

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Sociology Date 1/8/16

Course No. or Level 351 Title Crimes Against the Environment

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Sociology 201

Enrollment expectation 30-40

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval 1/11/16

Catalog description:

351 Crimes Against the Environment (3) (Prerequisite: 201 or permission of department) An in-depth exploration of the types of environmental crime activities, including major crime cases, their perpetrators and victims, and responses given to the commission of these crimes by society. Theories explaining the presence and prevalence, as well as the methods for documenting and studying these crimes are covered.

Purpose: 1. For Whom (generally?)

For students who are planning careers in criminal justice, sociology, natural resource management, or related fields, and who want to understand why environmental crimes

occur in society, how these types of crimes unfold, who is likely to perpetuate and be harmed by these crimes, and how we can prevent and mitigate against such events.

2. What should the course do for the student?

Provide an in-depth understanding of what environmental crimes are, how they are perpetuated in society, what the consequences of these crimes are for human and non-human populations, and for social institutions, and the different ways that we can address and limit the presence of these crimes, both in the US and world-wide.

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Mary Clifford and Terry Edwards. 2012. *Environmental Crime*, 2nd Edition. Jones and Bartlett Publishing.

Rob White and Diane Heckenberg. 2014. *Green Criminology*. Routledge.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. What is environmental crime
2. Environmental crime theories vs. traditional crime theories
3. Data sources, methods, and analyses in environmental crime research
4. Environmental crime perpetrators, individuals and organizations, and their motives
5. Identifying different types of harms and victims
6. Climate change and social conflict
7. Abuse and illegal trafficking of animals and animal parts
8. Illegal harvesting and sale of plants
9. Illegal mining and mining practices
10. Pollution and toxic waste dumping
11. Arson, graffiti, and other deliberate destruction of natural resources
12. History of environmental concerns, movements, and protections: US and abroad
13. Environmental regulation and policing
14. Environmental prosecution and sentencing

SOCI 351: CRIMES AGAINST THE ENVIRONMENT
Fall 2017

Course time and location: MWF 11:30 – 12:20 in FH 250A
Instructor: Dr. Lisa A. Eargle, Professor of Sociology
Office Location: Founders Hall 239
Office Hours: Monday through Friday, 8:30 to 10:30 ; also by appointment
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

REQUIRED MATERIALS

REQUIRED Textbooks –

Mary Clifford and Terry Edwards. 2012. Environmental Crime, 2nd Edition.
Jones and Bartlett Publishing.

Rob White and Diane Heckenberg. 2014. Green Criminology. Routledge.

Other readings and handouts will be provided by the instructor

COURSE PREREQUISITIES

A passing grade in SOCI 201.

COURSE DESCRIPTION

This course provides an in-depth exploration of environmental crime activities, including major crime cases, their perpetrators and victims, and responses given to the commission of these crimes by society. Theories explaining the presence and prevalence, as well as the methods for documenting and studying these crimes are covered.

The format of the class will be lecture and discussion.

COURSE OBJECTIVES

This course makes several contributions to the Sociology-Political Science Criminal Justice track.

The goals of this course are to:

1. Investigate how our understanding of environmental crimes and perspectives regarding them have evolved;
2. Discuss the different types of environmental crimes that can occur;
3. Examine the different explanations for why these crimes occur;
4. Examine the impacts that these crimes can have on different social groups and institutions in society;
5. Explore the different responses that societies can take to address these crimes;
6. Discuss the methods used and issues involved in studying environmental crimes;
7. Further develop and apply research skills that students have obtained from previous courses; and
8. Further develop students' written and oral communication skills.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, using cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor's office, you will have your cell phone turned **off** and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will **not** take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a paper, and a presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-office written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 8 essay questions. The short answer questions are worth 2 points each; essay questions are worth 10 points each.

There will be a review sheet, check list, or study guide provided by the instructor. You will need to purchase/rent the textbooks required for this course and fully **READ** the book chapters to prepare for the exams. Old lecture notes, review sheets, and exams from previous semesters are NOT reliable indicators of this semester's exam material. Good indicators will be the types of items that this instructor addresses in *this semester's* class lectures (such as concepts, theories, trends, cases, models, processes, series of characteristics, etc.); however, you are still responsible for knowing other items in the readings that the instructor may not mention in class.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams.** Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester. A copy of an old exam is useless.

Only students for whom the Office of Counseling and Testing has provided request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period. You must, instead, studying along in the days preceding the exam. This is the truth.

NO Make-up exams will be given in this course. Being tired, having the sniffles or multiple exams that day does not count as extreme circumstances that would warrant any exceptions. Per University regulations, **All** students are REQUIRED to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late will NOT be allowed to take the final exam.

During examinations, **all electronic devices** (such as Blackberries, iPhones, iPods, laptops, programmable watches, etc.) **and books, notes, etc. must be stored away** in bookbags, in purses, or under your desk. Otherwise, I will assume they are being used to cheat on the examinations and you will be penalized. All paper used for the examinations will be provided by the instructor. Also, **leaving the classroom after beginning an examination**, without finishing the exam and turning it in to the instructor, **is prohibited**.

Exam grades will NOT be dropped or curved, NOR will extra credit work be offered/accepted. Each exam is **worth 100 points** towards your final grade, with all 5 exams counting together for 500 points towards your final grade.

PROFILE PAPER

You will select an environmental criminal, an organization that been involved in these crimes, or an environmental crime incident that has occurred to examine in your paper. If you select an individual to examine in your paper, you should describe the characteristics of that person, the type of position and responsibilities that person had in an organization, the kinds of activities he/she engaged in, reasons why he/she committed these crimes (including any appropriate theories that might explain his/her behavior), and the consequences of his/her crime on society.

If you select an organization to examine in your paper, you should discuss how the organization is structured (positions, roles), the characteristics of people involved in this organization, the kinds of activities the organization participates in/sponsors, the impact this organization has on society, and how their illicit activities have been combated by the government and law enforcement. You should also apply the theories discussed in class to explaining why this organization exists and how it functions.

If you select a crime event to examine in your paper, you should discuss important aspects/characteristics of the event, who was involved in committing the crime, explanations for why the crime occurred, its impact on society, and ways of dealing with this type of crime. You should also apply appropriate theories from the course to the event.

All paper topics must be submitted to me for approval by September 10. If I have not approved your paper topic, you will NOT receive any credit for your paper. Good places to look for potential topics are your textbooks, as well as media sites such as Huffington Post, New York Times, LA Times, etc. **Do NOT reuse a paper topic from another class. No double submissions of papers allowed** (must have different papers for this class and another class).

The paper grade will be worth 100 points in the final course grade. **The papers are due November 12** at the beginning of class. **NO LATE PAPERS WILL BE ACCEPTED**. All papers MUST be submitted, in person, to the instructor as a paper copy; NO electronic submissions (email) will be accepted.

All references used in the writing of this paper, including the textbook, should be cited using the ASA or APA format. Papers that do NOT contain both citations AND reference page will be assigned a grade of ZERO. **The paper should be a minimum of 10 pages long** (NOT including reference and title/cover pages). 10 points will automatically be subtracted from the paper grade for every page it is short of the required 10 pages. Do not use weird spacing between paragraphs or internally within paragraphs to “hide” the short length of your paper, because I will determine how short your paper really is and deduct the appropriate amount of points.

You are required to use and **cite 10 references in the paper**. Papers lacking 10 references cited in the body of the paper will automatically lose 2 points for each reference short of the required 10 references.

You should also use 10 or 12 point font type, with 1 inch margins, lines double spaced, and printed with black ink onto white paper. Papers handwritten, typed in purple, printed on yellow paper, or otherwise having an unprofessional appearance will NOT be accepted. **Papers without cover pages (containing the title of the paper, student’s name, and the course number) will NOT be accepted. Papers with pages that are not stapled, are poorly stapled, or are not somehow securely attached together will NOT be accepted.**

PRESENTATION

Each person will also give a 6 minute Power Point presentation to the class on their project. **Those who did not submit a paper on November 12 will NOT be allowed to give a presentation.** Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation.

A sign-up for the presentation date will be determined in early November. **There will be NO make-ups for the class presentation. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points.

Criteria for Power Point Show	Points Worth
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Title page	5
Font (right size and type for audience to easily see)	5
Slide background color (clear contrast with type)	5
Slides uncluttered	5
No audio clips (often fail to work, speech avoidance technique)	5
No cascading sentences/titles (they are a distraction)	5
Slides address major points from <u>each</u> part of paper	10
Right number of slides (8 slides minimum and 12 slides maximum)	5
Any photos or diagrams used are easy to see	5

Criteria for Speaker Delivery	Points Worth
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Ability to explain paper parts correctly	10
Covered all parts of the paper in the presentation	10
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (6 minutes)**	0

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 6 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

Total Points = 100

COURSE GRADES

Final course grades will be based upon the summation of your exam, paper, and presentation grades. Course letter grades are assigned as follows:

A = 630 - 700 points; B+ = 602 - 629 points; B = 560 - 601 points; C+ = 532 - 559 points
C = 490 - 531 points; D+ = 462 - 489 points; D = 420 - 461 points; **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates). Extra credit work will not be accepted. **Grades are nonnegotiable** – you will receive what you have **earned**.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology **Date** 1/13/16

Course No. or Level 352 **Title** Rural Crime

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites SOCI 201

Enrollment expectation 30-40

Indicate any course for which this course is a (an)

modification _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica Doucet

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016Date of School/Department approval 1/13/16

Catalog description:

352 Rural Crime (3) (Prerequisite: 201 or permission of department) Examines critical issues related to crime in the rural context, including offending and victimization; Explores the types of crimes committed in rural areas, including those that are unique to this setting; Critiques criminological theories and their ability to explain rural crime; Analyzes the issues that rural police and agents of the criminal justice system face in dealing with criminal matters.

Purpose: 1. For Whom (generally?)

For students who are planning careers in law enforcement or related fields who want to understand crime in the rural context, how these crimes are similar to and unique from urban crime, how these crimes may be explained, and how issues of rurality affect those in law enforcement and other areas of the criminal justice system.

2. What should the course do for the student?

Provide an in-depth understanding of rural crime, including its prevalence and characteristics of those most likely to engage in crime, the types of crime most common in or unique to these areas, the various criminological theories that may be used to explain rural criminality, and the unique challenges faced by agents of the criminal justice system in dealing with crime.

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Textbook:

Weisheit, Ralph A., David N. Falcone, and L. Edward Wells. 2006. *Crime and Policing in Rural and Small Town America*. 3rd Edition. Waveland Press. (ISBN#: 978-1-577-66413-0)

Supplemental readings will be drawn from various sources, including peer-reviewed journals and *The Routledge International Handbook of Rural Criminology*. 2016. Edited by Joseph F. Donnermeyer (ISBN#: 978-1-13-879974-5)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. What is Rural?
2. Why does Rural Matter?
3. Measuring Rural Crime
4. The Rural Setting of Crime and Justice
5. Rural and Small-Town Crime
6. Violence and Rurality
7. Drug Use, Production, and Trafficking in the Rural Context
8. Fear of Crime and Attitudes Toward Crime
9. Portrayals of Rural Crime in the Media
10. Theories of Crime and Application to Rural Settings
11. Rural and Small-Town Police
12. Other Parts of the Criminal Justice System in Rural America

Syllabus for Proposed Course:

Sociology 352: Rural Crime
Fall 2016
T/Th 8:30-9:55AM, FH 251B

Instructor: Jessica M. Doucet, Ph.D.

Office: 244 Founders Hall

Phone: (843) 661-1802

Email: jdoucet@fmarion.edu

Office Hours: 8:30-9:20 MWF; 1:30-3:00 MW; 11:20-12:30 T/TH or by appointment

COURSE DESCRIPTION & LEARNING OBJECTIVES

This course provides an in-depth understanding of crime in rural areas. Upon completion of this course, you should have a relatively strong grasp of the fundamentals of each of these major topics:

1. Understand the various definitions of rural and rurality and what this means for research.
2. Identify and critique the main sources of data on rural crime including official statistics, victimization data, and self-report data.
3. Examine and gain an understanding of the various types of rural crime, their prevalence, and their distribution across time and space.
4. Critique the major theories developed to explain crime in our society and why these theories do or do not explain crime in a rural setting.
5. Examine the unique issues faced by the police and agents of the criminal justice system within rural areas.

COURSE MATERIALS

Weisheit, Ralph A., David N. Falcone, and L. Edward Wells. 2006. *Crime and Policing in Rural and Small Town America*. 3rd Edition. Waveland Press.

ISBN#: 978-1-577-66413-0

Supplemental readings will be drawn from *The Routledge International Handbook of Rural Criminology*. 2016. Edited by Joseph F. Donnermeyer

ISBN#: 978-1-13-879974-5

COURSE WEBSITE

Blackboard will be utilized to post additional reading material, assignments, grades, and announcements. The power point slides shown in class **will not** be posted to Blackboard. Make sure to check the website regularly. Blackboard can be accessed at www.blackboard.fmarion.edu. Once you log in, you should see this course and all other courses in which you are enrolled for the semester. Additionally, any course emails will be sent through Blackboard. These emails are set up to be sent to your **g.fmarion.edu** email account so be sure you either check this account or have these emails forwarded to an account you check regularly.

COURSE REQUIREMENTS

To ensure you have all of the necessary information for exams, students should attend class regularly. If you miss a class, you are responsible for getting what you missed from a fellow classmate. You are welcome to come to my office

if any information provided in the lecture is unclear, however I do not provide my personal notes to students nor will I reiterate information provided in class via email.

Formal attendance will be taken in class. This class will follow the university's attendance policy, which states that if a student is absent more than twice the number of required class or lab sessions per week, the instructor has the option to assign a grade of F or W. Therefore, students will be failed or withdrawn from the class if they miss **more than four (4) classes, regardless of the reason for the absence** (there are no excused absences in this course).

Additionally, be sure to arrive to class on time. Class starts promptly at 8:30AM. At the start of class, the classroom door will be locked (if possible) and closed. **If you arrive after the door has been closed, you are late and will be marked absent, regardless of whether or not you are able to enter the classroom.** This means that a late arrival counts the same as not showing up at all. It is your responsibility to keep track of your absences/late arrivals throughout the semester. If you miss more than the allowed number of days, you may or may not receive a warning before being removed from the course.

ASSIGNMENTS & QUIZZES

Written assignments and quizzes will be given throughout the semester. These items combined will count for 20% of your final grade.

