

EHD 170A Field Study C Seminar  
Course Syllabus Fall 2020

<p><b>Course Name</b> Field Study C Seminar</p>	<p><b>Facilitator Contact Information</b> Deborah N Brown <a href="mailto:deborahb@mail.fresnostate.edu">deborahb@mail.fresnostate.edu</a> Office hours: Continuous</p> <p>If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.</p> <p>Chair: Carol Fry Bohlin, Department of Curriculum and Development, Email: <a href="mailto:carolb@csufresno.edu">carolb@csufresno.edu</a>, 559-2780240.</p>
<p><b>Dates</b> There will be 3 Guest Speakers that will require synchronous Zoom meetings as well as synchronous meetings with your groups.</p> <p><b><u>Guest Speakers</u></b> <b>Hilary Lucas</b>- San Quentin Prison 12-3 @ 3PM via Zoom <b>Deana Burris</b>- Special Education Mental Health on Dec. 17<sup>th</sup> @ 4PM via Zoom <b>Anson Brown</b>- Performing Arts on 9-14, 9-21, and 9- 28 via YouTube &amp; Zoom</p>	<p><b>Location</b> This is a fully online course and will be facilitated through the Field Study C Seminar course on Canvas.</p>
<p><b>Canvas and Zoom Support</b> Contact the Academic Technology Resource Center</p> <p>Monday - Friday, 8:00 am to 5:00 pm via Zoom <a href="https://fresnostate.zoom.us/j/93919172517">https://fresnostate.zoom.us/j/93919172517</a> 24/7 email <a href="mailto:canvas@mail.fresnostate.edu">canvas@mail.fresnostate.edu</a></p>	

**Health Screening:**

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

**Safety Measures:** Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing

must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: [www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

## **COURSE DESCRIPTION**

**Field Study C Seminar** is an online course that will provide opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience. This course is a Credit / No Credit Grading Only. We will be exploring the use of Performing Arts in the curriculum, Mental Health Issues and Cultural Sensitivity and Inclusivity within the classroom. The Performing Arts unit will concentrate on Universal Design for Learning (UDL), as well as developing a lesson plan that includes best practices of design with student engagement and equity as the goal. In doing so, you will explore and analyze technology and strategies to enhance course activities and meet learning outcomes.

## **COURSE LEARNING OUTCOMES**

- Explore and implement examples of the Performing and Visual Arts relevant to special education [TPE 1.7]
- Design engaging course activities that align and meet course learning outcomes [TPE 1.7; 1.8]
- Understand and improve course design based on Universal Design for Learning (UDL) Principles [TPE 1.4; 1.6; 1.7]
- Develop a lesson plan that includes best practice design for student engagement and success [TPE 1.7]
- Analyze and explore the multitude of physical and mental health, safety, and medical issues surrounding your students and be able to identify and mediate if needed. [TPE 2.4; 4.2; PS 14]
- Examine cultural and linguistic differences within your student body and gain sensitive insights into your biases and teaching practices. [TPE 6.2; 6.5; PS 3, 10, 13, 14]

## **COURSE REQUIREMENTS**

### **Required Materials**

There will be a myriad of reading materials. In lieu of a textbook the following text is required:

*Between the World and Me by Ta-Nehisi Coates*

ISBN: 978-0-8129-9354-7

[https://www.amazon.com/Between-World-Me-Ta-Nehisi-Coates/dp/0812993543/ref=tmm\\_hrd\\_swatch\\_0?\\_encoding=UTF8&qid=&sr=](https://www.amazon.com/Between-World-Me-Ta-Nehisi-Coates/dp/0812993543/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=&sr=)

Since this is a very popular book, I would check the Fresno State Library and your local library as well for a free copy.

You are expected to read other required readings prior to completing assignments. Other reading assignments will be either in a link or file format and accessible through the appropriate Module on Canvas.

### **Technical Requirements**

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Please read over [What are the browser and computer requirements for Canvas.](#)

Zoom will also be utilized for synchronous sessions. You can access the Zoom platform by using your Fresno State username and password at [fresnostate.zoom.us](https://fresnostate.zoom.us).

