



**Course Number:** EDUC 3000- (CRN 80425)  
**Course Title:** Teacher Education Seminar  
**Credit Hours:** 1 Hour  
**Semester and Year:** Fall Semester 2017  
**Class Meeting Time:** Monday 11:00 – 12:20  
**Location:** Arts and Sciences, G229

*Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).*

**Instructor:** Beverly Garner  
**Office:** Arts and Sciences, G205C  
**Phone:** (Office) 678-466-4822  
(Cell) 770-658-7400  
**E-mail Address:** [beverlygarner@clayton.edu](mailto:beverlygarner@clayton.edu) (use only Clayton State email – do not use D2L email)  
**Office Hours:** Monday 1:00 – 4:00  
Tuesday By Appointment  
Wednesday 1:00 – 4:00  
Thursday By Appointment

### **Textbooks:**

- *LiveText Field Experience Edition - LiveText Field Experience* is a required purchase and will be used in courses for your junior and senior year. It is purchased only once for the remainder of the program.
- Textbooks used in EDUC 3010 may be referenced in this course. Various readings will be required throughout the semester.
- Academic Planner (choice of method)

Students are encouraged to use [PriceLoch.com](http://PriceLoch.com) to comparison shop for textbooks.

### **Catalog Course Description:**

Junior year seminar to meet specific requirements of the teacher education program. Includes assessment of communication skills, writing skills, speaking (videotaping), use of technology, etc. Required of all middle level teacher education students. May involve off-campus visitation. Institutional Credit only. Prerequisite: Admission to the teacher education program. Corequisite: EDUC 3010 and 3100.

### **Course Prerequisites:**

Admission to the teacher education program

### **Course Co-requisites:**

EDUC 3010 and EDUC 3100

### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

**Only use your CSU e-mail account to communicate academic information to your instructor.**

## **Software Requirement:**

During the semester there may be times you need to access content by downloading the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

## **Computer Skill Prerequisites:**

Students should be able to:

- use the Windows™ operating system
- use Microsoft Word™ word processing
- use PowerPoint™ or other presentation software
- send and receive e-mail using Outlook™ or Outlook Express™
- attach and retrieve attached files via email
- use a Web browser

## **In-class Use of Technology:**

The use of technology will be imbedded in class delivery, assignments and course presentations. LiveText ([www.livetext.com](http://www.livetext.com)) may be used for some assignments as well as Desire2Learn (D2L). Posting in LiveText and D2L is a course requirement. You can gain access to D2L by signing on to the SWAN portal and selecting “D2L” on the top right side. If you experience any difficulties in D2L please email or call The Hub at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access as well as your instructor's name.

**No electronic devices other than those used for class purposes will be allowed without permission from the instructor. It is inappropriate and unprofessional to text, visit social media sites or do other coursework while in class. Cell phones should be on silent and out of site.**



## **Conceptual Framework:**

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link in the section below. If the components of the Conceptual Framework are not being met, intervention/remediation may be in order to support the growth of the teacher candidate.

## **Program Learning Outcomes:**

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. The following link provides the Clayton State Teacher Education Professional Standards and Program Outcomes <http://www.clayton.edu/teachered/Standards-Outcomes> .

## **Diversity/Multiculturalism:**

The diversity of the young adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism drive the middle level philosophy, govern middle school structure, and are constant challenges to middle level educators as they create varied teaching and learning approaches. Meeting the individual needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course's curriculum.

## **Knowledge Base:**

This seminar class is designed to guide, instruct, and support students as they assume the role of professional educators. The focus of the course is on applying knowledge and internalizing field based experiences through collaborative problem solving with a cohort group using analysis, guided observation, and growth-producing introspection. The course is built around the formula: EXPERIENCE + REFLECTION = GROWTH. EDUC 3000 operates in conjunction with EDUC 3010. The course is also designed to clarify information in the *Teacher Education Program Student Handbook* and related matters. This course examines and strengthens the “whole student,” encouraging growth in communication skills, group problem solving, professionalism, and leadership while creating life-long learners who accept responsibility for continuous improvement as teachers of young adolescents.

## **Essential Questions:**

How do communication skills (writing, speaking, body language, technology, etc.) impact learning?  
What does it mean to be a professional educator?

## **Course Goals:**

Students will:

1. Strengthen written, spoken, and group communication skills
2. Embrace the role of professional educator, including membership in community groups, professional organizations, and school committees and teams
3. Begin to develop a sound philosophy of education based on the precepts of the Association for Middle Level Education
4. Become a willing advocate of the adolescent middle level learner
5. Understand the legal and ethical responsibilities of the middle level teacher
6. Use technology as a tool to enhance instructional opportunities for students
7. After assessing strengths and weaknesses, accept the responsibility to be life-long learners seeking continuous improvement

## **Course Outcomes:**

Students will:

1. Become familiar with and embrace the Clayton State University Teacher Education Program Outcomes
2. Demonstrate effective communication skills through writing, speaking and presenting
3. Become aware of legal and ethical rights of teaching as a profession.
4. Work collaboratively with colleagues as professionals
5. Develop a personal philosophy of education that addresses the middle level learner
6. Choose an issue regarding the middle level learner, research the issue using valid web resources, educational books and articles, and develop and deliver a presentation on the issue using technology
7. Participate in professional self-development
8. Exhibit professional dispositions of a teacher
9. Become familiar with the Georgia Department of Education website, Georgia Middle School Criteria, Curriculum for middle grades and the GA and Common Core Performance Standards.