Assignments

Each assignment will be graded out of 15 points (unless otherwise notified). Instructions for each assignment will be given with the assignment. Any out-of-class assignments will be announced in class and posted to Blackboard up to one week before the due date. The due date for any particular assignment will be stated in class as well as within the assignment instructions. **All assignments will be removed from Blackboard at 11:59PM the night before the assignment is due.** Assignments due Tuesday will be removed Monday night at 11:59PM and assignments due Thursday will be removed Wednesday night at 11:59PM. To ensure you always have access to the assignment information, be sure to either print the assignment or save it to your computer as soon as it is posted.

All out-of-class assignments must be completed **on your own**. Evidence of sharing work will result in a **zero (0)** on the assignment for all parties involved. These assignments must be turned in at the beginning of class on the due date. **Late assignments are NOT accepted, no exceptions.** If you arrive to class after the door has been closed, your assignment is considered late and will NOT be accepted. You must turn in a hard copy to receive credit for the assignment. Emailed assignments are not accepted. Out-of-class assignments must be typed and printed. Hand-written answers are only accepted for in-class assignments. You should staple your document (if there is more than one page) in the top left hand corner. For out-of-class assignments, it is **imperative** that you follow the format described below, unless otherwise instructed. Points will be taken off of that assignment grade if you fail to do so.

Formatting: Times New Roman, 12 point font; 1" margin all around (Word may not have this as the default setting. Make sure you change it if necessary.)

Heading (single spaced and left aligned):

First name Last name

SOCI 352 Fall 2016

Date (MO/DY/YR)

Name of the assignment (I will give you this)

Body (single spaced and left aligned): There should be only one line of separation between the header and the body of your answer. Assignment instructions will be provided for each assignment; however, formatting should remain the same for all (unless instructed otherwise). Additionally, you should NOT retype any questions you are asked to answer. You should just start your answer. If answering a list of questions, make sure to single space between answers.

Quizzes

Randomly throughout the semester, pop quizzes (worth 5 points each) will be given in class to test students' knowledge of the material covered in the prior class period. The best way to prepare for these quizzes is to review your notes each day before arriving to class. Because these are unannounced, **quizzes cannot be made up, regardless of the reason for the absence.** If you arrive to class late on the day of a quiz, you **will not be allowed to take the quiz.**

CASE STUDY & PRESENTATION

For this course, you will be required to complete a case study of a rural county within the United States. Within this case study, you will report the characteristics of your chosen county. These characteristics should include the demographic makeup of the county (such as age, race/ethnicity, and gender of the population), socioeconomic data (how well-off/poor is the county), and cultural information (including the history of the county). You will also report its level of crime and presence of law enforcement. Further details and specific requirements are provided in the case study instructions. This paper will be due in class **Thursday, November 10th.** **Late papers will not be accepted, no exceptions.** You will present your information to the class using a PowerPoint presentation. The case study and presentation combined will count for 20% of your grade.

This is the most important part of all written work in this course:

You are all upper-level college students and therefore should write like upper-level college students. Poor grammar or misspelled words will not be tolerated. Points will be deducted for poorly written assignments/papers. If you need help with your writing, do not hesitate to visit the Writing Center on the first floor of Founders Hall (Rm 114C). Additionally, what you write matters. I do read your answers and I will take off points if you do not answer the question fully. If I can take the time to read these, you should take the time to make it worth reading.

EXAMS

There will be three exams in this course made up of multiple choice, true/false, fill-in-the-blank, and/or short answer/essay questions. Exam questions will come from the lectures, readings, assignments, and any videos that we may watch in class. Each exam will count for 20% of your final grade.

Exams are *tentatively* scheduled for the following dates:

Exam 1: Thursday, September 22, 2016

Exam 2: Tuesday, October 25, 2016

Exam 3: Thursday, December 8, 2016*

The first two exams will be held at regular class time (8:30-9:45AM).

*The final exam is scheduled by the Registrar's office for **8:30-10:30AM.**

Come to class **ON TIME** and prepared on exam days. Tardiness is inexcusable. No new exams will be administered after the first student has completed his/her exam and has left the classroom.

During exams, desks should be clear of everything except your pencil(s). All study material must be put away in a book bag or purse and on the floor. All cell phones must be **TURNED OFF** and put away. Your cell phone should

not be on your desk or on your person in any way, shape or form. **If your cell phone is seen or heard during the exam you will receive an automatic 0.** This reminder is posted at the top of each exam and is **strictly enforced**. Additionally, any empty desks and chairs around you must be clear of material.

DO NOT MISS EXAMS. If you *must* miss an exam, notification of your absence is required prior to the scheduled exam *for consideration* to take a make-up exam. In addition to notification, written documentation of a **valid and approved reason** for your absence must be provided within 24 hours of exam day to take a make-up exam for full credit. If you cannot provide written documentation of a valid reason for your absence, you *may* be allowed to take the exam; however **20 points** will be deducted from your exam score immediately and for each 24-hour period that passes thereafter, *including* weekends. All make-up exams will be administered at my discretion and at a time and place of my choosing. Make-up exams will differ from exams given in class and may consist of only essay questions. **Missing a scheduled make-up exam will result in an automatic zero (0).** Please note that **FMU has no approved absences**, so what serves as a valid reason for missing the exam is at the discretion of the instructor. Examples include hospitalization, death of an immediate family member, or a pre-approved FMU event for which your attendance is mandatory. While you may be allowed to make up the exam, the absence will still count against you.

GRADING

There will be three exams in this course, each worth 20% of your final grade. Assignments and quizzes will count for 20%, with the remaining 20% coming from your case study and presentation.

There are no extra credit options. Do not bother asking. The grade you earn is the grade you receive.

The grading scale for this course is as follows:

90.0 – 100.0	=	A
87.0 – 89.99	=	B+
80.0 – 86.99	=	B
77.0 – 79.99	=	C+
70.0 – 76.99	=	C
67.0 – 69.99	=	D+
60.0 – 66.99	=	D
0 – 59.99	=	F

CLASSROOM RULES & STUDENT CONDUCT

Students should conduct themselves appropriately while in class. It is important for you to respect me and your fellow classmates by coming to lecture on time and prepared, remaining attentive, and staying for the duration of the lecture. Do not hold conversations with fellow classmates as it is disrespectful and distracting to me and to those students who are trying to pay attention to lecture material.

While in class, nothing should be on your desk except your note-taking materials. Make sure your cell phones are turned off and put away for the duration of the lecture. **DO NOT** text/tweet/facebook/etc. during class. The use of laptop computers, tablets, or any other electronic device **is NOT allowed in class**. Additionally, this is SOCI 352 (Rural Crime). During this class, I expect you to pay attention to the current lecture. You are not to use this time to copy missed notes or work on material for other classes.

If you are caught doing any of the above (talking, texting, surfing the internet, working on other classwork, leaving class early or without permission) or any other disruptive or disrespectful activity (such as sleeping), **you will be**

marked absent (with or without a warning or notification) and may be asked to leave. Additionally, **two percentage points** will be deducted from your **FINAL COURSE GRADE** for each offense committed over the course of the semester. If you are doing anything other than classwork, you are not fully present and will therefore not receive credit for being in class.

ACADEMIC HONESTY & INTEGRITY

As per the FMU Student Handbook (2015-2016: 56), all FMU students are “expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. [...] [S]tudents pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws.”

Any student suspected of academic misconduct or dishonesty (cheating, plagiarism, fabrication, false information, unauthorized collaboration, etc.) will be referred to the appropriate authorities. A detailed (but not comprehensive) description of what is considered cheating and plagiarism may be found on pages 60-61 of the FMU Student Handbook (2015-2016).

IMPORTANT NOTES

You are encouraged to utilize my office hours (or make an appointment) if you have questions about the course material, your standing in the course, or other related matters. This time is set aside each week specifically for this purpose, so do not hesitate to stop by. Together we can identify why you are having problems and how you can better position yourself for success. **Waiting until the last week of class to voice problems or concerns is unacceptable and will be too late.** If you need to reach me outside of class or my office hours, email is the best form of communication as I check it regularly during the week and sporadically on the weekends. While my office phone is listed, I do not always receive voicemails in a timely manner and have no way of knowing when the message was recorded.

Keep in mind that this syllabus is a general guideline and is subject to change at my discretion. You are responsible for keeping up with any changes made to the syllabus, including changes to exam dates and any course readings.

TENTATIVE COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
8/25, 8/30:	What is Rural?	Appendix
9/1, 9/6:	Why Rural Matters	Chapter 1
9/8, 9/13:	Measuring Rural Crime	N/A
9/15, 9/20:	The Rural Setting of Crime and Justice	Chapter 2
9/22:	EXAM 1	
9/27, 9/29:	Rural and Small-Town Crime	Chapter 3
10/4, 10/6:	Violence and Rurality	IHRC Readings
10/11, 10/13:	Drug Use, Production, and Trafficking	IHRC Readings
10/18:	Fear of Crime and Attitudes toward Crime	Blackboard Readings
10/20:	Portrayals of Rural Crime	Blackboard Readings
10/25:	EXAM 2	
10/27, 11/1:	Theories of Crime and Application to Rural Settings	Blackboard Readings
11/3:	Rural and Small-Town Police	Chapter 4
11/8:	No Class – Fall Break	
11/10:	Rural and Small-Town Police	Chapter 4
11/15:	Other Parts of the System	Chapter 5
11/17, 11/22:	Presentations	
11/24:	No Class – Thanksgiving Break	
11/29, 12/1:	Presentations (cont.)	
12/8:	FINAL EXAM (8:30-10:30AM)	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology Date 1/8/16

Course No. or Level 348 Title Family Violence

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites SOCI 201; or permission of the department

Enrollment expectation 30-40

Indicate any course for which this course is a (an)

modification _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jessica L Burke

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval 1/11/16

Catalog description:

348 Family Violence (3) (Prerequisite: 201 or permission of the department)

An exploration of family violence from a sociological and criminological lens. Specific types of violence that occur in the family setting (spousal abuse, child abuse, elder abuse, and dating violence) are examined, including patterns based on gender, social class, race, age, culture, and religion. Prevention and intervention measures are discussed, along with public policy implications.

Purpose: 1. For Whom (generally?)

Students who are pursuing a major, minor, or collateral in Sociology, or a minor or collateral in Gender Studies, students with a Criminal Justice concentration, and students who have an interest in families.

2. What should the course do for the student?

Provide an overview and understanding of violence that occurs in the family, and the societal and legal ramifications of the different types of family violence. Sociological and Criminological theories will be introduced, giving the student a contextual framework to study family violence. Students will also understand how patterns of family violence differ by social group or standing, specifically gender, social class, race, age, culture, and religion. Students will be exposed to the different research methodologies used to investigate family violence, the data sources available, and current research in the field.

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Hattery, Angela and Earl Smith. 2012. *The Social Dynamics of Family Violence*. Boulder, CO: Westview Press.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

1. Social Dynamics of Family Violence
2. Historical Perspectives on Family Violence
3. Theories for Studying Family Violence
4. Methods for Studying Family Violence
5. Child Abuse
6. Elder Abuse
7. Intimate Partner Violence of Female Partners
8. Intimate Partner Violence of Male Partners
9. The Economy and Intimate Partner Violence
10. Race, Ethnic, and Cultural Issues in Family Violence
11. Religion and Family Violence
12. Violence in Same-Sex Couple Families
13. Dating Violence
14. Prevention and Intervention: Warning Signs of Violence
15. The Response to Family Violence: The Criminal Justice System

Syllabus for Proposed Course:

SOCI 348: FAMILY VIOLENCE
SPRING 2017

Instructor: Dr. Jessica L Burke, Assistant Professor of Sociology

Class Days & Time: T & TH 11:20-12:35 PM

Class Location: 251B Founders Hall

Instructor's Office Phone: 661-1656

Instructor's Email: jburke@fmarion.edu

****E-mail or office hours are the best way to reach me****

Office Hours: Mon & Wed 9:30-10:00 & 1:30-3:00

Tues & Thurs 8:30-9:30 & 2:00-3:00

Or by appointment

COURSE PREREQUISITE

Passing grade in SOCI 201 or permission from the department

COURSE DESCRIPTION

This course provides an exploration of family violence from a sociological and criminological lens. Specific types of violence that occur in the family setting (spousal abuse, child abuse, elder abuse, and dating violence) are examined, including patterns based on gender, social class, race, age, culture, and religion. Prevention and intervention measures are discussed, along with public policy implications.

REQUIRED TEXTBOOK

Hattery, Angela and Earl Smith. 2012. *The Social Dynamics of Family Violence*. Boulder, CO: Westview Press.

COURSE OBJECTIVES

1. To gain an understanding of family violence from a historical and current perspective.
2. To learn the theoretical perspectives used to study family violence.
3. To become familiar with the methods used to research family violence.
4. To acquire knowledge of the different types of violence that occurs in the family.
5. To gain an understanding of social trends and patterns of family violence.
6. To become familiar with prevention/intervention measures used to deter/reduce family violence.
7. To develop written and oral communication skills.

COURSE REQUIREMENTS

Your grade for this course is based on total number of points. You can earn up to 500 points in this course. The requirements for this course include:

1. **EXAMS (Each exam is worth 100 points):** You will have FOUR exams consisting of 40 multiple choice questions (including true/false questions), and TWO short answer questions. The multiple choice questions are worth TWO points each for a total of 80 points. The short answer questions are worth 10 points each for a total of 20 points.
2. **FAMILY VIOLENCE CURRENT EVENT PROJECT (75 points):** For this project, you are going to examine specific news/current events that revolve around family violence, and how the class material applies to these events. You are going to choose 4 news articles that report an act of family violence, including spousal abuse, other forms of intimate partner abuse (e.g., dating violence), child abuse and neglect, and elder abuse at the hands of a family member. The news articles must depict different incidents. Therefore, you will have a total of 4 news articles that depict 4 different incidents. Choose incidents from 2016-2017.

Where is the best place to find current/news events? Check the news. Most news sources are available online. Once you 4 articles, you will complete an analysis paper that will be 3 to 4 pages in length, typed, single-spaced with 1 inch margins using a Times New Roman font. Font size must be 12. Papers must be stapled with page numbers. Papers must have a title page that is not included in the 3 to 4 page length requirement. Papers must also have a works cited or reference page (also not included in the 3 to 4 page length requirement). Papers must also include citations within the text whenever you use any outside source, class lecture notes, or textbook. Papers must use ASA (American Sociological Association) citation format. Papers that do not meet these requirements will receive an automatic zero. Please keep this in mind.

Further instructions on how to complete your project will be posted to Blackboard.

