

Course Syllabus

Course Time and Location: Tuesdays, 3-4, WWPH 5400

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Welcome to the Fall field seminar for Primary Plus! This semester, you will be in two sites – your Pre-K/K setting three days a week, and your elementary setting one day a week. While the majority of your focus will be on your Pre-K lesson planning and internship, there is also a need to make the most of your time in the elementary classroom, so that you are ready to jump in full-time and prepared in the Spring Semester. The goal of this course is to provide a casual but professional setting where we can discuss questions and concerns from both sites in ways that support our collective professional learning about practice.

The goal of this course is to help you make the most of your time in both classrooms and to think collaboratively around problems of practice that emerge. While this may include concerns and/or worries, the goal is to maintain a professional and productive space where we are working together to think through questions and concerns together. It will be a more relaxed space than many of your other classes, but is an integral element of your field placements and making the most of your time in classrooms.

- **To think through, process, and constructively reflect on field experiences in both the Pre-K and Elementary field settings**
- **To develop a respectful and supportive community of teacher learners**
- **To think through challenging moments of practice as a way to learn and improve in your professional practice**
- **To continue to develop a professional identity as a teacher**



DUE DATES

- The dates listed in the schedule are the dates when each assignment is **due**.
- You should bring the completed assignment to class that day, as it will be the basis for conversation and discussion during that class period. For this reason, it is VERY important that you complete these assignments on time.
- If you need or want an extension, you must request one at least 48 hours before the assignment is due.
- **If the assignment is not turned in within three days of the deadline, then it will be given a zero. All assignments must be completed in order to pass this course.**

GRADING

Assignment	Due Date	Points
Elementary FW Packet	5 assignments: See packet for due dates	10 each for a total of 50 Points
In Class Pre-K Practicum Journal	Will be completed in class in response to prompts: bring your journal to every class	10 each for a total of 50 Points
Discussion Participation	You will be expected to actively participate in class discussions and collaborate with your peers to help think through problems of practice	50 Points
Final Reflection	December 13	50 Points

GRADING POLICY

The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance. Detailed course assignment sheets and grading rubrics will be available for each assignment.

Please note that you must complete all assignments in order to receive a passing grade in this course.

Grades will be assigned based on the following ranges:

94-100% = A	90-93 = A-	87-89% = B+	83-86% = B
80-82% = B-	74-79% = C	69-73% = D	

Late assignment policy: Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted on time at the start of class regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date and the assignment will be scored zero. All assignments should be accompanied by the scoring rubric, if provided.

ATTENDANCE AND PARTICIPATION

Because of the way this course is structured and the nature of the assignments, you cannot do well if you are not actively engaged in course activities. Your active engagement and participation in course meetings and your timely completion of course assignments are crucial for the success of this course as well as your own learning. Being on time and prepared for every class session is expected. You cannot make up a missed class by doing alternative work.

This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Final grades **will be** lowered because of absences and lack of participation and collaboration. Each absence will result in a 10-point loss to the final grade unless specific arrangements with the professor have been made well before class. Arriving to class late and leaving early will count as absences.

EXTENSIONS AND ASSIGNMENTS

Unless otherwise noted on the syllabus, assignments are due at the start of class on the date listed. Some assignment may need to be turned in online (CourseWeb) and in class – please read the instructions carefully and ask if you are uncertain. As stated above, late assignments will result in lowered grades unless you have an extension. Except for an extreme situation (medical crisis or personal emergency), you **must request an extension at least 48 hours before the assignment is due**. The instructor must approve assignments in writing.

ACADEMIC INTEGRITY

Academic integrity is a key component of professionalism. It is expected that all candidates uphold the principles of academic integrity in their work during this course as specified on the University of Pittsburgh Office of the Provost. These guidelines are available for download at: <http://www.provost.pitt.edu/info/acguidelinespdf.pdf>. Candidates who do not follow these guidelines may be subject to disciplinary action.

GRIEVANCE POLICY

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines at: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>.

STATEMENT ON CLASSROOM RECORDING

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

CONFIDENTIALITY

During this course and throughout your teaching career, you will have access to information about students that demands discretion. You may not share information about students in any setting beyond the confines of our work together. Within our group, you may discuss students in only the most professional ways. This means that students and their work are spoken about only for instructional purposes, without veering into gossip or “venting” frustrations. Your access to students is predicated on a disposition of care, respect, and a generous interpretation of their actions.