If you need any assistance with Zoom or Canvas contact the Academic Technology Resource Center.

### **Participation**

You are expected to attend and actively participate in each of the outlined weekly activities, including any synchronous Zoom sessions that are scheduled during the course.

### **Learning Activities**

In each module you will be provided with reading materials and/or videos to view.

To encourage active learning and thoughtful processing of new information and learning experiences, you will participate in discussions throughout this course and participate in group collaboration.

To encourage active learning and apply what you are learning you will complete individual assignments that will help you develop a course module.

## **COURSE/University POLICIES**

### **Intellectual Property provision**

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

As a learner in Field Study C Seminar, you are part of a diverse online learning community, whether this is your first online course, or you are a seasoned online learner. We want to build a supportive learning community, so we ask that you keep the following guidelines in mind.

## **Communication and Netiquette Expectations**

*Identify yourself by your real name.*

Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses in discussion forums. All online communication should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

*Write in the first person.*

You may write and share your own opinions, stories, and ideas. It is useful to use “I” statements.

*Use humor, joking, or sarcasm with caution.*

We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

*What you write is public - respect your audience and be mindful of proper netiquette.*

Netiquette, also known as ‘net etiquette’, includes using language free of profanity, proper tone and mechanics (including full sentences) as well as courtesy and respect for others’ opinions. Instructors may interpret breaches of netiquette as ‘disruptive behavior’.

*Be professional, clear, and respectful.*

Clear and effective writing translates to clear and effective communication. Writing the way, you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. Use proper grammar, spelling, and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all your communications will factor into the big picture.

*Read and formulate communications clearly.*

Take the time to think about the information contained in all your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated in your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and/or ‘all capital letter’ statements and keep communications meaningful and to the point.

*Be tolerant and cooperative.*

Keep in mind that every student is participating to learn, and anyone can make a simple mistake in research, knowledge, or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise, and communications get strained try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

*Remember this course is online.*

Your instructor and fellow learners may be in various places or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and do not put things off until the last moment.

*Use proper headings and subject lines.*

Emails and Discussions should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!”. Provide context for your responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

*Provide enough details in your messages.*

When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

*Collaboration is a must.*

Although you may not want to work in a group, it is essential, especially as future instructors. You will be asking your own students to do a lot of group collaborative work in the classroom. You must be willing to model the behavior. If a group member is not participating, it is imperative that you communicate with them first and give them a chance to participate. If they are not returning your requests, please notify me and I will reach out to them. There can always be extenuating circumstances and we must always give each other the benefit of the doubt and have compassion for each other. All of us are trying to navigate these difficult waters during this unpredictable time.

### **Communication Expectations of Instructors**

The best way to reach me is through email, which I have provided at the beginning of this syllabus. You can contact me through either my direct email or the Canvas inbox/outbox. I can say, my direct email [deborahb@mail.fresnostate.edu](mailto:deborahb@mail.fresnostate.edu) is the fastest and the one that alerts me on my phone. I try to answer all my emails within 24 hours, but as mentioned above there may be extenuating factors that do not allow me to meet that goal. In addition, I try and have your assignments graded within a 2-week or sooner window. However, essays take a little longer, as you might imagine.

### **Assignment Submission**

Assignments must be submitted by the designated due dates and times as listed in the course. No late assignments will be accepted unless prior arrangements have been made with the facilitator. Any late assignments that are accepted will have a 10% deduction.

### **Accessibility Statement**

Fresno State has a long-standing commitment to make its programs, services, and activities accessible to the university community. Our campus is dedicated to cultivating a welcoming and supportive

environment that enhances success and advancement for all learners regardless of personal experiences, values, and world views that arise from differences of culture and circumstances. We are committed to providing reasonable accommodations for all participants in accordance with federal guidelines. If you have a disability, use assistive technology, or need accommodations to fully access learning materials, please contact us Services for Students with Disabilities office located in the Henry Madden Library, Room 1202. Their office is open Monday through Friday from 7:45 a.m. to 5:00 p.m. to discuss your needs.