3. **PRESENTATION (25 POINTS):** You are required to give a FIVE minute presentation of 3 of the 4 news articles. Your presentation will include a PowerPoint. These presentations will be given at the end of the semester. Further instructions on how to complete your presentation will be posted to Blackboard.

GRADE SCALE

A=450-500 (90% to 100%) C+=380-399 (76% to 79%) D=300-329 (60% to 64%)
 B+=430-449 (86% to 89%) C=350-379 (70% to 75%) F=299 and below (59% to 0%)
 B=400-429 (80% to 85%) D+=330-349 (65% to 69%)

ALL GRADES ARE FINAL. THE GRADE YOU RECEIVE IS THE GRADE YOU EARNED. I WILL NOT ADD POINTS TO YOUR FINAL GRADE. PLEASE DO NOT ASK ME!

ATTENDANCE POLICY

Attendance is taken in this class. A sign-in sheet will be distributed at the beginning of class. If a student is absent more than twice the number of required classes per week during the semester, a grade of F or W will be assigned. Twice the number of required classes per week for this class is 6. **Once you miss more than 6 classes, or the 7th absence, you will be assigned a grade of F or W.**

****Please see page 63 in your FMU student catalog on Class Attendance Policy.**

I will not accept doctor's notes, funeral notices, or court appearances to excuse these six absences. These six absences will include both excused and unexcused absences. However, if there are certain circumstances that will

cause you to miss more than these SIX absences, such as athletic commitments, PLEASE SEE ME. It is up to the instructor to consider any absences as excused.

If you are a student athlete, you must provide me with a schedule of the days you have to miss class.

MAKE-UP POLICY & LATE ASSIGNMENTS

I only allow **make-up exams** under the following three conditions:

- (1) You have a formal, written excuse from a doctor or other authoritative figure, such as a judge. Funerals also count, but you will have to supply proof of the funeral's date and time,
- (2) You must contact me no later than 24 hours after the missed exam, and finally
- (3) The test must be made up within 5 calendar days of the missed exam. **THERE ARE NO EXCEPTIONS.**

****Please note that you will not be able to make up the final exam or exam 3.**

Late projects will not be accepted.

Presentation make-ups are not allowed.

ACADEMIC DISHONESTY

Plagiarism and/or cheating will not be tolerated. Any student who cheats on an exam, plagiarizes someone else's work (e.g., claiming someone else's work as your own), or helping someone else to cheat or plagiarize will receive a zero for that assignment or exam. The department chair and the Provost's office will be notified of the offense. According to the FMU Honor Code, "cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade." "Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use." See page 57 in your FMU student catalog.

CLASSROOM BEHAVIOR & EXPECTATIONS

1. **NO CELL PHONES. NO TEXTING.** Please turn off your cell phone before coming to class. **IF YOU ARE CAUGHT TEXTING IN CLASS YOU WILL LOSE UP TO 10 POINTS OFF OF YOUR TOTAL GRADE.** THE DECISION TO TAKE SUCH ACTION IS UP TO THE INSTRUCTOR.
2. **NO IPODS or MP3 players. No headphones.** Please do not listen to your iPod or MP3 player during lectures, movies and exams. You may use a laptop to take notes during lecture. You may use a tablet, such as a Microsoft Surface or iPad, to take notes in class. However, the tablet must have a keyboard in order for you to use it for note taking purposes. However, if you are caught on any social media websites, such as Facebook, Instagram, LinkedIn, Twitter, etc., or doing any activity not related to class, you will no longer be able to use your laptop during class. **IF YOU ARE CAUGHT LISTENING TO HEADPHONES WHILE YOU ARE IN CLASS YOU WILL LOSE UP TO 10 POINTS OFF OF YOUR TOTAL GRADE. YOU WILL ALSO LOSE 10 POINTS OFF OF YOUR TOTAL GRADE IF YOU ARE CAUGHT USING YOUR LAPTOP OR TABLET FOR ANY PURPOSE OTHER THAN TAKING NOTES.**
3. **ARRIVE TO CLASS ON TIME. PLEASE REFRAIN FROM LEAVING CLASS EARLY. IF YOU NEED TO LEAVE CLASS EARLY, PLEASE SEE ME BEFORE CLASS BEGINS.**
4. **I EXPECT ALL STUDENTS TO BE RESPECTFUL, CONSIDERATE, AND NONJUDGMENTAL OF EACH OTHER.** I also expect you to be respectful and courteous to the instructor at all times. It is the

responsibility of BOTH the instructor and the students in the class to provide a positive learning environment. Please do not talk during the lecture portion of the class and please try to not interrupt your peers during class discussions. If you are disrespectful to your classmates or the instructor, you will be asked to leave for the remainder of that class period. Disruptive or disrespectful behavior may also be reported to the department chair and the Provost's office. Such behavior may result in disciplinary action, including suspension, expulsion, or other sanctions.

****Please refer to the Francis Marion University Honor Code in your FMU student catalog (page 56).**

5. IF YOU MISS CLASS, IT IS YOUR RESPONSIBILITY TO RECEIVE ANY MISSED NOTES FROM A CLASSMATE. IT IS ALSO YOUR RESPONSIBILITY TO KNOW WHAT ANNOUNCEMENTS ARE MADE IN CLASS. THIS INSTRUCTOR DOES NOT GIVE OUT LECTURE NOTES.
6. Grades will be posted to Blackboard. I do not return exams. This is to ensure that each student's exam grade remains private. If you want to see your exam, please see me either during office hours or make an appointment to see me.
7. Study guides are provided in this class and will be posted to Blackboard approximately 5 days prior to the exam.
8. You are RESPONSIBLE for ALL material covered in lectures, discussions, videos and the textbook. ALL Information presented in this class is subject to appear on your exams!
9. The course calendar is tentative and is subject to change at the instructor's discretion.

TENTATIVE COURSE SCHEDULE

Tues 1/10	Introduction to the Course; Syllabus
Thurs 1/12	Chapter 1: Social Dynamics of Family Violence
Tues 1/17	Chapter 2: Historical Perspectives on Family Violence
Thurs 1/19	Chapter 3: Theories for Studying Family Violence
Tues 1/24	Chapter 3: Theories for Studying Family Violence
Thurs 1/26	Chapter 4: Methods for Studying Family Violence
Tues 1/31	Chapter 4: Methods for Studying Family Violence
Thurs 2/2	Exam 1 (Covers Chapters 1-4)
Tues 2/7	Chapter 6: Child Abuse
Thurs 2/9	Chapter 6: Child Abuse
Tues 2/14	Chapter 7: Outcomes of Child Abuse
Thurs 2/16	Chapter 5: Elder Abuse
Tues 2/21	Intimate Partner Violence of Female Partners (No Readings)
Tues 2/23	Intimate Partner Violence of Female Partners (No Readings)
Tues 2/28	Intimate Partner Violence of Male Partners (No Readings)
Thurs 3/2	Exam 2 (Covers Chapters 6, 7, 5, & Intimate Partner Violence)
Tues 3/7	Chapter 8: The Economy and Intimate Partner Violence
Thurs 3/9	Chapter 9: Cultural & Racial Factors and Intimate Partner Violence
Tues 3/14	Spring Break
Thurs 3/16	Spring Break

- Tues 3/21 Chapter 9: Cultural & Racial Factors and Intimate Partner Violence
Thurs 3/23 Chapter 10: Religion and Family Violence
Tues 3/28 Chapter 11: Violence in Same-Sex Couple Families
Thurs 3/30 Exam 3 (Covers Chapters 8-11)
Tues 4/4 Dating Violence and Stalking (No Readings)
Thurs 4/6 Chapter 12: Prevention and Intervention: Warning Signs of Violence
Tues 4/11 Chapter 13: The Response to Family Violence: The Criminal Justice System
Thurs 4/13 Presentations
Tues 4/18 Presentations
Thurs 4/20 Presentations
- Fri 4/28 Final Exam (Covers Dating Violence/Stalking, Chapters 12, & 13)**
Time: 3:00-5:00 in 251B Founders Hall

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology Date 1/4/16

Course No. or Level 349 Title Hate Crimes and Terrorism

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites SOCI 201

Enrollment expectation 30-40

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval 1/11/16

Catalog description:

349 Hate Crimes and Terrorism (3) (Prerequisite: 201 or permission of department)
A critical examination of hate crimes and terrorism, including their similarities and differences, types of perpetrators and victims, perpetrator activities and tactics used, and societal impacts, as well as

explanations for why these crimes occur and approaches used to impede these crimes. Major hate crime cases and terrorism incidents within the US and abroad are also reviewed.

Purpose: 1. For Whom (generally?)

For students who are planning careers in criminal justice, victim assistance, or related fields, and who want to understand why hate crimes and terrorism occur in society, how these types of crimes unfold, who is likely to perpetuate and be victimized by these crimes, and how we can prevent and mitigate against such events.

2. What should the course do for the student?

Provide an in-depth understanding of these two types of crimes, including the precursors to these types of phenomena, which segments of society (race/ethnicity, social class, gender, age, nationality) have a higher probability of perpetrating these crimes and becoming victims, the various impacts that these events have on social institutions (the economy, political system, educational institutions, faith-based organizations, families, criminal justice system, the media), the processes involved in the unfolding of these events, and how society has responded to these phenomena over time.

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Textbooks:

Carolyn Turpin-Petrosino. 2015. *Understanding Hate Crimes: Acts, Motives, Offenders, Victims and Justice*. Routledge.

Paul Isanki and Jack Levin. 2015. *Hate Crimes: Global Perspectives*. Routledge.

Gus Martin. 2015. *Understanding Terrorism*, 4th edition. Sage.

And relevant journal articles available on-line

Websites:

Southern Poverty Law Center (www.splcenter.org)

Global Terrorism Database (www.start.umd.edu/gtd)

Suicide Attack Database (cpost.uchicago.edu/database)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

Course Topics Outline

Part A. Introduction

1. Hate crimes versus Terrorism: definitions, similarities and differences
2. Conducting research on hate crimes and terrorism: data sources, methods, and limitations

Part B. Hate Crimes

3. History of hate crimes in the US
4. Theories of hate crimes
5. Perpetrators of hate crimes
6. Victims of hate crimes
7. Types of hate – religious, racial/ethnic, homophobic, disablist, gender, ageist
8. Impacts of hate on society
9. Responses to hate: historical and current
10. International perspectives on hate crimes

Part C. Terrorism Crimes

11. History of terrorism in US
12. International terrorism
13. Theories of terrorism
14. Types of terrorism – religious, political ideological, dissident, and state-sponsored
15. Perpetrators and their tactics
16. Targets of terrorists
17. Responses to terrorism: historical and current

Syllabus for Proposed Course

SOCI 349: HATE CRIMES AND TERRORISM
Fall 2017

Course time and location: MWF 11:30 – 12:20 in FH 250A
Instructor: Dr. Lisa A. Eargle, Professor of Sociology
Office Location: Founders Hall 239
Office Hours: Monday through Friday, 8:30 to 10:30 ; also by appointment
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

REQUIRED MATERIALS

REQUIRED Textbooks -- Carolyn Turpin-Petrosino. 2015. Understanding Hate Crimes: Acts, Motives, Offenders, Victims and Justice. Routledge.
Paul Isanki and Jack Levin. 2015. Hate Crimes: Global Perspectives. Routledge.
Gus Martin. 2015. Understanding Terrorism, 4th edition. Sage.

Other readings and handouts will be provided by the instructor

COURSE PREREQUISITIES

A passing grade in SOCI 201.

COURSE DESCRIPTION

This course provides an in-depth understanding of hate crimes and terrorism, including the precursors to these types of phenomena, which segments of society (race/ethnicity, social class, gender, age, nationality) have a higher probability of perpetrating these crimes and becoming victims, the various impacts that these events have on social institutions (the economy, political system, educational institutions, faith-based organizations, families, criminal justice system, the media), the processes involved in the unfolding of these events, and how society has responded to these phenomena over time. Major hate crime cases and terrorism incidents within the US and abroad are also reviewed. The class format will consist of lecture and discussion.

COURSE OBJECTIVES

This course makes several contributions to the Sociology-Political Science Criminal Justice track. The goals of this course are to:

9. Investigate how our understanding of these crimes have evolved;
10. Discuss the similarities as well as differences in these crimes;
11. Discuss the different types of hate crimes and terrorism that can occur;
12. Examine the different explanations for why these crimes occur;
13. Examine the impacts that these crimes can have on different social groups and institutions in society;
14. Explore the different responses that societies can take to address these crimes;
15. Discuss the methods used and issues involved in studying hate crimes and terrorism;
16. Further develop and apply research skills that students have obtained from previous courses; and
17. Further develop students' written and oral communication skills.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, using cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned **off** and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will **not** take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a paper, and a presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-office written examinations (see “Tentative Course Schedule” for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 8 essay questions. The short answer questions are worth 2 points each; essay questions are worth 10 points each.

There will be a review sheet, check list, or study guide provided by the instructor. You will need to purchase/rent the textbooks required for this course and fully **READ** the book chapters to prepare for the exams. Old lecture notes, review sheets, and exams from previous semesters are NOT reliable indicators of this semester’s exam material. Good indicators will be the types of items that this instructor addresses in *this semester’s* class lectures (such as concepts, theories, trends, cases, models, processes, series of characteristics, etc.); however, you are still responsible for knowing other items in the readings that the instructor may not mention in class.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams.** Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester. A copy of an old exam is useless.

Only students for whom the Office of Counseling and Testing has provided request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period. You must, instead, studying along in the days preceding the exam. This is the truth.

NO Make-up exams will be given in this course. Being tired, having the sniffles or multiple exams that day does not count as extreme circumstances that would warrant any exceptions. Per University regulations, **All** students are **REQUIRED** to take the final exam. All final exams must be taken at the University scheduled time and date for the class. Those showing up late will NOT be allowed to take the final exam.

During examinations, **all electronic devices** (such as Blackberries, iPhones, iPods, laptops, programmable watches, etc.) **and books, notes, etc. must be stored away** in bookbags, in purses, or under your desk. Otherwise, I will assume they are being used to cheat on the examinations and you will be penalized. All paper used for the examinations will be provided by the instructor. Also, **leaving the classroom after beginning an examination**, without finishing the exam and turning it in to the instructor, **is prohibited**.

Exam grades will NOT be dropped or curved, NOR will extra credit work be offered/accepted. Each exam is **worth 100 points** towards your final grade, with all 5 exams counting together for 500 points towards your final grade.

