



SYLLABUS

Lamar University, a Member of The Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees (for more information go to <http://www.lamar.edu>).

Course Title:	ASL Practicum: Classroom Observation
Course Number:	4309
Course Section:	01
Department:	Deaf Studies and Deaf Education (DSDE)
Instructor:	Ms. Heidi MacGlaughlin
Office Hours:	Fridays – 8AM to 10AM or by appointment
Class Time:	Fridays – 8AM to 9:30AM on the following dates: <ul style="list-style-type: none">• September 1st• October 6th• November 3rd Field Experience (hours will vary)
Class Location:	Family and Consumer Sciences (FCS) Building #112
Contact Information:	Lamar University e-mail: hmacglaughli@lamar.edu VideoPhone: 512.200.7098 Skype: missheiki

PERSONAL INTRODUCTION

Welcome to Lamar University. My name is Heidi MacGlaughlin, and I will be your instructor of record for DSDE 4309 – Practicum: ASL Classroom Observation. By way of a very brief introduction, I earned my baccalaureate in Communication Arts at Gallaudet University and master’s degree in Deaf Education from Western Maryland College (now McDaniel College). I am currently working on my doctoral dissertation in Deaf Studies and Deaf Education at Lamar University. My area of expertise is bilingual ASL/English instruction, early language acquisition, family literacy, and social justice. I recently joined the faculty at Lamar in January 2017 as a Field Experience Supervisor in ASL for the Department of Deaf Studies and Deaf Education in the College of Fine Arts and Communication.

CATALOG DESCRIPTION

Student practicum and/or classroom observation where ASL or ASL interpreting is being used. Offered in the Fall and Spring.

ACADEMIC PREREQUISITES

Faculty or Department Chair approval is required.

COURSE DESCRIPTION

Practicum classroom observation is a field experience practicum, which includes observations and field experience in American Sign Language classroom environments. The course is designed to expose students to the professional and pedagogical experiences of a classroom teacher. Practicum provides a “real-world” platform that facilitates the pre-service teacher’s transition from theory to instructional practice. Students are assigned to a campus, mentor and university supervisor during the practicum course. Practicum students are required to complete the assigned hours and document field observations and experiences.

COURSE TEXT

Whitaker, T. (2011). *What Great Teachers Do Differently*. New York, NY: Routledge Press. ISBN 978-1596671997

BLACKBOARD

Students will utilize the Lamar University’s Learning Management System (LMS), BlackBoard, for this course. For BlackBoard support, go to (<https://blackboardsupport.lamar.edu>) for more information.

RESPONSE TIMES

Allow up to a 24-hour turn around for responses to questions or requests for support. Allow 48 hours for requests made after 5 PM on Fridays. Duplicate questions (questions from more than one student) will be responded to on the BlackBoard Discussion Board. Grades for assignments can be located on BlackBoard. If you are missing a grade for a submitted assignment, check My Grades to confirm that the assignment was accepted in the system; you should see a yellow question mark if your submission has been accepted.

COURSE-LEVEL OBJECTIVES

Students who successfully complete this course will be able to:

- Observe and understand the concept of learning and problem solving.
- Observe and understand how diversity impacts classroom experiences.
- Observe and understand how to create a culturally responsive classroom environment and/or cultural appropriateness.
- Observe and understand the principles of effective instruction and how to design outcome based learning opportunities.
- Observe and understand a variety of instructional strategies available to actively engage students in the learning process.
- Observe and understand the role of evaluation and assessment in teaching and/or interpreting.

STUDENT LEARNING OUTCOMES (Department Specific, if needed)

At the end of this course, students will:

- Incorporate learning and problem-solving strategies to ASL.
- Utilize scenarios to analyze classroom management and instructional strategies.

- Create detailed descriptions of culturally responsive classroom activities.
- Compose lesson plans for ASL instruction.
- Evaluate instructional materials for ASL instruction.
- Generate written reflections of classroom activities.

Placement(s): Observations will be conducted at assigned sites.

NOTE: Placements are not guaranteed to match your preference.

FIELD EXPERIENCE HOURS

Students are expected to observe and practice in the assigned educational settings for a minimum total of thirty (30) field experience hours over 10 weeks. The Mentor Teacher and the Lamar DSDE faculty supervisor will evaluate students.