### **Mental Health Services**

Due to the Covid-19 Pandemic, please use the provided link for virtual counseling. **UPDATE: The Student Health and Counseling Center is following CDC recommendations and transitioning to virtual care. Students are encouraged to call 559.278.2734 to schedule a Zoom appointment.**

### *Course Schedule*

<b>Date</b>	<b>Module</b>	<b>Assignment</b>
8/24	Module 1: Introduction & Course Overview	
8/31	Module 2: Visual Arts	<ul style="list-style-type: none"> <li>• Attend and Participate in Event</li> <li>• Create your own Art piece</li> <li>• Take notes for possible lesson plan</li> </ul>
9/7	Module 3: Visual Arts	<ul style="list-style-type: none"> <li>• Post on Padlet</li> <li>• Looking at the Arts Standards Poster, what standards have you addressed in the Visual Arts section</li> </ul>
9/14	Module 4: Musical Arts	<ul style="list-style-type: none"> <li>• Watch YouTube Video</li> <li>• Take Quiz</li> </ul>
9/21	Module 5: Musical Arts	<ul style="list-style-type: none"> <li>• Watch YouTube Video</li> <li>• Take Quiz</li> </ul>
9/28	Module 6: Musical Arts	<ul style="list-style-type: none"> <li>• Perform the Lesson Plan by Group via Zoom</li> </ul>
10/5	Module 7: Theater Arts and Dance	<ul style="list-style-type: none"> <li>• Watch a program from either PBS Great Performances</li> </ul>
10/12	Module 8: Lesson Plan Part I	<ul style="list-style-type: none"> <li>• Overview, Goals, Classroom Behavior, Materials and</li> </ul>

Date	Module	Assignment
		Technology
10/19	Module 9: Lesson Plan Part II	<ul style="list-style-type: none"> <li>• Continue work in groups</li> <li>• UDL, Process and Methods</li> </ul>
10/26	Module 10: Lesson Plan III	<ul style="list-style-type: none"> <li>• Continue to work in groups</li> <li>• Students Independent Practice, Formative Assessment</li> </ul>
11/2	Module 11: Lesson Plan IV	<ul style="list-style-type: none"> <li>• Continue with groups</li> <li>• Summative Assessment</li> <li>• Independent Reflection on lesson plan</li> </ul>
11/9	Module 12: Between the World and Me <ul style="list-style-type: none"> <li>• Zoom Meeting Overview</li> <li>• Health and Safety; Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Read Part I, pages 4-73</li> <li>• Write essay on Text-to-Text</li> </ul>
11/16	Module 13: Between the World and Me <ul style="list-style-type: none"> <li>• Health and Safety; Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Read Part II, pages 74-132</li> <li>• Write essay on Text-to-Self</li> </ul>
11/23	Module 14: Between the World and Me	<ul style="list-style-type: none"> <li>• Read Part III, pages 133-end</li> <li>• Write essay on Text-to-World</li> </ul>
11/30	Module 15: Guest Speaker Hilary Lucas from San Quentin Prison on December 3 <sup>rd</sup> at 3PM on Zoom	<ul style="list-style-type: none"> <li>• Submit questions on careers on teaching in a prison by. Questions must be submitted by December 2<sup>nd</sup>, Wednesday at noon.</li> </ul>

Date	Module	Assignment
12/7	Module 16: Mental Health Issues in the Classroom	<ul style="list-style-type: none"> <li>• Collaboratively work on the K and W of the KWL on Mental Health issues in the classroom</li> <li>• Turn in work</li> </ul>
12/14	Module 17: Mental Health Guest Speaker Deana Burris, Special Education Specialist, Mild, Moderate and Severe, K-12 and Marriage and Family Therapist, via Zoom.	<ul style="list-style-type: none"> <li>• Fill in the “L” of the KWL</li> <li>• Submit finished KWL as Final</li> </ul>

**This syllabus and schedule are subject to change in the event of extenuating circumstances.**