PROFILE PAPER

You will select a hate or terrorism criminal, an organization that been involved in these crimes, or hate/terrorism crime incident that has occurred to examine in your paper. If you select an individual to examine in your paper, you should describe the characteristics of that person, the type of position and responsibilities that person had in an organization, the kinds of activities he/she engaged in, reasons why he/she committed these crimes (including any appropriate theories that might explain his/her behavior), and the consequences of his/her crime on society.

If you select an organization to examine in your paper, you should discuss how the organization is structured (positions, roles), the characteristics of people involved in this organization, the kinds of activities the organization participates in/sponsors, the impact this organization has on society, and how their illicit activities have been combated by the government and law enforcement. You should also apply the theories discussed in class to explaining why this organization exists and how it functions.

If you select a crime event to examine in your paper, you should discuss important aspects/characteristics of the event, who was involved in committing the crime, explanations for why the crime occurred, its impact on society, and ways of dealing with this type of crime. You should also apply appropriate theories from the course to the event.

All paper topics must be submitted to me for approval by September 10. If I have not approved your paper topic, you will NOT receive any credit for your paper. Good places to look for potential topics are your textbooks, as well as media sites such as Huffington Post, New York Times, LA Times, etc. **Do NOT reuse a paper topic from another class. No double submissions of papers allowed** (must have different papers for this class and another class).

The paper grade will be worth 100 points in the final course grade. **The papers are due November 12** at the beginning of class. **NO LATE PAPERS WILL BE ACCEPTED.** All papers MUST be submitted, in person, to the instructor as a paper copy; NO electronic submissions (email) will be accepted.

All references used in the writing of this paper, including the textbook, should be cited using the ASA or APA format. Papers that do NOT contain both citations AND reference page will be assigned a grade of ZERO. **The paper should be a minimum of 10 pages long** (NOT including reference and title/cover pages). 10 points will automatically be subtracted from the paper grade for every page it is short of the required 10 pages. Do not use weird spacing between paragraphs or internally within paragraphs to “hide” the short length of your paper, because I will determine how short your paper really is and deduct the appropriate amount of points.

You are required to use and **cite 10 references in the paper**. Papers lacking 10 references cited in the body of the paper will automatically lose 2 points for each reference short of the required 10 references.

You should also use 10 or 12 point font type, with 1 inch margins, lines double spaced, and printed with black ink onto white paper. Papers handwritten, typed in purple, printed on yellow paper, or otherwise having an unprofessional appearance will NOT be accepted. **Papers without cover pages (containing the title of the paper, student’s name, and the course number) will NOT be accepted. Papers with pages that are not stapled, are poorly stapled, or are not somehow securely attached together will NOT be accepted.**

PRESENTATION

Each person will also give a 6 minute Power Point presentation to the class on their project. **Those who did not submit a paper on November 12 will NOT be allowed to give a presentation.** Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation.

A sign-up for the presentation date will be determined in early November. **There will be NO make-ups for the class presentation. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points.

<u>Criteria for Power Point Show</u>	<u>Points Worth</u>
Title page	5
Font (right size and type for audience to easily see)	5
Slide background color (clear contrast with type)	5
Slides uncluttered	5
No audio clips (often fail to work, speech avoidance technique)	5
No cascading sentences/titles (they are a distraction)	5
Slides address major points from <u>each</u> part of paper	10
Right number of slides (8 slides minimum and 12 slides maximum)	5
Any photos or diagrams used are easy to see	5

Criteria for Speaker Delivery

Ability to explain paper parts correctly	10
Covered all parts of the paper in the presentation	10
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (6 minutes)**	0

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 6 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

Total Points = 100

COURSE GRADES

Final course grades will be based upon the summation of your exam, paper, and presentation grades. Course letter grades are assigned as follows:

A = 630 - 700 points; B+ = 602 - 629 points; B = 560 - 601 points; C+ = 532 - 559 points
C = 490 - 531 points; D+ = 462 - 489 points; D = 420 - 461 points; **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates). Extra credit work will not be accepted. **Grades are nonnegotiable** – you will receive what you have **earned**.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

School of Education _____ **Date** 10-27-15 _____

Course No. or Level EDUC 322; Title: Foundations in the Instruction of Reading

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to Professional Education Program; ECE majors must take this course in Block A

Enrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description Dr. Jeanne Gunther

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval 11-12-15

Catalog description: This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

Purpose:

1. For Whom (generally?) all education majors
2. What should the course do for the student? Prepare them to teach literacy skills to students, which is a requirement of the Read to Succeed legislation.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Gambrell, L.B. & Morrow, L. M.(Eds.) (2015). *Best practices in literacy instruction (5th edition)*. NY: Guilford.

Articles provided via Blackboard

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

Francis Marion University
School of Education

EDUC 322: Foundations in the Instruction of Reading

This course serves as one of the courses necessary for Read to Succeed Teacher Endorsement.

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time:**
- **Location:**

Course Description

(Prerequisite: Admission to Professional Education Program). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

Required Texts

Gambrell, L.B. & Morrow, L. M.(Eds.) (2015). *Best practices in literacy instruction (5th edition)*. NY: Guilford.

Articles provided via Blackboard

Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)

1. Demonstrate an understanding of the major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections (PK/ELE RTS 1.1; MLE/HS RTS 1.1)
2. Demonstrate an understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components (PK/ELE RTS 1.2)
3. Demonstrate an understanding of the role of professional judgment and practical knowledge for improving all students' reading development and achievement (PK/ELE RTS 1.3; MLE/HS RTS 1.2)
4. Demonstrate an awareness that children learn about language through using language and communicating with others (PK/ELE RTS 2.8)
5. Demonstrate an awareness that children learn about the sounds of language (phonemes, phonics, and knowledge of advanced features of written language) and continue to develop as language users through hearing and using oral and written language (poetry, songs, rhymes, stories, and a variety of texts) (PK/ELE RTS 2.10)
6. Demonstrate an awareness that oral and written language support children learning how to hear and represent sounds within words (phonemic awareness and phonics), and they support the development of language communication (writing, reading, vocabulary, and oral and written communication abilities) (PK/ELE RTS 2.11)

7. Demonstrate an understanding that comprehension and vocabulary growth result primarily from engagement with texts and social interactions (PK/ELE RTS 2.12)
8. Demonstrate an awareness that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment (PK/ELE RTS 2.13)
9. Demonstrate an understanding that fluency in reading increases with ease of use and greater flexibility in using strategies in reading and fluent reading is not about rushing through texts, but knowing when to consciously take control of reading rate across a variety of texts and reading for different purposes (PK/ELE RTS 2.14)
10. Recognize, demonstrate an understanding, and value the forms of diversity that exist in society and their importance in learning to read and write (PK/ELE RTS 4.1, MLE/HS RTS 4.1)
11. Demonstrate an understanding of foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture (PK/ELE RTS 6.1, MLE/HS RTS 6.1)
12. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (PK/ELE RTS 6.2, MLE/HS RTS 6.2)
13. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs (PK/ELE RTS 6.3)
14. Demonstrate an understanding that a child's first teacher is the family and they provide home literacy support (RTS 8.1)
15. Demonstrate awareness that it is important to connect parents, students and teachers all together (RTS 8.2)
16. Demonstrate awareness that parents have different levels of participation in the school setting based on cultural norms, available time, etc. (RTS 8.3)
17. Demonstrate an understanding and willingness to influence local, state, or national policy decisions (PK/ELE 6.4)
18. Demonstrate an understanding of contextual influences on language and literacy development (community, home, SES, language, parent education level) (PK/ELE 7.8)

Course Policies

Academic Honesty

All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.

Accommodations

If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.

Blackboard

This course meets face-to-face and may also be partially facilitated through Blackboard. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

News and Announcements

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the assignments:

Assignment	Point Value	Course Goal Addressed by the Assignment
Sampling of Theories	10	1,2
5 Quizzes	15	1,2,3,4,6,7,8,9,10,11,12,13,14,15,16
Oral Language Test	10	4,5,6
Group Presentation/Poster Session Comprehension, Fluency and Vocabulary Interactive	10	3,7,9
Literacy Rich Environment Plan/ ELA Schedule	5	8
Quick Writes (4) on Diversity and Reading	5	10
Attendance at a Professional Development Session, School Board Meeting and PTA Event (with report of activities)	20	11,12,13,14,15,16, 17, 18
Participation	15	
Final Exam	10	1,2,3,4,6,7,8,9,10,11,12,13,14,15,16

<i>Grade</i>	<i>Description</i>	<i>Quality Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Distinction	4.0	95-100%
B+		3.5	89-94%
B	Above average	3.0	85-88%
C+		2.5	81-84%
C	Average	2.0	77-80%
D+		1.5	73-76%

D	Below average	1.0	70-72%
F	Unsatisfactory (no credit)	0.0	0-69%

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School of Education _____ Date 10-27-15

Course No. or Level _____ EDUC 324 Title Reading Assessment

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to Professional Education Program; ECE majors must take this course in Block A

Enrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Name of person preparing course description Dr. Jeanne Gunther

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description: This course is designed to provide teacher candidates with the knowledge and experience of assessing PK-12 students in reading. Interpretation of data and implications for instruction will be highlighted throughout the course.

Purpose:

1. For Whom (generally?) all education majors
2. What should the course do for the student? Prepare them to teach literacy skills to students, which is a requirement of the Read to Succeed legislation.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): McKenna, M., & Stahl, K. (2015). *Assessment for reading instruction* (Third ed.). The Guilford Press. ISBN 1462521045

Course Content: (Please explain the content of the course in enough detail so that the

Academic Affairs Committee can make an informed judgment.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

Francis Marion University
School of Education

EDUC 324: Reading Assessment

This course serves as one of the courses necessary for Read to Succeed Teacher Endorsement.

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time:**
- **Location:**

Course Description

(Prerequisite: Admission to Professional Education Program). This course is designed to provide teacher candidates with the knowledge and experience of assessing PK-12 students in reading. Interpretation of data and implications for instruction will be highlighted throughout the course.

Required Texts

McKenna, M., & Stahl, K. (2015). *Assessment for reading instruction* (Third ed.). The Guilford Press. ISBN 1462521045

Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)

1. Demonstrate understanding of the major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections (PK/ELE RTS 1.1; MLE/HS RTS 1.1)
2. Demonstrate understanding of the role of professional judgment and practical knowledge for improving all students' reading development and achievement (PK/ELE RTS 1.3; MLE/HS RTS 1.2)
3. Demonstrate the use of foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum (PK/ELE RTS 2.1; MLE/HS RTS 2.1)
4. Demonstrate the utilization of appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections (PK/ELE RTS 2.2; MLE/HS RTS 2.2)
5. Demonstrate understanding of the complexity of content texts is dependent upon students' background knowledge (PK/ELE RTS 2.3)
6. Demonstrate the ability to connect inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build knowledge and emphasizing collaborative learning fosters independence and self-initiation in reading and learning (PK/ELE RTS 2.4)
7. Demonstrate the use of a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital and online resources (RTS 2.5; MLE/HS RTS 2.3)
8. Demonstrate understanding of types of assessments, and their purposes, strengths, and limitations (PK/ELE RTS 3.1; MLE/HS RTS 3.1)
9. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purpose (PK/ELE RTS 3.2; MLE/HS RTS 3.2)
10. Use assessment information to plan, inform and evaluate instruction (PK/ELE RTS 3.3; MLE/HS RTS 3.3)

11. Communicate assessment results and implications to a variety of audiences (PK/ELE RTS 3.4; MLE/HS RTS 3.4)
12. Demonstrate the use of a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity (PK/ELE RTS 4.2; MLE/HS RTS 4.2)
13. Recognize that Dual Language Learners have a wide variety of educational and cultural experiences as well as linguistic differences (PK/ELE RTS 7.1)
14. Demonstrate awareness that students learning English must have opportunities to learn the language; effective teachers modify instruction to meet the needs of students (PK/ELE RTS 7.2-7.7);
15. Demonstrate awareness that a child's first teacher is the family and they provide home literacy support (PK/ELE RTS 8.1)

Course Policies

Academic Honesty

All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.

Accommodations

If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.

Blackboard

This course meets face-to-face and may also be partially facilitated through Blackboard. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

News and Announcements

Each week remember to check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under "Quick Links", choosing "School of Education", and then clicking "News and Announcements" under the column on the left side of the page.

Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the assignments:

Assignment	Point Value	Course Goal Addressed by the Assignment
Contextual Factors of Field	30	1, 2, 5, 12, 13, 14

Placement with Implications for Assessment and Instruction		
Assessment Portfolio	30	1, 2, 3, 4,5,6, 7, 8, 9, 10, 11, 12, 14
Letter to a Parent	15	9, 11, 15
Creation of an Informal Reading Inventory	25	5, 8, 12,

<i>Grade</i>	<i>Description</i>	<i>Quality Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Distinction	4.0	95-100%
B+		3.5	89-94%
B	Above average	3.0	85-88%
C+		2.5	81-84%
C	Average	2.0	77-80%
D+		1.5	73-76%
D	Below average	1.0	70-72%
F	Unsatisfactory (no credit)	0.0	0-69%

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School of Education Date 10-27-15Course No. or Level EDUC 326 Title Strategies for Reading Instruction PreK-12Semester hours 3 Clock hours: Lecture 3 Laboratory _____Prerequisites Admission to Professional Education Program; ECE majors must take this course in Block BEnrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description Dr. Jeanne Gunther

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description: This course will examine the current trends and practices in the teaching of reading. In addition, teacher candidates will examine ways of accommodating students with varying reading levels.

- Purpose:
1. For Whom (generally?) all education majors
 2. What should the course do for the student? Prepare them to teach literacy skills to students, which is a requirement of the Read to Succeed legislation.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. York, ME: Stenhouse. ISBN-10: 157110481X

Leu, D. J., & Kinzer, C. K. (2012). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial* (9th edition). Boston, MA: Pearson Education Inc.

Course Content: (Please explain the content of the course in enough detail so that the

Academic Affairs Committee can make an informed judgment.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

Francis Marion University
School of Education

EDUC 326: Strategies for Reading Instruction PreK-12

This course serves as one of the courses necessary for Read to Succeed Teacher Endorsement.

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time:**
- **Location:**

Course Description

(Prerequisite: Admission to Professional Education Program). This course will examine the current trends and practices in the teaching of reading. In addition, teacher candidates will examine ways of accommodating students with varying reading levels.

Required Text (all students)

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. York, ME: Stenhouse. ISBN-10: 157110481X

Leu, D. J., & Kinzer, C. K. (2012). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial* (9th edition). Boston, MA: Pearson Education Inc.