Confidentiality also means that you may not refer to students in ways that would identify them outside of the course setting including digital forums such as Facebook, Twitter or personal web spaces, such as blogs. Additionally, you may not share images of them or their work for any purpose outside of this course. This includes videotaped or audiotaped records, anecdotal notes, written work, assessments, and photographs. Any infractions will be considered professional misconduct and will jeopardize your standing in Pitt’s graduate programs. If you have any questions about confidentiality matters, it is your responsibility to seek answers from the course instructor.

SPECIAL LEARNING NEEDS

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890 [(412) 383-7355 for TTY], as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

PROFESSIONALISM AND THE PRESENCE OF CELL PHONES

Professional conduct is imperative in the teaching profession and as such, in this class. Students are expected to carry themselves in a professional manner at all times. Disruption in class will not be tolerated. Repeated unprofessional behaviors may lower your grade in this course.

Cell phones must be turned off or in silent mode while in class. Text messaging and use of social networking during class is not permitted and students not following this directive will be asked to leave class. If there is a compelling reason to leave your phone on (e.g., if you are on call for a job) please let the instructor know at the start of class.

FOOD/HOUSING INSECURITY

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course you are welcome to speak with me if you need support in contacting the right people/offices:

Pitt Pantry (Food Pantry available to the wider University community)

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

COMMUNITY/CIVILITY STATEMENT

As future teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Carefully consider your language choices to ensure that all learners feel safe and valued. If at any time, you are uncomfortable please feel free to speak up and/or speak to me privately.

CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENT DUE
Aug. 28	<ul style="list-style-type: none"> • What is “professional uncertainty” • Nuts and Bolts of Fieldwork and documentation • Student Services • Erin Wheeler Introduction 	
Sept. 4	<ul style="list-style-type: none"> • First Impressions of Fieldwork • Negotiating Relationships 	<ul style="list-style-type: none"> • IN CLASS: PreK Journal Reflection
Sept. 11	<ul style="list-style-type: none"> • Physical Space and Organization 	<ul style="list-style-type: none"> • Class Map Packet Assignment Due
Sept. 18	<ul style="list-style-type: none"> • Expectations, Frustrations, and Personal Differences 	<ul style="list-style-type: none"> • Mentor Interview Packet Assignment Due
Sept. 25	<ul style="list-style-type: none"> • Gender, and Class, and Race: Talking about difficult topics 	<ul style="list-style-type: none"> • IN CLASS: PreK Journal Reflection
Oct. 2	<ul style="list-style-type: none"> • What does “Quality” Early Childhood Education Look Like? 	<ul style="list-style-type: none"> • Classroom Management Packet Assignment Due
Oct. 9	<ul style="list-style-type: none"> • Learning from Play • Differentiation for Young Children 	<ul style="list-style-type: none"> • IN CLASS: PreK Journal Reflection
Oct. 16	NO CLASS: FALL BREAK SCHEDULE	
Oct. 23	<ul style="list-style-type: none"> • Meaningful Activities • Workshops & Stations 	<ul style="list-style-type: none"> • Student Fieldnotes Packet Assignment Due
Oct. 30	<ul style="list-style-type: none"> • Developing a Professional Identity 	<ul style="list-style-type: none"> • IN CLASS: PreK Journal Reflection
Nov. 6	<ul style="list-style-type: none"> • Midterm Check Ins 	<ul style="list-style-type: none"> • Packet Final Reflection/Complete Packet Due
Nov. 13	<ul style="list-style-type: none"> • Taking Over Someone Else’s Classroom 	<ul style="list-style-type: none"> • IN CLASS: PreK Journal Reflection
Nov. 20	<ul style="list-style-type: none"> • Self-Care and Organization: What’s Working? What’s Not? 	
Nov. 27	<ul style="list-style-type: none"> • Bridging PreK and Elementary Field Placement Learning: What We Carry Forward 	
Dec. 4	<ul style="list-style-type: none"> • Classroom Management • Young Children and Behavior Redirection 	
Dec. 11	<ul style="list-style-type: none"> • Looking ahead: lessons learned and goals for Spring 	<ul style="list-style-type: none"> • Final Class Reflection Due