



COURSE SYLLABUS
Southeast Missouri State University

THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education

Course No. SE372

Course Title: Middle Block III Field Experience—Math

Revised: Fall 2004

I. Catalog Description and Credit Hours of Course

Students will apply knowledge of professional education, an academic specialization, and the exceptional child to an appropriate classroom setting.
(1 hr.)

II. Prerequisites and Co-requisites:

Prerequisites: Successful completion of Blocks I and II;

Co-requisites: Block III Courses

III. Purpose or Objectives of the Course:

- A. To apply knowledge of professional education in an appropriate field setting.
- B. To apply knowledge of an academic specialization to an appropriate field setting.
- C. To apply knowledge of the exceptional child to an appropriate field setting.
- D. To successfully complete appropriate Block III competencies.

IV. Expectations of Students:

- A. The student will successfully complete sixty (60) clock hours in an appropriate field setting as delineated via the Block III competency sheet.
- B. The student will successfully complete the objectives of the course.
- C. The student will assume a professional posture (dress, punctuality, manners, etc.) while working within the school setting.

V. Course Content or Outline:

See appropriate techniques course requirements.

VI. Textbook: None

VII. Basis for Student Evaluation (Pass/Fail)

- A. Successful completion of the sixty (60) clock hours in an appropriate field.

- B. Demonstrate the ability to apply knowledge of professional education to an appropriate classroom setting.
- C. Demonstrate the ability to apply knowledge of an academic specialization to an appropriate classroom setting.
- D. Demonstrate the ability to apply knowledge of the exceptional child to an appropriate classroom setting.
- E. Successful completion of Block III competencies.

VIII. Knowledge Base:

Alberto, P. & Troutman, A. (2003). *Applied behavior analysis for teachers*. Upper Saddle River, NJ: Merrill/Prentice-Hall.

Campbell, D., Cignetti, P., Melenyzer, B., & Wyman, R. (1997). *How to develop a professional portfolio: A manual for teachers*. Boston: Allyn and Bacon.

Cipani, E. (2004). *Classroom management for all teachers*. Upper Saddle River, NJ: Merrill/Prentice-Hall.

Cruickshank, D., Jenkins, D., & Metcalf, K. *The act of teaching* (3rd ed.). Boston: McGraw-Hill.

Deiro, J. (1996). *Teaching with heart: Making healthy connections with students*. Thousand Oaks, CA: Corwin Press.

Feden, P. & Vogel, R. (2003). *Methods of teaching: Applying cognitive science to promote student learning*. Boston: McGraw-Hill.

Heslep, R. (1995). *Moral education for Americans*. Westport, CN: Preeger Publishers.

Irvine, J. & Armento, B. (2001). *Culturally responsive teaching*. Boston: McGraw-Hill.

Jackson, P., Boostrom, R., & Hansen, D. (1993). *The moral life of schools*. San Francisco: Harper & Row.

Martin, G. & Pear, J. (2003). *Behavior modification: What it is and how it works* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Moore, K. (2001). *Classroom teaching skills*. Boston: McGraw-Hill.

Orlich, D., Harder, R., Callahan, R., & Gibson, H. (1998). *Teaching strategies: A guide to better instruction* (5th ed.). Boston: Houghton Mifflin.

Pai, L., Young, R., & Adler, S. (1997). *Cultural foundations of education*. Upper Saddle River, NJ: Prentice-Hall.

Posner, G. (1993). *Field experience: A guide to reflective teaching* (3rd ed.). New York: Longman.

Rand, M. & Shelton-Colangelo, S. (2003). *Voices of student teachers: Cases from the field*. Upper Saddle River, NJ: Merrill/Prentice-Hall.

Wentz, P. & Yarling, J. (1994). *Student teaching casebook for teaching interns*. New York: Macmillan.