



EDUC 4002 – Middle Level Capstone

Course Syllabus – Spring 2020

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Disability Services Statement: Individuals with disabilities who need to request accommodations should contact the Disability Resource Center, Edgewater Hall, Suite 255; 678-466-5445; DisabilityResourceCenter@clayton.edu

Course Description:

Number and Title:

EDUC 4002(CRN 20294)
Middle Level Capstone

Credit Hours:

1.0 semester credit hours (1-0-1)

Catalog Description:

Opportunities are provided to prepare students for their entry into the teaching field. This course is the senior seminar for the Spring Semester portion of a full academic year internship (August-May). In this course candidates will complete their Internship Portfolio as a part of their graduation requirement. This course may also address topics dealing with methods, materials, and skills appropriate for teaching all learners.

Course Prerequisites and Co-requisites:

Prerequisites:
EDUC 3000, EDUC 3010, EDUC 3350
Co-requisites:
EDUC 4710

*This course is required of all middle-level teacher education majors. It must be taken second semester of the senior year. Admission to the

teacher education program is required. Institutional credit only. Senior standing.

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>.

Software Requirement:

To properly access the course content you will need to download 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:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™
- Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.
- Able to attach and retrieve attached files via email
- Able to use a Web browser

In-class Use of Student Notebook Computers and Technology:

The use of technology will be embedded in class delivery, assignments and course presentations. LiveText may be used for some assignments as well as Desire2Learn (D2L). 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 or visit social media sites while in class. Cell phones should be on silent and out of site. Specific attention will be given to the use of LiveText programs for developing electronic portfolios, and to the utilization of Internet sites and web-based education technologies as a source for creative and successful planning for instructional purposes.

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at 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, and your instructor's name.

Program Learning Outcomes:

Program Outcomes and Standards:

The course will incorporate professional standards as outlined by the following:

Clayton State University Education Unit Outcomes; Association for Middle Level Education (AMLE) standards; Interstate New Teacher Assessment and Support Consortium (INTASC); and the International Society for Technology in Education (ISTE) standards for teachers. See <http://www.clayton.edu/teachered/standardsoutcomes> for a full description of standards.

Objectives/Resources	Program Outcomes	AMLE	INTASC	ISTE	Assessments
Develop and write lesson plans that include the necessary modifications in order to meet the needs of all students	I, II, IV, VI	1,2,4	1-5	2	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 Mentor and Supervisor Observations
Plan and teach lessons to students that include the use of technology and a variety of teaching strategies (grades 4-8) reflecting the dimensions of the effective teaching practices as reflected in the Clayton State Unit Outcomes	II, III, IV, V, VI	4	1,4,7	3	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations

Apply various assessment procedures, formal/informal, appropriately to all lessons taught	I	4.c	8	2	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Mentor and Supervisor Observations
Plan a three/four week lesson unit (work sample) that clearly indicates the learning gains of the students	II, III, IV	1,2,4	1,2,3,6	1-4	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 3 Student Learning Analysis Mentor and Supervisor Observations
Communicate effectively and professionally with school administrators, mentor teachers, learner, families and peers	V, VI	5	10	2c, 5	Dispositions Intern Keys Rubric edTPA Task 3 Mentor and Supervisor Observations
Successfully complete six weeks of full time teaching	I, II, III, IV, V, VI	1-5	1-8		Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations
Successfully complete a teacher portfolio and performance assessment demonstrating knowledge, skills, and dispositions appropriate to the profession.	I, II, III, IV, V, VI	1-5	1-10	1-5	Lesson Plan Rubric edTPA Teacher Education Portfolio

Content:

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, refer to the Teacher Education website at

<http://www.clayton.edu/teachered>.

Knowledge Base:

Critical elements for effective teaching include the effective delivery of instruction, which includes the teacher's ability to address a variety of social, emotional, and cultural needs of students as well as the management of both student behavior and classroom routines. Teachers are responsible for providing pupils with appropriate knowledge and skills to become well-educated, responsible members of society. It is critical that pre-service teachers have both the knowledge and authentic experiences for understanding how to develop quality-integrated instruction. Harold Porter (2003) indicates that in order for effective instruction to take place, teachers must use management practices that lead students to become effectively engaged in the learning. Porter also indicates that beginning teachers must have experiences that enable them to effectively deliver instruction that meets the needs of a variety of students.

Term:

Spring Semester 2020

Instructor Information:

Instructor: Dr. Rosetta Riddle
E-mail: rosettariddle@clayton.edu
Office: Arts and Sciences 205D
Office Hours: Monday 2:30 – 4:30pm (on campus or in the field)
Wednesday 11:30am – 1:30pm (by appointment)
Other times by appointment

Class Meetings:

Classroom: Arts and Sciences Bldg., Room G-229
Class times: Monday, 5:00 – 6:15 pm

Textbook Information:

Texts:

LiveText - www.LiveText.com membership: This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the Education program.
ISBN: 9780979663567.edTPA Handbook (for your subject area)

Atherton, P. (2018). *50 ways to use technology enhanced learning in the classroom: practical strategies for teaching*. Learning Matters. ISBN: 9781526424150

Magana, S., & Marzano, R. J. (2011). *Enhancing the art & science of teaching with technology*. Solution TreePress. ISBN: 978-0985890247.

Evaluation:

Regular Class Attendance	150
Participation	150
Reading Assignments	150
edTPA Attendance and Tasks	250
Capstone and Self-assessment Progress Reports	100
Capstone Portfolio Development (Resume, Teaching Video, School Content, Lesson Plans, Teaching Philosophy, Classroom Management Plan, Technology Integration Plan, Self-assessment Data Analysis)	500
TOTAL	1300

Grading:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

Mid-term Progress Report:

The mid-term grade in this course, which will be issued by March 2, reflects approximately 30% 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, by March 6. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, March 6, 2020.