Course Objectives (aligned with Read To Succeed Literacy Standards/Elements for PK/ELE and MLE/HS)

1. Demonstrate the ability to use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum (PK/ELE RTS 2.1; MLE/HS RTS 2.1)
2. Demonstrate the ability to use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections (PK/ELE RTS 2.2; MLE/HS RTS 2.2)
3. Demonstrate the ability to connect inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build knowledge and emphasizing collaborative learning fosters independence and self-initiation in reading and learning (PK/ELE RTS 2.4)
4. Demonstrate the ability to use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital and online resources (PK/ELE RTS 2.5; MLE/HS RTS 2.3)
5. Demonstrate understanding of how to utilize content knowledge to build meaningful curriculum (PK/ELE 2.6)
6. Demonstrate understanding of how to organize time and space to implement a variety of instructional frameworks in support of reading instruction (PK/ELE RTS 2.7)
7. Demonstrate awareness of a variety of ways to introduce and build new language and vocabulary (e.g., word study, etc.) throughout the curriculum and across grade levels (PK/ELE 2.9)
8. Demonstrate awareness that children learn about the sounds of language (phonemes, phonics, and knowledge of advanced features of written language) and continue to develop as language users through

- hearing and using oral and written language (poetry, songs, rhymes, stories, and a variety of texts) (PK/ELE 2.10)
9. Demonstrate awareness that oral and written language support children learning how to hear and represent sounds within words (phonemic awareness and phonics), and they support the development of language communication (writing, reading, vocabulary, and oral and written communication abilities) (PK/ELE 2.11)
 10. Exhibit high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment (PK/ELE 2.13).
 11. Demonstrate understanding that fluency in reading increases with ease of use and greater flexibility in using strategies in reading and fluent reading is not about rushing through texts, but knowing when to consciously take control of reading rate across a variety of texts and reading for different purposes (PK/ELE 2.14)
 12. Demonstrate understanding that reading about topics that are personally interesting activates use of background knowledge and increases motivation and comprehension in reading (PK/ELE 2.15)
 13. Demonstrate understanding that learning is social. Learners use written language as one of the means of making sense of the world; readers/writers learn more about written language and create deeper understandings as they talk with others about texts (PK/ELE 2.16)
 14. Demonstrate understanding that reading is a meaning-making process involving the use of cueing systems and problem-solving skills and strategies (PK/ELE 2.17)
 15. Demonstrate understanding that texts are used for reading instruction and independent reading represent a range of possible literature and genres, and they exist in multimodal formats (PK/ELE 2.18)
 16. Demonstrate awareness of how to organize time and space to implement a variety of instructional frameworks in support of reading and writing instruction (e.g., know how to organize reading and writing instruction within a workshop approach to provide a framework for effective instruction (PK/ELE 2.19)
 17. Demonstrate awareness of how to scaffold learning incorporating a gradual release of responsibility approach (PK/ELE 2.20)
 18. Develop and implement strategies to advocate for equity (PK/ELE 4.3/ MLE/HS RTS 4.3)
 19. Demonstrate awareness that dialects are well-developed linguistic systems that are rule-governed (PK/ELE 4.5)
 20. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors equity (PK/ELE 6.2/ MLE/HS RTS 6.2)

Course Policies

Academic Honesty

All students are expected to adhere to the Francis Marion University Honor Code. Upon enrollment at Francis Marion University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor system. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.

Accommodations

If you are a student with a documented disability who will be requesting accommodations in this course, please make sure you are registered with the Office of Disability Services and provide the course instructor with an Access Plan letter outlining needed accommodations. I will be glad to meet with you privately during my office hours to discuss your special needs.

Blackboard

This course meets face-to-face and may also be partially facilitated through Blackboard. If you need assistance using Blackboard please refer to the website (<https://blackboard.fmarion.edu>).

Late Assignments

The course professor is not obligated to grade late assignments. If the professor chooses to grade a late assignment s/he may choose to reduce credit for lateness.

News and Announcements

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

Course Assignments

Detailed descriptions, instructions, rubrics and due dates will be provided for each of the assignments below:

Assignment	Point Value	Course Goal Addressed by the Assignment
Literacy Vignette	30	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19
Writer’s Workshop Field Experience Incorporating Culturally Relevant Texts as Mentor Texts	20	18, 20
Read Aloud Video and 40 Strategies Spreadsheet	15	2, 5, 7
Week of Lesson Plans	15	1, 2, 3, 4, 11, 12, 15, 16, 17
Clinical Report/Case Study	20	14, 15

<i>Grade</i>	<i>Description</i>	<i>Quality Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Distinction	4.0	95-100%
B+		3.5	89-94%
B	Above average	3.0	85-88%
C+		2.5	81-84%
C	Average	2.0	77-80%
D+		1.5	73-76%
D	Below average	1.0	70-72%
F	Unsatisfactory (no credit)	0.0	0-69%

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE****Department/School:** School of Education **Date:** Dec. 5, 2015**Course No. or Level:** ECE 329 **Title:** Clinical Experiences in Early Childhood EducationSemester Hours: 3 Clock hours: Lecture: 3 Laboratory: 0Prerequisites: Admission to Professional Program in Early Childhood Education; must be taken as a prerequisite to Block A and Block B courses in Early Childhood Education.Enrollment expectation: 10 - 15Indicate any course for which this course is a (an) Substitute: X

The course replaces EDUC 313 Field Experiences in Instructional Planning and Assessment (1 hour), and ECE 319 Clinical Experience A: Early Childhood Education (2 hours) as a requirement for majors in Early Childhood Education. Majors in Early Childhood Education will be required to take ECE 329 for their clinical experiences, and will no longer be required to take EDUC 313.

Name of person preparing course description: Dr. Callum B. Johnston

Department Chairperson's/Dean's Signature: _____

Provost's Signature: _____

Date of Implementation: Fall, 2016Date of School/Department approval 12-17-15

Catalog description: This course involves the study of content specific to Early Childhood settings and participation in those settings. Teacher candidates will observe, record, and assess the development and behaviors of children. This course will require a minimum of 35 field experience hours in a local public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "news and Announcements" webpage for specific SLED background check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

- Purpose:
1. For Whom (generally?) All approved majors in Early Childhood Education.
 2. What should the course do for the student? The course will require the student to observe and analyze behavior and learning associated with accepted milestones in child development and early childhood education.

Teaching method planned: Lecture, field experiences, demonstration/modeling, problem- solving, cooperative learning, reflection.

Textbook and/or materials planned (including electronic/multimedia):

Marotz, L & E. Allen. (2013). Developmental Profiles: Pre-Birth Through Adolescence (7th). Belmont, CA: Wadsworth, Cengage Learning

Handouts and other printed materials provided via Blackboard

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

SYLLABUS
Francis Marion University
School of Education
ECE 329: Clinical Experiences in Early Childhood Education

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time:**
- **Location:**

Materials:

Marotz, L & E. Allen. (2013). Developmental Profiles: Pre-Birth Through Adolescence (7th). Belmont, CA: Wadsworth, Cengage Learning

Course Description: (3 Hrs). Prerequisites: Admission to Professional Program in Early Childhood Education; must be taken as a prerequisite to Block A and Block B courses in Early Childhood Education). This course involves the study of content specific to Early Childhood settings and participation in those settings. Teacher candidates will observe, record, and assess the development and behaviors of children. This course will require a minimum of 35 field experience hours in a local public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "news and Announcements" webpage for specific SLED background check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

Course Objectives:

1. The candidates will compare and contrast supportive learning environments for young children in both a Montessori classroom and a public school kindergarten classroom;
2. The candidates will design appropriate anecdotal records that measure children's development across physical, social, cognitive and language domains, in class with the course instructor;
3. The candidates will observe, identify, record and assess the physical, social, cognitive and language development of children between the ages of 6 months and 4 years old in infant, toddler, 3 year-olds, and 4 year-old prekindergarten settings. This will include an analysis of the observed data;
4. The candidates will use Good Start Grow Smart: South Carolina Early Learning Standards to assess the physical development *and* health practices of given child in a kindergarten setting (Live Text Assignment);

5. The candidates will analyze, compare and contrast the data obtained from assessing the physical development *and* health practices of 5 different children in terms of developmentally appropriate practice and diversity;
6. The candidates will design and implement an intervention using the School of Education Lesson Plan format (CAEP);
7. The candidates will keep their work in a professional portfolio for early childhood education;
8. The candidates will reflect on their field and learning experiences as professionals, the reflection being a comprehensive, professional analysis of those experiences to be included in their professional portfolios;
9. The candidates will identify and describe the theories of the following individuals: Piaget, Vygotsky, Erikson, Maslow, Bronfenbrenner and Gardner;
10. The candidates will define four large categories of play, and Mildred Parten’s stages of social ability regarding play;
11. The candidates will identify major milestones in development for children (infants – 5 years of age);
12. The candidates will define “developmentally appropriate practice” as identified by the National Association for the Education of Young Children;
13. The candidates will define the basic principles of language acquisition and development in young children;
14. The candidates will describe characteristics of children with special needs;
15. The candidates will define authentic assessment, anecdotal records, and standardized testing.

Content Outline:

- I. Principles of Development
- II. Developmentally Appropriate Practice
- III. Major Theories in Early Childhood Education and Development
- IV. Play Categories
- V. Parten’s Stages of Social Ability
- VI. Children with Special Needs
- VII. Authentic Assessment, Anecdotal Records, Standardized Tests
- VIII. Field experiences in a children’s center
- IX. Field experiences in a public school kindergarten

You will be participating in several classroom environments in which young children are working. You will be required to document the amount of time you spend in each environment. It is vital that you keep a good track of your time and that you ensure the classroom teacher signs off on your hours (see the attached time sheet). At the end of the semester you will be required to turn your completed hours in to me along with your other assignments. Failure to document your hours will result in a failure in this course.

Each of you must complete:

RCC Infants	30 Minutes
RCC Toddlers (1-2 Years)	30 Minutes
RCC Two's 24 months-36 months	2 Hours
RCC Threes	4 Hours
RCC 4 Year-olds	4 Hours
Public School Kindergarten	25 Hours

Greenwood Elementary Kdg	2 Hours
Montessori Classroom	2 Hours
Total Hours:	<u>40 Hours</u>

Analysis of Early Childhood Environments:

Traditional Kindergarten	20 Points
Montessori Kindergarten	20 Points

Measures of Child Development:

Infant Room Observation 20 Points

Toddlers (1 -2 Years)

Language Development 10 Points

Two's (2-3 Years)

Language Development 10 Points

3 Year-Olds

Social Development 10 Points

Physical Development 10 Points

Cognitive Development 10 Points

Analysis of Observed Data 20 Points

4 Year-Old

Social Development 10 Points

Physical Development 10 Points

Cognitive Development 10 Points

Analysis of Observed Data 20 Points

5 Year-Olds (Kindergarten)

Physical Development: 10 points

Social Development 10 Points

Cognitive Development 10 Points

Analysis of Observed Data 20 Points

Live Text Assignment:Physical Development

Pre-Measure 10 Points

Analysis 5 Points

Intervention 10 Points

Post-Measure 10 Points

Analysis 5 Points

Recommendation 5 Points

Health Practices of Young Children

Pre-Measure 10 Points

Analysis	5 Points
Intervention	10 Points
Post-Measure	10 Points
Analysis	5 Points
Recommendation	5 Points
Class Participation and Dispositions	20 Points
Portfolio	25 points
Reflection on Clinical Experiences	25 Points
Final Exam	10 Points
Total Points:	<u>400 Points</u>

<u>Points</u>	<u>Percent</u>	<u>Grade</u>
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372-400 = 93 - 100% = A

356-371 = 89 - 92% = B+

340-370 = 85 - 88% = B

328-339 = 82 - 84% = C+

308-327 = 77 - 81% = C

000- 307 = <77% = F

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School: School of Education Date: December 5, 2015Course No. or Level: ECE 335 Title: Teaching Social Studies in Early Childhood EducationSemester Hours 3 Clock hours: Lecture 3 Laboratory 0Prerequisites: Admission to Professional Education Program; ECE majors must take this course in Block AEnrollment Expectation: 10 - 15

Indicate any course for which this course is a (an)

Substitute: X

(The proposed new course replaces a deleted course as a program requirement.)

Replaces ECE 315 Social Studies/Science, which is deleted from the early childhood program.

Name of person preparing course description: Dr. Callum B. Johnston

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: Fall, 2016Date of School/Department approval 12-17-15

Catalog description: The study and application of instructional practices for social studies for young children as they relate to major social studies themes emphasized by South Carolina Social Studies Academic Standards and the National Council for the Social Studies, including the roles of children in citizenship, families and communities. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

- Purpose:
1. For Whom: All early childhood education majors.
 2. What should the course do for the student? Prepare students in the design and application of lessons in social studies for young children.

Teaching method planned: Instruction will include lecture, modeling, cooperative learning, simulation, field trips, project-based learning, and reflective practice.

Textbook and/or materials planned (including electronic/multimedia):

Seefeldt, C., Castle, S. D., & Falconer, R. D. (2014). *Social Studies for the Preschool/Primary Child, 9/E*. NY: Pearson. Handouts and other printed materials provided via Blackboard

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

SYLLABUS

Francis Marion University School of Education

ECE 335: Teaching Social Studies in Early Childhood Education

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time:**
- **Location:**

Course Description: (Prerequisites: Admission to Professional Education Program; ECE majors must take this course in Block A). The study and application of instructional practices for social studies for young children as they relate to major social studies themes emphasized by South Carolina Social Studies Academic Standards and the National Council for the Social Studies, including the roles of children in citizenship, families and communities. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

Course Materials:

Seefeldt, C., Castle, S. D., & Falconer, R. D. (2014). *Social Studies for the Preschool/Primary Child, 9/E*. NY: Pearson.

Handouts and other printed materials provided via Blackboard

Course Objectives and Standards Alignment:

Objectives:

Upon completion of the course, the teacher candidate will be able to:

1. Plan, implement, and assess social studies instruction appropriate for early childhood education, based on South Carolina Social Studies Academic Standards.
2. Use a variety of instructional strategies that promote learning of the social studies for children in

kindergarten through grade 3, including, but not limited to, lecture, modeling, independent practice, cooperative learning, simulation, field trips, project-based learning, and reflective practice.

