

EDUC 7810: APPLIED FIELD EXPERIENCE: SPECIAL PROJECTS

FAIRLEIGH DICKINSON UNIVERSITY
SCHOOL OF EDUCATION
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TIME: WED 8- 9:30PM **LOCATION:** NAB 105

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COURSE WEBSITE: [http://edfolio.fdu.edu/JoshiK/stories/storyReader\\$18](http://edfolio.fdu.edu/JoshiK/stories/storyReader$18)

COURSE DESCRIPTION

Guided Observation and clinical analysis in an educational setting. Program assessment and design. May be taken with EDUC 7811 Research and Curriculum Development, in preparation for EDUC 7812 Final Project: Applied Research.

COURSE OBJECTIVES

The primary goal of **Applied Field Experience (EDUC 7810)** is to introduce the student to the knowledge and skills required to understand what, when, why and how to conduct educational research.

Successful completion of the course will be measured through demonstrated abilities in the following competency areas:

- Locate, examine and analyze research literature
- Utilize ENDNOTE software
- Create Annotated Bibliography

The culminating activity of the course will be represented by the development of an annotated bibliography on a specific topic. This should include the following:

Course Standards:

Upon completion of this course, pre-service teachers through research and reflective analysis will demonstrate competencies (knowledge, dispositions, skills, and performances) based on INTASC standards for beginning teachers.

Students should continue to consult the following Professional Standards for Teachers as designated by the Department of Education for the State of New Jersey as points of reference in this course. For a complete list of the knowledge indicators and the performance indicators, please refer to: <http://www.state.nj.us/njded/profdev/standards/>

Standard #1 (Subject Matter Knowledge): Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. 1.1, 2, 3, 4-if students include math in their interdisciplinary task, 5, 6, 7, 8.

Standard #2 (Human Growth and Development): Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. 2.1, 2, 3, 4, 5, 7, 8, 9.

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. 3.1, 2, 5, 6, 7.

Standard #4 (Instructional Planning and Strategies): Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. 4.1, 2, 4, 5, 6, 9, 10, 11, 12.

Standard #5 (Assessment): Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. 5.1, 2.

Standard #6 (Learning Environment): Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self motivation. 6.1, 2, 3, 4, 5, 6.

Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard #8 (Communication): Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. 8.1, 4, 7.

Standard #9 (Collaboration and Partnerships): Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being. 9.1, 2.

Standard #10 (Professional Development): Teachers shall participate as active, responsible member of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process. 10.1, 3, 4, 7.3)

REQUIRED READINGS

Handouts:

COURSE POLICY & EXPECTATIONS

This class is a blended course with some in-person sessions and some online work. The class will meet on the days noted. Each student will meet at least twice with the professor for a 30 minute session. Students may request additional sessions and I will be happy to oblige. The individual meetings are timed with submitting a task. Tasks due dates are set to provide enough “read time” to ensure a productive and engaged one-on-one session. If you hand in something late, the meeting will have to be rescheduled and your grade will be penalized 2pts. Students are required to have a study buddy for this course. You can choose a buddy or one will be assigned to you. The function of the study buddy is to provide you with someone to :

- Share the research process experience
- Be a sounding board
- Lookout for each other when doing research
- Proofread assignments – especially the final paper

COURSE ASSIGNMENTS & DEADLINES

Failure to submit tasks when due may result in the loss of credit for these assignments.

Tasks 1-4 are not expected to represent the full length of the finished project but are to reflect the progress of your research. Think of them as drafts.

Drafts are designed to assist students by providing timely feedback on their work in progress so that revisions and additions can be made and the project can grow.

The length of the drafts and the submission process will be indicated in class.

All tasks will be submitted in MS word as an attachment on the date indicated.

Task 1 Brainstorm of Mini-Research Projects (10).

Come to class with a list of 4-5 mini research projects. Be prepared to share your brainstorm with the class.

Task 2 Formulation of research question(s) and rationale for the study (10).

You will describe in one or two paragraphs why you selected this topic to study and you will formulate a research question. Since the research process is recursive, a student may modify the original question as the project unfolds. *However, students will be expected to make a commitment to the research topic in the first three weeks of the course.*

Task 3 Library of ENDNOTES Reference Material (25).

You will begin writing the literature review of your topic. You will summarize ideas from the articles and books you have consulted up to this point. You will include in the draft a list of references in APA style. This draft should be about 4-5 pages in length.

Since the literature review is a history of the topic, this draft will reflect the journals, articles, books, and other materials you have conducted. Students will be expected to read and cite articles from scholarly journals although other sources can be used but should not constitute the bulk of the readings for the project.

Task 4 NEXT STAGE OF Literature Review (5) Due Nov 9th

This document should be close to a final draft of the literature review. The number of pages will vary for each person. Students should really know the major studies, be able to cite important facets of related theory, or know the findings of the “classic” studies in their respective fields.

Task 5 Complete Research Proposal and Presentation (50) Dec 1st

Students will submit complete research proposal and present their proposal to the class.

Buddy grade – 20pts.

All students must pair-up with a study buddy. This person is your sounding board, someone to share ideas with as well as someone to hear your woes about the research process. This person also will keep his/her eyes and ears open for materials that may help you with your research. You are committed to meeting with your buddy and being there for him/her/. Each person will turn in a grade for their buddy.

COURSE SCHEDULE

Course schedule, assignments and due dates.

