1 Corinthians 3:11