3. Incorporate technology into lesson design and instruction for social studies;
4. Identify multiple forms of assessment for social studies learning;
5. Identify agencies that serve families in the community;
6. Describe how family, neighborhood, and community relate to young children with emphasis on culture and diversity;
7. Identify the Ten Social Studies themes, as presented by the National Council for the Social Studies, and be able to relate elements of these for social studies instruction;
8. Develop a social studies concept map for use in planning social studies instruction;
9. Develop a Social Studies Web to incorporate children's literature based upon the Ten Social Studies Themes;
10. Compile resources and materials that benefit instruction and learning;
11. Relate social studies across the content areas: mathematics, history, language arts, reading, science, art, music;
12. Communicate the results of a project-based, early childhood social studies lesson.

Content Outline:

- I Social Studies defined
- II Social Studies and South Carolina Academic Standards
- III Bronfenbrenner's Human Ecological Model and Social Studies
- IV Culture, Diversity, and Children with Special Needs
- V Planning Instruction for Social Studies
- VI Resources for Social Studies Instruction
- VII Children's Literature and the Social Studies
- VIII Methods of Assessment for Social Studies Instruction
- IX Community Agencies That Support Families
- X Teaching Social Studies to a group of young children, kindergarten through 3rd grade
- XI Reflection of Teaching Experiences

Course Requirements:

1. Attendance and participation in all classes and related activities.
2. Completion of required readings/preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.
5. Students will be required to keep a scientific journal. Entries will be directed by the instructor

Course Policies and Dispositions:

Professional Behavior - *Dispositions are as important as academic work.* Teacher candidates are expected to conduct themselves in a professional manner at all times. This includes adhering to the School of Education attendance policy [**no more than two absences**]; punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress and the active cultivation of positive peer and teacher relationships. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including your professor, and is not tolerated. It is expected that all teacher candidates participate in

class appropriately. ***Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU SOE policies that may include withdrawal from the course.***

Assignment Deadlines

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late **IF** the late submission is accepted by the professor.

Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should teacher candidates have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**

Neatness/Accuracy

All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student's attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of the ECE program is content, it is expected that all candidates submit assignments that demonstrate excellent writing skills.

"News and Announcements" on the SOE Website

Ensure that you check the News and Announcements at least weekly on the SOE Website (http://www.fmarion.edu/academics/news_and_announcements) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

Assignments/Activities (Subject to change)

Activities	Points
Social Studies Exploration and Discovery Trips (At least 3) 1) Thieves Market 2) Community Center (to be determined) 3) School (to be determined) (Students must participate to earn points)	30
Participate in various social studies activities and demonstrations within the classroom, as led by the instructor.	30
Develop a concept map for the social studies to assist in lesson development	30
Identify works of children's literature to align with each of the Ten Social Studies Themes presented by the National Council for the Social Studies	30
Identify at least 20 community agencies as resources that serve families and children	50
Design a project-based social studies lesson incorporating resources from one of the exploration and discovery trips, formatted to the School of Education's lesson plan template (cooperative learning)	40
Teach a social studies lesson to a group of children, aligned with the SC	50

Social Studies Academic Standards at the appropriate grade level (cooperative learning; team teaching)	
Communication of results of teaching experience with young children	40
Reflection on Social Studies lesson and experiences.	20
Quizzes (4) – 10 points each	40
Midterm Exam	20
Final Exam	20

	Points	Percent	Grade
Social Studies Exploration and Discovery Trip	30		
Points		372-400 = 93 - 100% = A	
Participation	30 Points	356-371 = 89 - 92% = B+	
Concept Map	30 Points	340-370 = 85 - 88% = B	
Children's Literature Web	30	328-339 = 82 - 84% = C+	
Points		308-327 = 77 - 81% = C	
Community Agencies	50 Points	000- 307 = <77% = F	
Design of Social Studies Lesson	40		
Points			
Teaching	50 Points		
Communication of Teaching Experience	40		
Points			
Reflection	20 Points		
Quizzes	40		
Points			
Mid-Term Exam	20		
Points			
Final Exam	20 Points		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

School of Education _____ **Date** 11-25-2015 _____

Course No. or Level **ECE 336**; Title: **Teaching Science in Early Childhood Education**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to Professional Education Program; ECE majors must take this course in Block B

Enrollment expectation 15

Indicate any course for which this course is a (an) substitute: Replaces the Science methods portion of ECE 315 Social Studies/Science, which is deleted from the early childhood program. (The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description: Dr. Callum B. Johnston

Department Chairperson's/Dean's Signature: _____

Provost's Signature: _____

Date of Implementation: Fall 2016

Date of School/Department approval: 12-17-15

Catalog description: This course focuses on the study and application of teaching methods in science for young children. Students will learn how to emphasize methods for inquiry, discovery, and problem solving, thus utilizing the science process skills. This course could require up to 15 field experience hours in a local public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

Purpose:

1. For Whom (generally?) All early childhood education majors
2. What should the course do for the student? Prepare students to provide science instruction to young children that meets the South Carolina Academic Standards and Performance Indicators for Science.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia):

Settlage, J., & Southerland, S. (2012). *Teaching Science to Every Child: Using Culture as a Starting Point* (2 edition.). NY: Routledge. Handouts and other printed materials provided via Blackboard

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

SYLLABUS
Francis Marion University
School of Education
ECE 336: Teaching Science in Early Childhood Education

- **Instructor:**
- **Office:**
- **Phone/Voicemail:**
- **E-mail:**
- **Class Meeting Day/Time:**
- **Location:**

Course Description: This course focuses on the study and application of teaching methods in science for young children. Students will learn how to emphasize methods for inquiry, discovery, and problem solving, thus utilizing the science process skills. This course could require up to 15 field experience hours in a local public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

Course Materials:

Settlage, J., & Southerland, S. (2012). *Teaching Science to Every Child: Using Culture as a Starting Point* (2 edition.). Routledge.

Science Journal

Handouts and Materials to be supplied by Instructor

Course Objectives and Standards Alignment:

Objectives:

Upon completion of the course, the teacher candidate will be able to:

1. Plan, implement, and assess science instruction based on children's needs, diversity and resources, and curriculum goals related to South Carolina Academic Standards and Performance Indicators for Science;
2. Identify various instructional strategies for science, including inquiry, discovery, modeling/demonstration, graphic organizers, and simulation;
3. Identify and use tools and materials commonly used in the physical and biological sciences;
4. Relate science and culture;

5. Relate science across the curriculum, including math, language arts, reading, social studies, art, and physical education;
6. Incorporate technology for use in science instruction;
7. Communicate results of science exploration, inquiry, and/or discovery;
8. Demonstrate positive dispositions to the approach and instruction of science.
9. Define the science process skills of observation, inference, classification, measurement, prediction, and communication;

Content Outline:

XII Science and Culture

XIII What is Science?

XIV Science and the Content Areas

XV Science and Technology

XVI Science as Inquiry and Discovery

a. How...?

b. Why...?

c. Where...?

d. When...?

XVII Science Process Skills

a) Observation

b) Classification

c) Inference

d) Measurement

e) Prediction

f) Communication

XVIII Varying Approaches to Science Instruction

XIX Assessment in Science

XX Develop a Science Lesson Plan (with an Activity) using the School of Education Template

XXI Teach a Science Activity to Children

XXII Reflection on Science Activities and Learning

Course Requirements:

6. Attendance and participation in all classes and related activities.
7. Completion of required readings/preparations before class dates indicated on schedule.
8. Successful completion of all assignments/projects.
9. Successful completion of quizzes/demonstrations.
10. Students will be required to keep a scientific journal. Entries will be directed by the instructor

Course Policies and Dispositions:

Professional Behavior - *Dispositions are as important as academic work.* Teacher candidates are expected to conduct themselves in a professional manner at all times. This includes adhering to the School of Education attendance policy [**no more than two absences**]; punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress and the active cultivation of positive peer and teacher relationships. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including your professor, and is not tolerated. It is expected that all teacher candidates participate in

class appropriately. ***Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU SOE policies that may include withdrawal from the course.***

Assignment Deadlines

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late **IF** the late submission is accepted by the professor.

Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should teacher candidates have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**

Neatness/Accuracy

All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student's attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of the ECE program is content, it is expected that all candidates submit assignments that demonstrate excellent writing skills.

"News and Announcements" on the SOE Website

Ensure that you check the News and Announcements at least weekly on the SOE Website (http://www.fmarion.edu/academics/news_and_announcements) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

Assignments/Activities (Subject to change)

Activities	Points
Science Exploration and Discovery Trips (At least 3) 1) Science South Center 2) Lynches River County Park 3) FMU Nature Walk (Students must participate to earn points)	30
Participate in various science activities and demonstrations within the classroom, as led by the instructor. The activities will be defined by the instructor based on the season, and will promote inquiry amongst the students.	30
Develop graphic organizers to provide direction for a science activity (to help with ESL children and children with reading delays).	30
Develop and teach a lesson plan to teach a science activity to a preselected group of children from one of the local schools (kindergarten through third grade).	50
Keep and Maintain a Science Journal	30
Use children's literature to motivate science inquiry (Students will use a children's book to communicate to the class how the selection can motivate science process skills in any or all of the following: observation, inference, classification, measurement,	20

prediction, communication.	
Quizzes (3)	30
Midterm Exam	25
Final Exam	25

		<u>Points</u>	<u>Percent</u>	<u>Grade</u>
Science Exploration and Discovery Trips	30			
Points		251-270 =	93 - 100%	= A
Develop and Teach a Science Lesson to Children		240-250 =	89 - 92%	= B+
50 Points		230-239 =	85 - 88%	= B
Science Journal	30	221-229 =	82 - 84%	= C+
Points		208-220 =	77 - 81%	= C
Technology-based Graphic Organizers for Science		000-207 =	<77%	= F
30 Points				
Children’s Literature and Science	20			
Points				
Participation in Class Activities	30			
Points				
Quizzes (3)	30 Points			
Midterm Exam				
25 Points				
Final Exam	<u>25 Points</u>			
Total:				
270 Points				

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School of Education _____ **Date** 10-27-15

Course No. or Level EDUC 420 **Title** Introduction to the Exceptional Learner

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites _____ Admission to Professional Education Program

Enrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description Dr. Karen Fries

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description: This course is designed for prospective teachers with a concentration in learning disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence-based practices and interventions. This course could require up to fifteen (15) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines. (3 semester hours)

- Purpose:
1. For Whom (generally?) elementary education majors (required for area of concentration)
 2. What should the course do for the student? Prepare them to teach students with learning disabilities, which is a shortage area for most school districts.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): ISBN: 978-1-4129-7470-7 Zentall, Syndey S. (2014). *Students with mild exceptionalities: Characteristics and Applications*. Sage Publications, www.sagepublications.com

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

EDUC 420: Introduction to the Exceptional Learner

Instructor Information:

Office Hours:

Meeting Times:

Course Description (Prerequisite: Admission to the Professional Education Program) This course is designed for prospective teachers with a concentration in learning disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence-based practices and interventions. This course could require up to fifteen (15) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines. (3 semester hours)

Textbook (Required)

ISBN: 978-1-4129-7470-7

Zentall, Syndey S. (2014). *Students with mild exceptionalities: Characteristics and Applications*. Sage Publications, www.sagepublications.com

Course Philosophy

EXCEPTIONALITIES: CHARACTERISTICS AND LEGAL FOUNDATIONS is a fundamental component in Francis Marion University’s program to prepare teachers to work with students who have disabilities. The course content has been structured on the premise that, to assist students with learning difficulties, it is essential that teachers who work with them are thoroughly knowledgeable about the full realm of exceptionalities. For this reason, course participants are responsible for a substantial amount of information. As determined by a consensus of practitioners developed and refined over time, in research conducted by the Council for Exceptional Children, beginning educators are expected to have both knowledge and skills in several areas and this course will highlight the following:

In preparing yourself to work with students who have exceptional learning needs, it is important that you

- recognize the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs, both in school and society.
- understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.
- understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.
- understand how special education “fits” within the organization and functions of schools, school systems, and other agencies.

- use this knowledge as a ground upon which to construct your own personal understandings and philosophies of special education.

Francis Marion School of Education

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

EDUC 420 is aligned with the following **School of Education Diversity Standards**:

- **Standard 1:** Teacher candidates value and appreciate students from various family, socioeconomic, cultural ethnic, and religious backgrounds;
- **Standard 3:** Teacher candidates understand and explain the impact of gender, race, language, culture, sexual orientation, and socioeconomic status on student diversity, identity, and educational experience;
- **Standard 4:** Teacher candidates adjust instruction to accommodate the learning differences or needs of all students.

Course Objectives

The following coding system will be used to indicate the components of the conceptual framework (CF) as they apply to this course:

CK = content knowledge IL = impact P-12 student learning
 PI = planning and instruction CS = analysis of case studies
 CE = clinical experiences A = assessment of P-12 student learning
 PEP = professional and ethical practice

The following coding system will be used to correlate specific objectives of this course with Council for Exceptional Children's (CEC) ten content standards for all beginning special education teachers & Interstate

New Teacher Assessment and Support Consortium (INTASC) ten core principles for general and special education teachers (CEC's standards & INTASC principles are numerically aligned):

- | | |
|---|--|
| 1 = Foundation | 6 = Language |
| 2 = Development and characteristics of learners | 7 = Instructional planning of learners |
| 3 = Individual learning differences | 8 = Assessment |
| 4 = Instructional strategies | 9 = Professional and ethical practice |
| 5 = Learning environments and social interactions | 10 = Collaboration |

At the completion of this course, the teacher candidate will be able to:

OBJECTIVE	CONCEPTUAL FRAMEWORK	CEC/ INTASC
1 – demonstrate knowledge of the definitions and characteristics of exceptionalities, ranging from giftedness to high incidence disabilities (i.e. mental disabilities, learning disabilities, emotional/behavioral disabilities) to low incidence disabilities (i.e. orthopedic and sensorimotor deficits).	CK, CS, PI, A	1, 2, 4, 7, 8,10
2 – demonstrate knowledge of state and federal legislation as well as landmark litigation cases relating to individuals with exceptionalities.	CK, A, PEP	1, 8, 9, 10
3 – demonstrate understanding of the educational foundations of teaching children and youth with exceptionalities.	CK, PI, A, PEP	1, 4, 7, 8, 9
4 -- demonstrate familiarity with the full range of placements for individuals with exceptionalities.	CK, CS	1, 4, 5, 10
5 – demonstrate understanding of the effects of exceptionalities upon academic, social, and vocational performances across the life span.	CK, PI, PEP	1, 2, 3, 4, 7, 10
6 – demonstrate knowledge of informal and formal assessment methods of making decisions based on assessment information and using that information to write IEPs.	CK, CS, PI, A	4, 7, 8, 10
7 -- demonstrate an appreciation for cultural diversity and its effects on all aspects of teaching children and youth with Exceptionalities including working with families.	CK,PEP	1, 3, 5, 6
8 -- demonstrate an appreciation for cultural diversity and its effects on all aspects of teaching children and youth with exceptionalities.	CK,PEP	1, 3, 5, 6
9 -- demonstrate knowledge of teaching strategies and methods of instructing children and youth with exceptionalities.	CK,CS, PI	4, 5, 6, 7
10 -- demonstrate an understanding of precursors of exceptionalities and methods of intervention.	CK,PEP, PI	1, 2, 3, 4, 5, 7
11 -- demonstrate an understanding of social, emotional and behavioral problems of individuals with exceptionalities.	CK, CS	1, 2, 3, 5
12 -- demonstrate knowledge of the role of technology (i.e.	PI, A	6, 7, 8

software available for processing data) to the field of exceptionalities		
13 -- demonstrate an understanding and appreciation for the role of paraeducators in the field of exceptionalities.	PEP	5, 9, 10

COURSE ASSIGNMENTS FOR EDUC 420

Diversity Case Study

As a general education teacher, you will have students enrolled in your class who either do not know the English language or come from a home where the family does not speak English. ELL students may qualify for special education services, but many may not. Read the case study found in the assignment tab on Blackboard. Write a paper responding to the five questions at the end of the case study. The paper should be between 900-1000 words. **The paper will be submitted in LiveText before class on the assigned date.** Late submissions will result in a loss of 10 points per day. This paper is worth 30 points.