SESSION	TOPIC(S)	ASSIGNMENT
1. Class Meeting	Introduction: Procedure/policies/syllabus Types of research Topic selection/Problem formulation	
2. Class Meeting	Research Questions and Rationale Literature review Writing a “history” of your topic	Galvan 1, 2 Holosko, 1, 2, DUE: TASK 1
3.	In Library and Online Research Students should visit libraries and make sure you are familiar with conducting both in-library and online research.	Galvan 3 Holosko 3 Go over with Study Buddy: Activities for Chapter 3
4. Class Meeting	Literature Review: The Fundamentals	Galvan 4, 5 Make appt for Individual Meetings DUE: TASK 2
5.	Writing a coherent essay	Holosko 4, 9 Appendix A Galan 6, 7 Go over with Study Buddy: Activities for Chapter 4
6.	Citations and References Visit Plagiarism websites (see p.6)	DUE: TASK 3 Holosko Appendix B
7.	Week of Individual Meetings	
8.	Work on Literature Review	Galan 8, 9, 10
9.	Work on Literature Review	
10.	Work on Literature Review	Galan 11
11.		DUE: TASK 4
12.	Week of Individual Meetings	
13.	Thanksgiving	Final questions and revisions
14.	Final class - Presentations	Due: Final Paper

SUPPLEMENTARY TEXTS/MATERIALS

Copy of: The New Jersey Core Curriculum Content Standards. This can be purchased in the bookstore or obtained on line by accessing the New Jersey Department of Education website. The web address is <http://www.nj.gov/njded/cccs/> *Please note that the DOE is in the process of revising the standards.*

Plagiarism Websites

What is Plagiarism <http://www.georgetown.edu/honor/plagiarism.html>

Also see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

CYBER SOURCES

Association for Supervision and Curriculum Development: www.ascd.org

CHADD (Children and Adults with Attention Deficit disorder): www.CHADD.org

Clearinghouse on Assessment and Evaluation: <http://edresearch.org>

Clearinghouse on Disabilities and Gifted Education: www.cec.sped.org

Clearinghouse on Elementary and Early Childhood Education: <http://ecap/crc.uiuc.edu/info>

Clearinghouse on Information and Technology: www.eduref.org

Clearinghouse on Languages and Linguistics: www.cal.org

Clearinghouse on Reading, English, and Communication: www.kidscanlearn.com

Clearinghouse on Science, Mathematics, and Environmental Education: <http://sternworks.org>

Clearinghouse for Social Studies/Social Studies Education: www.indiana.edu/~ssdc/ssdc.htm

Council for Learning Disabilities www.cldinternational.org

Learning Disabilities Association www.ldanatl.org

New Jersey Department of Education <http://www.state.nj.us/education/>

References: <http://www.refdesk.com/>

Technology and Learning: <http://www.techlearning.com/>

Interdisciplinary Unit

<http://www.laporte.isd.esc4.net/Campuses/cpe/butterflies/Default.htm>

http://www.mesc.usgs.gov/resources/education/butterfly/bfly_start.asp

WebQuest Design

<http://school.discovery.com/schrockguide/edproj.html>

REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS

All students in this course are required to obtain an FDU student web mail account in order to access the Blackboard (on-line) components of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Web mail account, your username and password for WebCampus are identical to your Webmail username and password (e.g. einstein@student.fdu.edu). Please note, there will be a delay of up to **36 hours** after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).

If you do not have a Webmail account, you must first create your Webmail account at webmail.fdu.edu. Click on the "Create New Account" link and follow the online instructions. There will be a delay of up to **36 hours** after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the **Fairleigh Dickinson University Technical Assistance Center (FDUTAC)** at **973-443-8822** or email fdutac@fdu.edu. Assistance is available 24 hours a day for WebCampus users.

If you are using campus computers, you must have a Novell account. For additional information, please see the [Students Resources](#) section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required

University, Department, and Instructor Policies

I. Attendance

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. Khyati Joshi's attendance Policy for EDUC 7810

NOTE: Missing an individual meeting with the Prof is equivalent to missing one class

1. Attendance is required in all our classes
2. 1 absences, grade drops by a half a grade
3. 2 absences, grade drops by one full grade
4. 3 absences, the student fails or withdraws from the class

II. Academic integrity

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed

B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed

C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws

D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material

E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student's temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will

become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)

F. **Note:** All graduate students are expected to maintain a GPA of 3.0 or better. The grade of "C-" in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies

1. Grades:

a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: "No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class." A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation

a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

B. Undergraduate Programs – Grading and similar policies

1. Grades

a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:

a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c) An undergraduate program of study must be completed within a period of ten years.

V. Student academic services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

- A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)
- B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student's responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. Instructor Specific Policies

- A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor's name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.
- B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:
 - 1. Demonstration of an understanding of the theory and concepts related to the topics of the course
 - 2. Demonstration of critical thinking
 - 3. Sufficient and appropriate evidence to support one's position
 - 4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
 - 5. Effective written and verbal communication skills which includes correct usage and expression

X. Disclaimer

- A. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.
- B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather a student.

XI. References

- A. FDU. (1966). Faculty Manual. Madison, NJ: Fairleigh Dickinson University.
- B. FDU. (2002). Student Handbook (College at Florham). Madison, NJ: FDU Division of Student Affairs.