

EDUC 400: Senior Seminar

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/EDUC/400/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Tuesday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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Course Information

Catalog Description

This course is an integrative seminar that reviews the many theories and techniques of teaching, including the review and application of English Language Learner Methods and cultural influences, technology instructional methods, and reflective teaching practices. This seminar will have a culminating synthesis paper that demonstrates competency in major areas of theory and practice. A minimum grade of C is required for graduation and/or program completion.

Prerequisites: EDUC 300 or EDUC 505; senior standing, and admission to the Teacher Certification Program. Must be taken in the semester or session prior to student teaching.

Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TruitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Can create interdisciplinary lessons that are aligned with content standards. (1.4)
5. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
6. Recognizes diversity and the impact it has on education. (2.4)
7. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
8. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
9. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
10. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
11. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
12. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
13. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
14. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
15. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
16. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
17. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
18. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)

19. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)
20. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
21. Develops skills in using a variety of technology media communication tools. (6.4)
22. Has knowledge of the development, use, and analysis of formal and informal assessments. (7.1)
23. Has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.(7.2)
24. Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning, and uses analysis of the data to determine the effect of class instruction on individual and whole class learning. (7.4)
25. Can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators. (7.5)
26. Demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process. (7.6)
27. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)
28. Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning. (8.2)
29. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)
30. Understands the importance of collegial activities designed to build a shared mission, vision, values, and goals; participates in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district, and community. (9.1)
31. Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners. (9.2)
32. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

Grading

Grading Scale		
Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights		
Assignment Category	Points	Percent
Connection Information	5	0%
Community, District & Building Demographics	100	10%
Letter to Teacher	100	10%
Letter to Parents	100	10%
Classroom Management Plan	100	10%
Resume	25	2%
Interview Responses	100	10%
Final Synthesis Paper	350	35%
Discussion Board 8@15pts each	120	12%
Total	1000	100%

Schedule of Due Dates

Week 1		
Assignment	Points	Due
Connection Information	5	The night before our next class session at midnight.
Week 2		
Assignment	Points	Due
Demographics	100	The night before our next class session at midnight.
Week 3		
Assignment	Points	Due
Letter to Cooperating Teacher	100	The night before our next class session at midnight.
Week 4		
Assignment	Points	Due
Introduction Letter to Parents	100	The night before our next class session at midnight.
Week 5		
Assignment	Points	Due
Classroom Management Plan	100	The night before our next class session at midnight.
Week 6		
Assignment	Points	Due
Resume	25	The night before our next class session at midnight.
Week 7		
Assignment	Points	Due
Interview Prompts	100	The night before our next class session at midnight.
Week 8		
Assignment	Points	Due
Synthesis Paper	350	Friday after our last class session at midnight.
Weekly Discussion Board	120	The night before class at midnight.
Total Points: 1000		

Assignment Overview

Assignments

EVALUATION *

COURSE ASSIGNMENT DESCRIPTIONS:

WEEK 1: Connection Information: Fill out the contact information sheet and submit.

Method of evaluation-completion points

WEEK 2: Community, District, and Building Demographics: You will complete a demographic study to increase your knowledge

of the students you will serve. A template will be provided and the instructor will demonstrate how to locate and dissect the information. Based on the demographic study, you will note important findings you will want to keep in mind for student teaching. This will be valuable information as you head into your student teaching as you will have developed a deeper understanding of the community and student population.

Method of evaluation- numeric scoring of template

WEEK 3: Introduction Letter to Cooperating Teacher: You will craft a letter of introduction to your cooperating teacher. I am aware that you may be emailing this to your teacher, but will still ask you to turn in a document that is a formal letter. Even if you have already met and chatted with your teacher, having a formal letter of introduction is valuable. You can tweak this later to use as a cover letter when applying for jobs. Do not send this to your cooperating teacher until graded and the field office has confirmed your placement.

Method of evaluation-completion points based on effort and grammar.

WEEK 4: Introduction Letter to Parents: You will craft a letter of your own introducing yourself to the parents in your student teaching placement classroom. Understand that you will still need to garner the approval of your cooperating teacher before sending this when you start your placement. This will be dropped into the dropbox and graded. This assignment is valuable, as you will have an edited, perfect letter for use when you begin student teaching.