Disability Awareness Poster Presentation

You and a partner will be assigned a disability to study in-depth and present as a poster or power-point presentation to our class and others from the School of Education who may wish to attend. The presentation will cover basic facts about the disability and teaching implications for the general education classroom.

You will be responsible for developing the following items for the presentation:

- One-page fact sheet for each member of the class
- Preparing a professional-looking power-point or poster (e.g., tri-fold poster-board) for display
 - Individual slides (as if you were preparing a power-point) can be used for your poster
- A copy of the fact sheet and power point/poster must be submitted for grading

Your grade will be determined by the rubric found on Blackboard. Late submissions will not be accepted for this assignment. The presentation is worth 25 points.

Classroom Observations & Tutoring

During this course you will be assigned to a classroom in Florence School District One or a nearby district. You are required to spend 10-15 hours with a student with a disability in a special education classroom during your observational time. The teacher will assign specific tasks for you to do with the student during this period. The written observations (4) must be entered into LiveText. The observations should include direct observational data on the classroom setting, students, teaching methodology/strategy/accommodations, teacher-student interactions and your reflection on the time spent in the classroom working with this specific student(s). Reflections must include how your interactions with the student(s) can improve your ability to be an effective general education teacher for students with disabilities. A rubric is provided on Blackboard for these observations.

Your final posting on LiveText must be completed before **the assigned date**. No late submissions will be accepted. The observations are worth 100 total points. (25 points per observation x 4 observations = 100 points).

Chapter Quizzes

During the semester, you will be required to complete a total of 5 chapter quizzes. Quizzes may NOT be the exact ones from the textbook, but the textbook will serve as an invaluable resource to answer the questions. Some of

the questions will be taken DIRECTLY from the textbook, while other question will be based on class discussions/lectures/power points, etc. **You will take the quizzes in class using kahoot.it.** The quizzes are worth 50 points total.

(10 points per quiz x 5 quizzes = 50 points)

Culminating Activities

Unit 1 – Introduction to students with special needs

- Podcast Questions (**Due at the beginning of class**)
 - You will be expected to watch 3-5 podcasts outside of class and answer the questions asked within the podcasts or on the assignment sheet on Blackboard. 15 points.
- IEP assignment (**In-class**)
 - You and a partner will work together in class to complete an IEP activity. You will have the opportunity to examine and discuss an actual IEP and improve your familiarity with this legal document. Details will be provided in class. 25 points.

Unit 2 – More common disabilities (**One in-class; one out of-class**)

- Two case studies from your textbook will be assigned for you to complete. You will complete one case study in class, while you will complete the second case study out of class. Details will be provided in class. 25 points each.
- Autism Center Reflection.
 - You will visit the Autism Resource Center at Lester Elementary School, and prepare at least a one-page, typed reflection describing what you saw, what you learned, your thoughts about working with children with autism, etc. 10 points.

Unit 3 – Low-incidence disabilities

- Design your classroom (**In-class**)
 - Utilizing what you have learned in class, you will design (and justify) your ideal classroom set-up including how you will design for exceptional learners. This will be completed in class. 25 points.
- IRIS module. (**Out-of-class**)
 - This will be completed out-of-class. You will work through an IRIS module, <http://iris.peabody.vanderbilt.edu/> and complete all activities and assessment questions within the module. An example will be provided in class. 25 points.

Unit 4 – Bringing it all together

- Cumulative final exam (**In-class**)
 - You will be given a cumulative final exam in-class during our last class meeting. The exam will consist of multiple-choice, true/false, and short answer essay questions. You must complete the entire exam within the time-frame of our class meeting. 50 points.

Assignments and Exam Points

Diversity Case Study (LT)	30
Disability Poster	25

presentation	
Classroom Observations (LT)	100
Chapter quizzes	50
Podcast Questions	15
IEP activity	25
Autism Center Reflection	10
In-class Case Study 1	25
Out-of-class Case Study 2	25
Design your classroom	25
IRIS module	25
Cumulative final exam	50
Total	405

Grading

Final grades will be based on the scale designated below:

<i>Grade</i>	<i>Description</i>	<i>Points</i>	<i>Grading Scale</i>
A	Distinction	376-405	93-100%
B+		360-375	89-92%
B	Above Average	344-359	85-88%
C+		328-343	81-84%
C	Average	311-327	77-80%
D+		295-310	73-76%
D	Below Average	283-294	70-72%
F	Unsatisfactory (no credit)	<283	<70%

Course Policies (Dispositions/Attendance/Tardiness/Assignments/Courtesy)

- As this is a course preparing you for your profession, you are expected to **be in class on time**. Because it is important to your future role as a teacher, class members are encouraged to attend each and every class session. The FMU Attendance Policy will be strictly followed for EDUC 420. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. For ECUC 380, you are allowed to miss **NO MORE THAN TWO CLASSES (including any field experience days)**. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving early) will equal an absence. ALL absences, whether excused or not, will impact your grade. Each absence and/or 2 tardies will result in a 7 point penalty from the final total points earned.
- The syllabus, assignments, and power points for class are listed on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.

- You **MUST** check your g.fmarion.edu email account regularly for this class. The excuse, “I didn’t get the email” is NOT an acceptable response. If you do not wish to check your fmarion.edu account, it is **your responsibility** to have your email forwarded to another account.
- You are required to use LiveText for entering your observations and diversity case study assignment. Failure to do so will result in a zero for the assignments.
- All assignments are due at the beginning of class even if you are absent. Absences do not qualify for exemption from the late assignment penalty. An automatic 10 point deduction will be earned for EACH DAY an assignment is late up to one week. No late assignments will be accepted after one week, and a grade of zero will be recorded.
- Cell phones **must** be turned off prior to the beginning of class. Text-messaging and telephone calls are prohibited during class time. You will receive one warning and the second time will result in a dispositions report. You will, however, need your phones for the kahoot.it quizzes.
- Sleeping is **NOT acceptable** in class. If you are so tired that you must sleep, you will be asked to leave class which will be counted as an absence. You will not be able to sleep in your classroom once you are a teacher, so it’s time to get into the habit now.
- If you are absent or tardy, it is **your responsibility** to check with me for information you may have missed. Do not expect me to come to you, especially if you miss a day with an in-class graded activity. **Even though you may miss a class, you are still responsible for the work.**
- Any exemption to the above will be determined on a case-by-case basis at the professor’s discretion.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at <http://images.acswebnetworks.com/2017/83/FMUStudentHdbk1112web.pdf> so that you are aware of the policy that will be followed in this course.

*** School of Education Announcements ***

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the column on the left side of the page.

EDUC 420 COURSE SCHEDULE

MTG DATE	TOPICS
1.	Overview of course syllabus and assignments Chapter 1: Formal Definitions and Federal Law
2.	Chapter 2: Informal Analysis of the Characteristic Behavior of Individual Students, Chapters 1 and 2 Quiz (end of class)

3. Special Education Referral process
Podcast questions due before class
4. Special Education IEP process – **IEP activity in-class**
5. Chapter 4: Disorders of Written Language
IEP and Referral Process Quiz
6. Chapter 5: Math Disabilities and Nonverbal Communication Disabilities/ Graphic organizers for MLE/SEC (computer lab)
7. No class... Visit Autism Resource Center(s)
8. Chapter 6: Mild Intellectual Disabilities, **Chapters 4, 5, 6 Quiz In-class (textbook) Case Study**, Read case study **BEFORE** class
Autism Center Reflection due
9. Chapters 9 and 10: Attention Deficit Hyperactivity Disorder
Diversity Case Study due before class (LiveText)
10. Chapter 13: Autism Spectrum Disorders
Chapters 9, 10, 13 Quiz
Chapter 3: Disorders of Spoken Language
11. Chapter 15: Motor Disabilities
Design your classroom – In-class
12. Chapters 11 and 12: Behavioral and Emotional Disorders
IRIS module – Room arrangement, out of class
Cumulative quiz
13. **Poster presentations**
14. **Second Textbook Case Study Due by Noon**
Review remaining chapters (Chs. 3, 7, 8)
15. **Final Exam, In-class**
All observations due into LiveText BEFORE class

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School of Education _____ Date 10-27-15

Course No. or Level EDUC 421 Title Behavior Management

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to Professional Education Program)

Enrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description Dr. Karen Coughenour

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval 11-12-15

Catalog description: This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with student, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom.

- Purpose:
1. For Whom (generally?) elementary education majors (required for area of concentration)
 2. What should the course do for the student? Prepare them to teach students with learning disabilities, which is a shortage area for most school districts.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Smith, S. W. & Yell, M.L (2013). *Teachers Guide to Preventing Problem Behavior in the Elementary Classroom*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. ISBN: 13: 9780137147410

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.



EDUC 421
Behavior Management

Instructor: Dr. Karen Coughenour
Office: 214 CEMC
Phone/Voicemail: (843) 661-1480
E-mail: kcoughenour@fmarion.edu
Meeting Location: TBD

Required Text: Smith, S. W. & Yell, M.L (2013). Teachers Guide to Preventing Problem Behavior in the Elementary Classroom. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. ISBN: 13: 9780137147410

Course Description: (Prerequisite: Admission to Professional Education Program) This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with student, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. (3 semester hours)

Francis Marion University Conceptual Framework

The School of Education prepares competent and caring teachers.

- III. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 - 1. The ability to plan instruction
 - 2. The ability to apply skills and knowledge in a clinical setting
 - 3. The ability to cause learning in P -12 students
 - 4. The ability to assess learning and learners
 - 5. The ability to work with children of poverty
 - 6. The ability to use technology

- IV. Caring teachers:
 - Exhibit Professional Dispositions
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards

- D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
- E. Show respect for colleagues, P -12 students, faculty and staff

Expected outcomes:

As a result of class attendance and participation, completion of assigned readings, written assignments and field observation, learners should:

- Demonstrate understanding of development and individual differences to respond to select or develop behavioral interventions for individuals with exceptionalities. CEC 1.2
- Demonstrate the ability to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions CEC 2.1
- Use evidence based practices to intervene safely and appropriately with individuals with exceptionalities in crisis. CEC 2.3
- Demonstrate understanding of the role of effective instruction in preventing or reducing behavior problems, by modifying general and specialized curricula to make them accessible to individuals with exceptionalities CEC 3.3
- Use knowledge of measurement principles and practices to interpret results of implemented interventions and make decision regarding the need for adjustments to interventions. CEC 4.2
- Develop learning experiences based on an individual's abilities, interests, learning environments, and cultural and linguistic factors that prevent or reduce problem behaviors. CEC 5.1
- Use professional and Ethical Principles and Professional Practice Standards to guide the selection of behavioral interventions for students with exceptionalities. CEC 6.1
- Demonstrate the ability to collaborate with parents, colleagues and community members to prevent problem behaviors or select interventions to reduce problem behaviors of students with exceptionalities. CEC 7.3

Methods of Presentation

Each class will be a combination of lecture, demonstration/modeling, simulation, group discussions, analysis of case studies, and problem solving activities. Students will have opportunities to work independently and collaboratively.

Course Requirements

1. Read required text and assigned readings.
2. Participate in class discussions.

Complete group and individual assignments including:

1. Exams

The midterm exam will address topics from Chapters 1-5. The exam will consist of 25 multiple choice questions and 5 brief essay questions. Each section will be weighted equally.

The format of the final exam will be the same; however, this exam will only address topics from Chapters 6-10.

2. Class Participation

Learners will participate in class discussions and short activities related to text chapters each week. Activities may be individual or group. Learners who are absent from class will not have an opportunity to complete these activities.

3. Description of a Learning Environment and Reflection

Following a discussion of chapters 2 and 3, learners will visit a classroom that includes students with learning disabilities. Learners will observe the learning environment and write a paper describing what they observed and discussing aspects of the environment that were effective for students with learning disabilities. Students will reflect on ways that the structure and organization of the classroom promoted meaningful learning and positive social interactions for students with learning disabilities, or changes that need to be made to promote meaningful learning and positive social interactions.

4. Prevention Plan

Following a discussion of Chapter 4, the instructor will provide learners with brief descriptions of students with problem behaviors. Learners will draft a plan to explain how they would develop a positive relationship with the student to prevent the inappropriate behavior from reoccurring. Learners will distribute copies of their plans to classmates for future reference.

5. Mock Class Meeting

After a discussion of the role of class meetings in preventing and reducing inappropriate behaviors, the instructor will provide brief scenarios of class problems. Learners will work in groups to discuss the scenario and plan a class meeting to address the issues in the scenario. The mock meetings will be presented in class.

6. Modified Lesson Plan and Presentation

After a discussion of chapter 6, the instructor will provide learners with a description of a classroom that includes students with learning disabilities. Learners will choose a subject area and grade level, based on the class description and write a lesson plan. The lesson plan should include accommodations for students with learning disabilities, so that the lesson results in meaningful learning and active engagement. Learners will present the lessons in class.