ATTENDANCE POLICY

Students are expected and required to comply with all attendance policies. You must get approval through your university field experience supervisor for missing any days. Your mentor does not have the authority to grant approval for missing practicum. ALL arranged absences and schedule changes need approval of the field supervisor. All requests for missing assigned practicum observations must be submitted in writing in advance. Failure to comply with attendance policies will result in cancellation of field assignment and course failure.

***** If you are sick or unable to attend your scheduled practicum observation, you must notify your practicum mentor and university supervisor prior to missing the observation/assignment. If you are sick, you should get a note from your doctor or the student health center.** You will need to make up the missed observation time. Absences and/or failure to notify your practicum supervisor and mentor teacher will be noted as an act of unprofessional behavior. Failure to attend scheduled observations is considered abandonment of assignment and may result in removal from placement site and course failure (even if all other requirements are met).

Note: This policy is not flexible under any circumstances except true medical emergencies or family deaths, both which require documentation. If this situation applies to you, documentation must be submitted to the instructor prior to returning to placement site.

GRADING POLICY AND EVALUATION METHODS

Graded Assignments:

Placement Reflections	100 points
Classroom Response Questions	100 points
Teaching Observation Reflection Video	50 points
Articles	80 points
Observations	100 points

Attendance Log for Hours	25 points
Lesson Plans	250 points
<u>Text Discussion Questions</u>	<u>70 points</u>
TOTAL	775 points

Grading Scale: Students can access their individual assignment grades at any time via Blackboard. A ten-point grading scale will be utilized.

A	B	C	D	F
775 – 698	697 – 620	619 – 543	542 – 465	below 465
100-90%	89-80%	79-70%	69-60%	59% - below

GRADING OF ASSIGNMENTS AND EVALUATION

Placement Reflections (100 points total; 20 points per reflection)

Students are required to write five reflections of their experiences in the classroom. Share a unique activity provided by your teacher or a learning strategy that you found to be effective.

Classroom Response Questions (100 points total; 20 points per set)

Five sets of questions are posted to BlackBoard. Once you have visited your practicum site, respond to the questions.

Teaching Observation Reflection Video (50 points)

Students will reflect on their observation of teaching strategies. Students should video and upload their responses to BlackBoard. **Assignment due November 17, 2017.** Late submissions will not be accepted.

- Identify the teaching strategies that you have seen utilized in the ASL classroom.
- What have you noticed about the integration of learning styles activities during class?
- Identify one technique you would like to use or adapt to match your teaching style.
- Identify ten things you have done this semester to improve your teaching technique/knowledge base.

Articles (80 points total; 10 points each)

Students will complete the readings as assigned on BlackBoard. Reading materials and discussion questions are posted to BlackBoard.

Assigned Articles:	Due Dates:
Stages of a Teacher's First Year	September 15, 2017
Top Ten Things Teachers Should Know	September 22, 2017
What New Teachers Need to Learn	September 29, 2017
Classroom Management, Bullying, and Teacher Practices	October 6, 2017
Behavior Modification Models	October 13, 2017

New Teacher Survival Guide	October 20, 2017
Under Stress: The Concerns and Coping Strategies of Teacher Education Students	October 27, 2017
How to Be a Good Student Teacher	December 1, 2017

Observation (100 points)

A faculty supervisor will observe students at least once during the semester.

Attendance Log for Hours (25 points)

Students will be expected to submit a log of documented hours (30 hours) as required by the instructor. This serves as your attendance record and course participation. ***Due date November 22, 2017.***

Lesson Plans (250 points total; 50 points each)

Students must submit five lesson plans. Upload the same lesson plans that you upload for TK-20 if you are in PEDG 3380 and/or PEDG 4340. You can use the format provided by the PEDG department. See weekly schedule for due dates.

Text Discussion Questions (70 points total; 10 points each)

Students are required to participate on the discussion board in BlackBoard by responding to questions posted by the due dates.

** Students who do not submit attendance/hours log is subject to not pass this course as documentation of clock hours are required for your practicum and internship field experiences and the completion of DSDE records. **

COURSE EVALUATIONS

Lamar University encourages students to evaluate the online courses they take and the instruction they receive via and contract with a national company, OnlineCourseEvaluations.com. LU faculty and administrators developed the evaluation instruments. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last day of classes. Students will be notified of the specific dates at their Lamar e-mail addresses. If course evaluations are given during summers, mini semesters, and other compressed terms evaluation windows are extended past the last class.

Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of any student who completes a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. After the semester has ended and grades have been awarded, the professor can access the results of my course evaluations, to include all student comments. Analysis of the data and student comments and suggestions are often used to make changes in course content and delivery. The result of course evaluations are also used by chairs and deans as one factor in divisions involving merit pay, tenure, and promotion. Both the administration and teaching faculty take your input via course evaluations very seriously, and you are encouraged to participate in this process. Any questions or comments you have about the process should be

addressed to Dr. Tom Matthews, Director of Assessment, at 409-880-2385 or tom.matthews@lamar.edu.

CELL PHONES AND ELECTRONIC DEVICES

Cell phones, pagers, iPods, etc. are not to be used during class activities. Laptops are allowed only during certain activities. There is no need to take notes on your laptop. All notes and PowerPoint slides will be provided on BlackBoard. If your cell phone rings, you will be asked to leave class, and will be counted absent for that day we meet.

CLASSROOM DISRUPTIONS

Students are expected to behave as professionals at all times. Any activity that disrupts class is not acceptable. This includes, but is not limited to, using electronic devices, chatting with friends, arriving late (past five minutes of class start time), frequently entering/exiting classroom, misuse of interpreter, blatant disrespect to peers, consistently monopolizing the discussion, inappropriate behaviors, etc. If asked by the professor to leave the room; you will receive an absence for the session. If the professor asks you to leave the room and you refuse, campus security may be contacted. Please interact appropriately so this does not need to occur. Again, lack of professionalism may influence annual evaluations and reviews by faculty. These reviews are submitted to Project Directors who determine DSDE scholarships and grants. Do not allow negative behaviors to adversely affect your scholarships.

STUDENT HANDBOOK

Students may access the Student Handbook online at <http://students.lamar.edu/student-handbook.html>.

UNIVERSITY POLICIES AND SERVICES

SEXUAL HARASSMENT

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

PROFESSIONALISM/DECORUM

Professionalism and collegiality are important factors in teaching and learning. Positive interactions and support of peers are crucial to the learning process.

STUDENTS WITH DISABILITIES

For students with disabilities, this course will comply with all accommodations prescribed by the Lamar University Disability Resource Center (DRC). **It is the responsibility of the student to ensure that the instructor has been informed of all prescribed accommodations.** Lamar University's Disability Resource Center offers a variety of services designed to provide for students with disabilities and can be contacted at (409) 880-8347 or emailed at DRC@lamar.edu.

The Disability Resource Center offers a variety of services designed to assure students with disabilities equal access to the university's activities, programs and services. Some of the services provided include academic accommodations, assistive equipment, communication access service providers, note-takers, physical access and priority registration. Documentation of a disability from a professional in the field is required to receive services.

Students with disabilities should notify the director of DRC prior to registration in any university program. The director will arrange a meeting with the student to determine reasonable academic adjustments/accommodations. The Disability Resource Center is located in room 105 of the Communication Building. Students may write to P.O. Box 10087, Beaumont, Texas 77710, call 409.880.8347, fax 409.880.2225 or e-mail DRC@lamar.edu. Additional information is available at the DRC website, <http://www.lamar.edu/disability-resource-center/>.

TECHNICAL SUPPORT

Technical Support can be located at <http://students.lamar.edu/it-services-and-support/index.html>.

For BlackBoard technical support go to <https://blackboardsupport.lamar.edu>.

ACADEMIC SUPPORT

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>.

STUDENT SERVICES

Information on Student services can be located at <http://students.lamar.edu/student-services/index.html>.

ACADEMIC HONESTY POLICY

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Students seeking guidance to avoid plagiarism should consult the course instructor, recent handbooks, or the University Writing Center.

ASL teacher education and interpreting students are expected to conduct themselves in a professional manner both in classes and in field placements.

Academic dishonesty will not be tolerated on tests or out-of-class assignments. Should you be found responsible for a dishonest incident, you will receive a grade of "F" on the assignment and/or a reduction of the grade for the course.

Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Plagiarism shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

Collusion shall mean the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of resource materials shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Academic work shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the most recent addition of the *MLA Handbook for Writers of Research Papers* or the most recent addition of the *APA Style Guide*, depending on your College requirements for writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to <https://students.lamar.edu/academic-support/academic-policies.html>.

COPYRIGHT POLICY STATEMENT

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

NETIQUETTE (ONLINE ETIQUETTE) STATEMENT

Your *lamar.edu* e-mail address will be the official method of electronic communication for this class. You should plan on utilizing *lamar.edu* for class announcements and emails from the instructor.

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities.

Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*.

More comprehensive student code of conduct can be found at

<https://students.lamar.edu/academic-support/code-of-conduct.html>.

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

LAMAR UNIVERSITY PRIVACY POLICY STATEMENT

Student records maintained by Lamar University comply with the Family Education Rights and Privacy Act of 1974 as amended (PL93-380). Detailed information should be accessed through this link:

<https://sacs.lamar.edu/catalog/PrefMaterial/V.GenAcademicPol.htm#edurights>.

ACADEMIC CONTINUITY STATEMENT

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

EMERGENCY PROCEDURES

Be sure to update your MyLamar Account with the most current information.

Many types of emergencies can occur on campus instructions for specific emergencies such as severe weather, active shooter, or fire can be found at

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

These procedures may or may not apply to you:

Severe Weather:

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Course Content Outline

Dates	Resources for DSDE 4309	Assignments
<u>Week 1</u> Sept. 5 th to Sept. 8 th	Welcome and Course Introduction Discussion of Placement Disposition Statements Lesson Planning/Units	

<p><u>Week 2</u> Sept. 11th to 15th</p>	<p>Readings:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 1 – 17) • Stages of a Teacher’s First Year <p>Lesson Planning/Units</p>	<p>Discussion</p>
<p><u>Week 3</u> Sept. 18th to 22nd</p>	<p>Readings:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 19 – 36) • Top Ten Things Teachers Should Know <p>Lesson Planning/Units</p>	<p>Discussion Response Questions</p>
<p><u>Week 4</u> Sept. 25th to 29th</p>	<p>Reading:</p> <ul style="list-style-type: none"> • What New Teachers Need to Learn <p>Teaching Portfolio</p>	<p>Lesson Plan #1 Response Questions</p>
<p><u>Week 5</u> October 2nd to 6th</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Classroom Management, Bullying, and Teacher Practices 	<p>Discussion Response Questions</p>
<p><u>Week 6</u> October 9th to 13th</p>	<p>Readings:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 37-56) • Behavior Modification Models 	<p>Lesson Plan #2 Discussion</p>
<p><u>Week 7</u> Oct. 16th to 20th</p>	<p>Reading:</p> <ul style="list-style-type: none"> • New Teacher Survival Guide <p>Teaching Portfolio</p>	<p>Response Questions</p>
<p><u>Week 8</u> Oct. 23rd to 27th</p>	<p>Readings:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 57 – 78) • Under Stress: The Concerns and Coping Strategies of Teacher Education Students 	<p>Lesson Plan #3 Discussion</p>
<p><u>Week 9</u> Oct. 30th to Nov. 3rd</p>	<p>Reading:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 79 – 96) <p>Teaching Portfolio</p>	<p>Class meets in FCS #112 on Nov. 3rd Discussion</p>

<p><u>Week 10</u> Nov. 6th to 10th</p>	<p>Reading:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 97 – 110) <p>Teaching Portfolio</p>	<p>Lesson Plan #4</p> <p>Discussion</p>
<p><u>Week 11</u> Nov. 13th to 17th</p>	<p>Reading:</p> <ul style="list-style-type: none"> • What Great Teachers... (pp. 111 – 124) 	<p>Lesson Plan #5</p> <p>Teacher Observation Reflection Video</p>
<p><u>Week 12</u> Nov. 20th to 22nd</p>	<p><i>Short Week due to Thanksgiving Holiday</i></p>	<p>Observation Log</p>
<p><u>Week 12</u> Nov. 27th to Dec. 1st</p>	<p>Reading:</p> <ul style="list-style-type: none"> • How to Be a Good Student Teacher 	<p>Response Questions</p>