Method of evaluation-completion points based on effort and grammar

WEEK 5: Classroom Management Plan: The purpose of this assignment is to demonstrate your ability to create and maintain an effective environment for student learning.

You will develop a plan that will address the following:

- Managing Physical Environment
- Managing Psychosocial Environment
- Managing Student Motivation to Learn
- Managing Instruction
- Managing Students at Work
- Managing Student Behavior
- Managing Communication

View this assignment as something a future employer might look at. It will be brief enough for the reader to get a general sense of the ideas you want to convey. Do not exceed two pages and use the above headers to structure the plan. Under the headers, you should write two to three sentences about your overall approach and then add 3-6 bullets of concrete things you will do. See examples for ideas and be sure to read through the rubric. This assignment is valuable as something to take into an interview. These thoughts can be jumping points to add further elaboration in a face to face interview.

Method of evaluation-Rubric

WEEK 6: Resume: You will polish your resume to date for use in your student teaching experience and submit for grading. The value in this assignment is having your resume polished and ready to go for applications. While I am aware you may have already developed a resume and been given feedback, this will be another set of eyes to help make sure it is top notch and ready to go.

Method of evaluation-Resume checklist

WEEK 7: Interview Prompts: Given a list of interview questions, you will develop a reasonable response that you might use in an interview situation. Brainstorming a few possible answers will help you prepare for interviews in the future. This is valuable as you start your student teaching with the end goal in mind and can listen to what teachers are saying throughout your student teaching.

Method of evaluation-Scoring Guide

WEEK 8: Final Synthesis Paper: This paper is a final synthesis of your entire education program experience and discusses your readiness for student teaching. See assignment sheet and rubric for details. This will be valuable to you as an artifact in your portfolio, not just for now, but throughout your first years of teaching when you must provide evidence of meeting the standards.

Method of evaluation-Rubric

WEEKLY: Discussion Board: We will end each session with an "exit ticket" question for you to reflect on and respond to in writing. Your original post will be due by midnight Friday and you are expected to respond to two other posts by midnight on Monday.

Method of evaluation-Scoring Guide

* Note: Assignments are due on the day listed below on the course schedule. The instructor does NOT accept late work unless the student discusses the situation with the instructor PRIOR to the due date (at a minimum, the day preceding the due date).

Click on each week to view details about the activities scheduled for that week.

Week 1: Student Teaching

Week One Agenda

Introductions, Syllabus, Assignments, Demographics, Student Teaching Expectation, Rita Pierson

Connection Information

Week 2: Stress Reduction

Agenda Week Two

Collaboration, Co-Teaching Models, Stress Reduction, Cult of Pedagogy, Fragile Kids, Punished by Rewards

Demographics

Week 3: Hot Climate

Agenda Week Three

Code Switching, Voices, Registers, Culture and Climate, Unwritten Rules, Becky Bailey, Jim Faye, Alfie Kohn, PBIS, BIST

Letter to Cooperating Teacher

Week 4: Handling Criticism

Agenda Week Four

Hands, Magic Phrases, Case Studies, Management-Go, Slow, No

Introduction Letter to Parents

Week 5: Effectiveness

Agenda Week Five

Dispositions, Withitness, Chris Biffle, Harry Wong, Dave Burgess, Ron Clark, Doug Lemov

Classroom Management Plan

Week 6: Engagement

Agenda Week Six

Resume, Interview Tips, Mama Ducks Have Big Feet, Enthusiasm & Engagement-creating curiosity in the classroom, Technology

Resume

Week 7: Employment

Agenda Week Seven

Synthesis Paper, Mindfulness, Resources, Humanity in the Classroom, Mock parent conferences

Interview Prompts

Week 8: Q&A Current Student Teachers

Agenda Week Eight

Student Teaching Worries and Fears-Panel of experts (current student teachers) for Q&A, Walnuts and Marigolds

Synthesis Paper

Weekly Discussion Board

You will have 8 "posts" which consist of one original post and two replies to others. Your posts are to be spread out throughout our week of class. You may begin posting for that week after our class and should have your original done mid week and then reply to two others by the night before our next class. These are graded weekly, 8 posts at 15 points each for a total of 120 points possible.

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.