## **Course Policies**

### **General Policy:**

The Student Handbook is part of the [Academic Catalog and Student Handbook](#). Students must abide by policies in the Clayton State University Handbook, and the [Basic Undergraduate Student Responsibilities](#).

### **University Attendance Policy:**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

### **Course Attendance Policy:**

Students are expected to attend all class sessions, be punctual, and remain until the end of class.

**Attendance will be taken in each class.** All tardiness, absences and early exits **will** affect your final grade. Points will be deducted each time a student is tardy to, absent from or exits early from EDUC 3000 (two points for tardiness and early exits and five points for absences). Students who miss 20% or more of the class meeting sessions due to **unexcused** absences will receive a WF (Withdraw Failing) grade. This policy will be applied uniformly to all students regardless of course average. Excused absences will be determined based on Clayton State University policies and the judgment of the course instructor. In the event of an emergency and the student is unable to attend class, **the instructor should be notified as soon as possible via text or email; this notification should occur prior to class beginning.** Should an emergency arise and the student misses class, the student is responsible for all content information assigned and/or discussed during that class. If a quiz, exam or presentation to the class is missed due to an absence, the student will be allowed to make up the assessment/presentation only if the absence is excused.

### **General Class Policies:**

1. Be here, be on time and remain for the duration of the class.
2. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. **It is inappropriate and unprofessional to text, visit social media sites or do other coursework while in class. Cell phones should be on silent and out of site.**
3. All readings are expected to be done prior to the class for which they are assigned.
4. Per Clayton State Policy, it is not appropriate to bring children to class.
5. You are expected to actively participate in every class. Active participation includes being prepared, listening attentively, participating in course activities, asking questions, etc.
6. All written assignments are expected to be presented in proper written format and will be evaluated according to the CSU Writing Guidelines (see page 6 of syllabus). Specific rubrics will be used for certain assignments.

### **Course Requirements and Assignments:**

1. *Assigned Readings* – You are expected to read all assigned readings **before** class. You should bring questions, comments, or ideas that come up during your readings.
2. *Written Assignments* – You will complete a variety of written assignments and be given specific guidelines that must be followed.
3. *Presentation* – Using technology, you will present a research-based presentation on an issue regarding middle level learners. A class session early in the semester will be devoted to choosing valid resources, citations, and plagiarism. Specific guidelines for the presentation will be provided and must be followed.
4. *Professionalism* – Effective teachers are committed to the profession's Code of Ethics. Professionalism is an area of continued emphasis throughout the course. Interns will maintain the highest standards of ethical behavior as stated in the PSC's *Code of Ethics* and the *Teacher Education Programs Student Handbook*. A record of students' attendance, punctuality, and general professional behavior will be kept. As in a real school setting, the instructor will counsel with students who need improvement in this area and the "professionalism" grade will reflect the level of adherence to established professional guidelines.

### **Missed or late work:**

All assignments are expected to be submitted on time. There will be a 10% deduction for each week an assignment is turned in late, beginning the day after the assignment is due. Assignments not submitted within three weeks must still be done but with a maximum of half credit. Make-up quizzes will be given only with the permission of the instructor.

**It is the responsibility of the student to contact the instructor to make arrangements for any missed work, quiz, or exam. This must be done within a week of the missed assignment/quiz/exam.** Do not depend on your cohort members to give you assignments. Assignments may vary if class is missed.

If a final examination is given, it must be taken. Students missing the final examination should contact their instructor concerning the applicability of an [incomplete grade](#) and making up the exam.

### **Course Grading:**

Each assignment will be given a numerical point value based on the criteria contained in the rubric. The total number of accumulated points will be compared to the total points possible yielding the grade.

*Professionalism/Participation	75 points
Ethics Quiz	20 points
Academic Planner	25 points
Video Reflection	20 points
Mid-term Reflection	20 points
Quiz	20 points
Philosophy	50 points
Class Presentation	100 points

#### **Grading: Based on average of points**

296 - 330 points	= A
263 - 295 points	= B
230 - 262 points	= C
197 - 229 points	= D
Below 197 points	= F

\*Attendance/tardiness/early exit points will be deducted from professionalism/participation points

### **Mid-term Progress Report:**

The mid-term grade in this course will be posted no later than October 3 and it will reflect approximately 36% (120 points) of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term.

[Instructions for withdrawing are provided at this link.](#) **The last day to withdraw without academic accountability is Friday, October 6, 2017.**

### **Academic Dishonesty:**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the [Academic Catalog and Student Handbook](#).

### **Plagiarism Detection Software:**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

### **Disruption of the Learning Environment:**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

### **Resource Room:**

There is a Resource Room for your use in the Arts and Science Building on the second floor. **PLEASE, NO FOOD OR DRINKS** allowed without prior approval. The Resource Room is available unless a meeting has been scheduled by faculty.