General Seminar and edTPA Review Schedule (subject to change) Spring 2020

Date	Type of Meeting	Topics and Tasks
January 13	Initial Seminar Meeting (G-101)	Spring Field Experience Updates
January 20	MLK Holiday (No Class)	N/A
January 27	edTPA Meeting	edTPA
February 3	Regular Class Meeting	Capstone Introduction and Development Process
February 10	edTPA Meeting	edTPA
February 17	Regular Class Meeting	Expectations in an Effective Classroom Capstone Status Check Progress Self-Assessment
February 24	edTPA Meeting	edTPA
March 2	Regular Class Meeting	Classroom Management Plan Capstone Status Check Progress Self-Assessment
March 9	CSU Spring Break (No Class)	N/A
March 16	edTPA Meeting	edTPA
March 19 (Thursday)	edTPA Mandatory Posting Party (5:00 PM)	Submit edTPA portfolios
March 23	Regular Class Meeting	Google Sites Workshop for Portfolio Development Progress Self-Assessment
March 30	Regular Class Meeting	Technology Integration Plan Capstone Status Check Progress Self-Assessment
April 6	Regular Class Meeting	Capstone Status Check Progress Self-Assessment
April 13	Regular Class Meeting	Induction Plan Preparation Final Capstone Status Check Progress Self-Assessment
April 20	Regular Class Meeting	Induction Plan Preparation Submit Capstone Portfolios
April 27	Regular Class Meeting	Capstone Reflections

Course Policies:

General Policy

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

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.

Teacher Education Policy:

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. Please refer to the course correlation matrices located at the following web site:

<http://www.clayton.edu/arts-sciences/teachered/standardsoutcomes>

Class Policies:

1. Be in class, be on time and remain for the duration of the class. This also applies to edTPA sessions.
2. Demonstrate respectful behavior at all times.
3. Bring laptops to each class meeting. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. Cell phones should be on silent and out of site.
4. All readings are expected to be done prior to the class for which they are assigned.
5. Per Clayton State policy, it is not appropriate to bring children to class.
6. You are expected to actively participate in every class. Active participation includes being prepared, listening attentively, participating in course activities, asking questions, demonstrating self-management techniques, etc.
7. All written assignments are expected to be presented in proper written format and will be evaluated according to the guidelines stated above for course assignments and requirements.

Course Attendance Policy:

Students are expected to attend all class sessions and be punctual. Students are expected to make up any class work missed **if absent with a legitimate written**

excuse from a physician or other professional. Excessive absences or tardies (5 or more) may result in receiving a WF (Withdraw Failing) grade. During class meetings, students are expected to actively engage in critical discourse. Students are responsible for reading, fully-participating, and questioning and responding.

Missed Work:

A grade of zero points will be assigned for missed work. If a student is absent for a medical emergency on the day an assignment is due, the assignment will be due on the next day (all assignments are due electronically in LiveText or D2L). In the case that a student is unable, for medical reasons, to submit the assignment on the next day the assignment is due on the day the student is medically cleared to return to class. **Unless a student has been approved by the instructor for an extension, all work is due on the day assigned and by the time indicated in LiveText or D2L.**

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 section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

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](#).

Center for Academic Success

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at thecas@clayton.edu

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/writers>

Visit The Writers' Studio at <http://clayton.edu/writers> or schedule your appointment online at <https://csu.campus.eab.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> **State Associations**

Professional Associations and References:

Georgia Association of Educators

An association for education professionals in Georgia, affiliate of the National Education Association - www.gae.org

Professional Association of Georgia Educators

The largest organization for educators in Georgia with more than 69,000 members - www.page.org

National Academic Associations

National Science Teachers Association

National Science Teachers Association, headquartered in Arlington. Site has extensive collection of information about the teaching of **science**.

From: www.nsta.org/

National Council of Teachers of Mathematics

National Council of Teachers of Mathematics 1906 Association Drive, Reston, VA 20191-1502 TEL: (703) 620-9840 | FAX: (703) 476-2970...

From: www.nctm.org/

Social Studies Education: National Council for the Social Studies

Social studies resources and information. **Social studies** resources and information from **national council** for the **social studies**.

From: www.ncss.org/

National Council of Teachers of English

National Council of Teachers of English. All rights reserved in all media.

From: www.ncte.org/

Selected Bibliography

Conroy, P. (2006). *The Water is Wide: A Memoir of Hope & Triumph*. Bantam Mass Market Edition. New York: Random House.

Eaton, S. (2006). *The Children in Room E4: American Education on Trial*. Chapel Hill, NC: Algonquin.

Freedman, S. (1991). *Small Victories: The Real World of a Teacher, Her Students, & Their High School*. New York: HarperPerennial.

Goodnough, A. (2006). *Ms. Moffett's First Year: Becoming a Teacher in America*. New York: Public Affairs.

Johnson, L. (1992). *Dangerous Minds*. New York: St. Martins.

Johnstone, M. (2002). *In the Deep Heart's Core*. New York: Grove Press.

Macrorie, K. (1984). *20 Teachers*. New York: Oxford University Press.

McCourt, F. (2005). *Teacher Man*. New York: Scribner.

O'Gorman, Ned. (2006). *The Other Side of Loneliness*. New York: Arcade.

Perry, M. (2000). *Walking the Color Line: The Art & Practice of Anti-Racist Teaching*. New York: Teachers College Press.