## CCSU Writing Guidelines:

“Communication is much more than setting forth information; it involves an interchange of ideas or thoughts between a sender and a recipient. Whether the communication takes the form of a written paper, a letter, an oral presentation, or a problem-solving discussion in a small group, the ultimate goal is a clear, meaningful exchange of ideas between the sender(s) and recipient(s). Regardless of its purpose or form, communication is characterized by the following components:

- **Content:** The information conveyed must be appropriately accurate and extensive to meet the purpose of communication. The communication must demonstrate the sender's awareness of the qualities the recipient brings to the exchange. The details selected and the level of development must be appropriate for the recipient's level of familiarity, comprehension level, and attitude toward the information.
- **Organization:** Well-organized communication must be characterized by an orderly sequencing of information, with logical movement from the beginning to the end. It possesses unity and coherence, supports the focus topic, and provides clear transitions from one key point to the next key point.
- **Mechanics, Grammar, and Style:** Effective communicators carefully select and arrange words, phrases, and clauses to create clear relationships among ideas within sentences. To foster clear communication, effective communicators bring together all the presentational tools at hand, including those involving voice or punctuation, sentence structure, gesture, and elements of format. An effective communication also involves style, tone, point of view, attitude, or personality of the sender.

The Writing Guidelines subdivide written communication into these three domains, so that instructors and students can diagnose particular features of writing as well as identify particular strengths and weaknesses in these areas. These writing skills and assessment standards are the focus of instruction both in English 1101 and English 1102.”

## Writing Assistance:

### Writing Assistance

The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here’s The Writers’ Studio’s contact information:

Location: Arts & Sciences Building, Room G-224  
Phone: 678.466.4728  
Email: ws224@clayton.edu  
Website: <http://clayton.edu/writersstudio>

Visit The Writers’ Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

## Weapons on Campus:

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons> .

**Clayton State Fall Academic Calendar**

**Labor Day Holidays** – September 2 – 4  
**Midpoint (last day to withdraw and receive a W)** – October 6  
**Fall Break** – October 7 – 10  
**Thanksgiving Holidays** – November 22 – 25  
**Final Exams** – December 5 – 11  
**Final grades due** – December 13



<b>Conceptual Framework Descriptors</b>	<b>Teacher Education Unit Outcomes</b>
Competent Reflective Collaborative	<i>Outcome 1. Diagnoses Learning Needs</i>  Candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed.
Competent Caring Reflective	<i>Outcome 2 Plans for Student Learning</i>  Candidate integrates knowledge of discipline content, of the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction.
Competent Caring Reflective	<i>Outcome 3. Facilitates Student Learning</i>  Candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies.
Competent	<i>Outcome 4. Demonstrates Appropriate Knowledge</i>  Candidate has general knowledge across a broad spectrum of liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.
Collaborative Caring Committed	<i>Outcome 5. Fosters Student Well-being to Support Learning</i>  Candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning.
Competent Collaborative Caring Committed	<i>Outcome 6. Assumes the Role of Professional Teacher</i>  Candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

**Fall 2017 Class Schedule for EDUC 3000**  
**(subject to change at the discretion of the instructor)**

**Program Outcomes**

**4. Demonstrates Appropriate Knowledge** a. Communicates effectively, incorporating the use of technology when appropriate; d. Accesses knowledge to stay current in one's field; e. Reflects on one's strength and weaknesses as a learner

**6. Assumes the Role of Professional Teacher** a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices; b. Works collaboratively with colleagues as a professional; c. Uses technology as a professional resource and a management tool; d. Reflects on professional development as an on-going process; e. Exhibits the professional dispositions of a teacher

<b>Date</b>	<b>Topic (Subject to change)</b>	<b>Assignments</b>	<b>Notes</b>
August 14	Introductions to Cohort	Introduction Self-Critique Assignment	
August 21	Continue Class Introductions, Professional References, Discuss Academic Planner and answer any questions about syllabus		
August 28	Introduction of Program Outcomes, PSC's Code of Ethics		
September 4	<b>Labor Day (No Class)</b>		
September 11	Use of Library Resources, Research, Valid Resources, Proper Citations, Plagiarism		
September 18	Dr. Diane Ray – Teaching 411		
September 25	Project guidelines and project groups		
October 2	Conceptual Framework – What does it mean to be Competent, Caring, Committed, Collaborative and Culturally Responsive in a middle school classroom?		
October 9	<b>Fall Break (No Class)</b>		
October 16	Communication – Dr. Erica Dotson		
October 23	Communication Skills – Speaking, Listening, Body Language		
October 30	Teaching Philosophy - research theories		
November 6	Work on Philosophies		
November 13	Share Philosophies		
November 20	TBD		
November 27	Presentations		
December 4	Presentations		
December 8 (FRI)	(Final Exam Day) Complete Group Presentations if needed		

**Manage your time! Your lack of planning does not constitute an emergency or problem for your instructor or fellow classmates.**