7. Group Case Study Presentation

Following a discussion of chapters 7 and 8, the instruction will provide case studies of children with problem behaviors. Learners will work in small groups to select an evidence-based intervention to address the problem behavior. Group members will choose the role, of parent, general education teacher, special education teacher, and staff of community member. Groups will present their intervention to the class.

Course Evaluation

<i>Assignments</i>		
	Class Participation	15 Points
	Description of a Learning Environment and Reflection	30 Points
	Prevention Plan	20 Points
	Mock Class Meeting	20 Points
	Modified Lesson Plan and Presentation	50 Points
	Group Case Study and Presentation	50 Points
<i>Examinations:</i>		

Midterm Examination	50 Points
Final Examination	50 Points
Total:	285 Points

Course Outline and Topic Area

- **Session 1:** Introductions, Course overview and discussion of syllabus
- **Session 2:** Preventing Behavior Problems, the Foundation for Classroom Management
- **Session 3:** Creating a Positive Classroom Environment
- **Session 4:** Understanding and Fostering Teacher-Student Relationships to Prevent Problem Behavior
- **Session 5:** Conducting Classroom Meetings
- **Session 6:** Preventing Problem Behaviors Through Effective Teaching
- **Session 7:** Using Specific Prevention Techniques
- **Session 8:** Using Specific Intervention Techniques
- **Session 9:** Responding to Problem Behavior in the Classroom
- **Session 10:** Providing Students with the Skills to Independently Make Wise Choices
- **Session 11:** Special Issues; Bullying
- **Session 12:** Putting it All Together.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School of Education _____ Date 10-27-15

Course No. or Level EDUC 423 Title CHARACTERISTICS OF LEARNING DISABILITIES

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to Professional Education Program

Enrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description: This course is designed for prospective teachers with a concentration in learning disabilities. It considers the academic, social, emotional and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings. (3 credit hours)

- Purpose:
1. For Whom (generally?) elementary education majors (required for area of concentration)
 2. What should the course do for the student? Prepare them to teach students with learning disabilities, which is a shortage area for most school districts.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Wong, B. & Butler, D.L. (2012). *Learning about Learning Disabilities* (4th Edition). Elsevier Inc. (Chapters 1-5, 10-11, 14-15)

Course Content: (Please explain the content of the course in enough detail so that the Academic

Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

CHARACTERISTICS OF LEARNING DISABILITIES EDUCation 423 Fall 2016

Instructor: Shirley Carr Bausmith, Ph.D.

Office: CEMC 212-D; Phone/Voicemail: 843-661-1487

Office Hours: by appointment

E-mail: Sbausmith@Fmarion.edu

Meeting Times/Location: TBD

Course Description

(Prerequisite: Admission to Professional Education Program) This course is designed for prospective teachers with a concentration in learning disabilities. It considers the academic, social, emotional and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings. (3 credit hours)

Course Policies (Attendance/Tardiness/Assignments/Courtesy)

- You are expected to be in class on time. Class attendance and punctuality are extremely important and expected.
- Each class will provide pertinent and important information. My wish and assumption is that you will attend all classes unless emergencies prevent that. Please advise me when your absence may be necessary. **If a student misses more than 15% of scheduled class meetings, a grade of F or W will be assigned.** Therefore, you must attend at least 85% to receive credit for the course.
- You are responsible for obtaining any information covered in a class that you miss due to absence and/or tardiness.
- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own.
- Assignments are due at the beginning of class unless otherwise indicated. Late assignments carry a **penalty of 10% for each day late. Absences do not qualify for exemption from the late assignment penalty.**
- Only individuals whose name appears on the course roll are allowed to attend classes.
- All cell phones, pagers, text message and other communication devices **MUST** be **TURNED OFF** prior to the beginning of class. No texting or twittering during class. Use of any electronic devices during class must be approved by the professor prior to its use.
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

Methods of Presentation

Each class will be a combination of lecture, demonstration/modeling, simulation, group discussions, analysis of diagnostic reports, and problem solving activities. Students will have opportunities to work independently and collaboratively with other students.

Text

Wong, B. & Butler, D.L. (2012). *Learning about Learning Disabilities* (4th Edition). Elsevier Inc.

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers.

The pre-service educator will demonstrate *teacher competencies* as measured by the following:

IA. Knowledge of content in their area of teaching

IB. Professional knowledge and skills

1. Ability to plan instruction
2. Ability to apply skills and knowledge in a clinical setting
3. Ability to cause learning in P -12 students
4. Ability to assess learning and learners
5. Ability to work with children of poverty
6. Ability to use technology

The pre-service educator will demonstrate attributes of a *caring teacher* who will:

IIA. Exhibit professional attributes

IIB. Respect the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.

IIC. Uphold Ethical and Professional Standards

IID. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.

Course Objectives/Competencies/Student Learning Outcomes (SLO)

The following coding system will be used to indicate the components of the *conceptual framework* as they apply to this course:

IA = content knowledge

IB4 = assessment of P-12 student learning

IB1 = planning instruction

IB5 = working with children of poverty

IB2 = clinical experiences

IB6= use of technology

IB3 = impact P-12 student learning

IIA- IID = professional and ethical practice

The following coding system will be used to correlate specific objectives of this course with Council for Exceptional Children's seven preparation standards:

1 = Learner Development and Individual Learning Differences

2 = Learning Environments

3 = Curricular Content Knowledge

4 = Assessment

5 = Instructional Planning and Strategies

6 = Professional Learning and Practice

7= Collaboration

At the completion of this course, the student will be able to:

STUDENT LEARNING OBJECTIVES	CONCEPTUA	CEC/
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	L FRAMEWOR K	INTAS €
1 – demonstrate knowledge of the definitions and characteristics of learning disabilities.	1A	1
2 – demonstrate knowledge of state and federal legislation relating to individuals with learning disabilities.	1A	6
3 – demonstrate understanding of the educational foundations of teaching children and youth with learning disabilities.	1A	3
4 -- demonstrate familiarity with the full range of placements for individuals with learning disabilities.	1A	2
5 – demonstrate understanding of the effects of learning disabilities upon academic, social, and vocational performance across the life span.	1A, IIA- IID	1
6 – demonstrate an appreciation for cultural diversity and its effects on all aspects of teaching children and youth with learning disabilities.	1A IIA- IID	2
7 -- demonstrate understanding of precursors of learning disabilities and methods of intervention.	1A	5
8 --demonstrate understanding of social and emotional problems of individuals with learning disabilities and strategies for meeting those needs.	1A, IIA- IID	5

Chapter/Case Study Questions

You will respond to questions related to a case study for each chapter. Case studies for Chapters 1-3 will be assigned as homework and will be due at the beginning of the next class meeting. Case studies for Chapters 4 & 5 will be submitted via Live Text **by 5PM on XXX., Xxx. XXth**. Case studies for Chapters 6-10 can be submitted via email or submitted via “hard copy” and are due no later than the beginning of the next class meeting following the discussion of that chapter.

Presentation of Topic

Presentations should be developed for a 20-30 minute production (i.e. parent organization seminar, civic organization presentation, classroom lecture). Depending on the class size, you may be limited to 10-15 minutes to present the highlights.

Your presentation must include visuals (pictures, posters, clip art, etc.-see rubric) and could include a multimedia component. The choice of multimedia authoring environment for creating the presentation (e.g., *PowerPoint*, *Prezi*, *Snagit*, etc.) is left up to you. A rubric will be provided indicating how the presentations will be evaluated (see page 6). If you are “technology-challenged,” please see the instructor to discuss your options.

Students are encouraged to sign up for presentation times. If necessary, presentation times and the order of presentations will be determined by the instructor. If students need to change presentation times, those changes must be cleared in advance, if the situation permits.

Topics for your presentation can be a related area of learning disabilities (see textbook) or one of the suggestions listed below:

- Attention Deficit Hyperactivity Disorder (ADHD) - promising management techniques
- Relating multiple intelligences and learning disabilities

- Asperger Syndrome
- Learning Styles and Learning Disabilities
- Central Auditory Processing Disorder (CAPD)
- Collaborative strategies for general and special education teachers
- Behavior as it relates to learning disabilities
- Inclusion (as it relates to learning disabilities and/or attention deficits)
- Dyslexia
- Technology for students with learning disabilities
- Response to intervention (RtI)

If you have a topic of particular interest that does not appear on the list above, you may propose it as an alternative. The selection of an alternative research topic is subject to my approval, as instructor, which **must** be obtained **before** beginning your project development.

During the presentations of your colleagues, you will complete rubrics, only for feedback purposes. Your colleagues will not view your comments.

Examinations

- **Midterm Examination** will be given on **TBD**, and will cover information from the assigned readings, class presentations, and discussions related to Chapters 1-5. Test items will be in the form of short answer and multiple choice.
- **Final Examination** will be administered on the last day of class, **TBD**, and will cover Chapters 10-11, 14-15 and follow a similar format as the midterm.

Grading

Final grades will be based on the scale designated below:

<i>Grade</i>	<i>Description</i>	<i>Quality Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Distinction	4.0	95-100%
B+		3.5	89-94%
B	Above average	3.0	85-88%
C+		2.5	81-84%
C	Average	2.0	77-80%
D+		1.5	73-76%
D	Below average	1.0	70-72%
F	Unsatisfactory (no credit)	0.0	0-69%

Evaluation

Course grade determined by performance on the following assessment tools:

<i>Activity</i>	<i>Assigned Percentage</i>
Chapter Case Study Questions	20%
Presentation	21%
Midterm Exam	28%
Final Exam	31%

LiveText

All degree-seeking graduate students are required to purchase accounts with LiveText. Instructions available at the following site (<http://www.fmarion.edu/academics/article87284.htm>). LiveText assistance is accessible via the School of Education page of the FMU web site under the link “Using LiveText” or by telephoning LiveText toll free at 1-866-548-3839, extension 708 and asking for technical support. Technical support questions may also be emailed to support@livetext.com. Use of LiveText will begin in the first few weeks of class, so students who do not currently have LiveText accounts are encouraged to purchase and register their accounts as soon as possible.

IMPORTANT NOTE: YOU WILL NEED TO DOWNLOAD MOZILLA FIREFOX BROWSER TO USE WITH LIVETEXT. SOME FEATURES OF LIVETEXT WILL NOT WORK WHEN USING OTHER BROWSERS!!

EDUC XXX COURSE SCHEDULE – Fall 2016
August XX-December X, 2016

This schedule should be regarded as a tentative roadmap, designed to assist you in planning, which may be adjusted as the course progresses.

MTG	TOPICS
1	Introduction; Overview of course syllabus, Pre-test of terms, FAT City video
2	Chapter 1
3	Chapter 2 & IEP Role Play (Chapter 1 case study due)
4	Chapter 3 (Chapter 2 case study due)
5	Chapter 4 (Chapter 3 case study due)
6	Chapter 5 (Chapters 4 & 5 case studies due via Live Text by TBD)
7	<u>Midterm Exam on Chapters 1-5</u>
8	Chapter 10
9	No class-Fall Break
10	Chapter 11 (Chapter 10 case study due)
11	Chapter 14 (Chapter 11 case study due)
12	Chapter 15 (Chapter 14 case study due)
13	Presentations (Chapter 15 case study due)
14	Presentations & FMU Evaluations

FINAL EXAM will cover Chapters 10-11, 14-15 and be administered on scheduled exam day for this course time.

xxxxday, Sept. x, 2016 Fall Student Drop-In in FH 220A. Extra credit can be earned for attendance (1 point).

EDUC 423 Presentation Rubric

Component	0	1	2	3
Content Knowledge	Content is minimal OR there are several factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
Organization	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
Mechanics of Materials (handouts, brochures, PowerPoint, etc.)	More than 4 errors in spelling or grammar OR more than 4 slides contain an excessive amount of text.	Four misspellings and/or grammatical errors OR 4 slides contain an excessive amount of text.	1-3 misspellings and/or mechanical errors OR 1-3 slides contain an excessive amount of text.	No misspellings or grammatical errors. Slides contain an appropriate amount of text.
Visual Requirements (pictures, clip art, photos, posters, etc.)	Student used no visuals that supported text or visuals contained 6 or more errors.	Student used only 1-2 visuals or those presented did not support text or the visuals used contained 3-5 errors.	Some visuals used related to text and presentation, but additional visuals needed. Visuals contained 1-2 errors.	Student used pictures, clip art &/or posters to reinforce screen text and presentation. Visuals were error-free.
Oral Presentation Vocal Quality	Delivery not smooth and audience attention lost. Vocal quality of presentation weak. Multiple problems may include difficulties with articulation, volume, and/or clarity of speech. Incorrectly pronounces terms.	Delivery not smooth, but able to hold audience attention most of the time. Mostly read from slides. Some problems with vocal quality of presentation - may include problems with articulation, volume, and/or clarity of speech.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. Vocal quality of the presentation good. Voice clear, volume appropriate, good articulation. Pronounces most words correctly.	Interesting, well-rehearsed with smooth delivery that holds audience attention. Made consistent eye contact w/audience. Vocal quality of presentation excellent. Voice clear, volume appropriate, articulation professional. Precise pronunciation of

Component	0	1	2	3
				terms.
Originality (Additional information not provided in text, i.e. video, handout, brochure, demonstration)	Uses other people's ideas, but does not give them credit.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Product shows some original thought. Work shows new ideas and insights.	Product shows a large amount of original thought. Ideas are creative and inventive.
Pacing	Presentation had substantial problems with pacing. (Presentation was difficult to follow).	Presentation had some problems with pacing. (May have been too slow or fast in several sections.)	Pacing of the presentation was good and helped sustain interest and participation (May have been too slow or too fast in one section)	Pacing of presentation was excellent and fit the character of the information presented. Pacing helped to sustain audience interest and participation.

Evaluated by _____

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School of Education _____ Date 10-27-15

Course No. or Level EDUC 425 Title Methods/Procedures for Learning Disabilities

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to Professional Education Program and EDUC 423

Enrollment expectation 15

Indicate any course for which this course is a (an)

substitute x

(The proposed new course replaces a deleted course as a program requirement.)

Name of person preparing course description Kathryn Haselden

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description: This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, student needs and school environments.

- Purpose:
1. For Whom (generally?) elementary education majors (required for area of concentration)
 2. What should the course do for the student? Prepare them to teach students with learning disabilities, which is a shortage area for most school districts.

Teaching method planned: lecture, demonstration/modeling, simulation, group discussions, and problem solving activities.

Textbook and/or materials planned (including electronic/multimedia): Wong, B. & Butler, D.L. (2012). *Learning about Learning Disabilities* (4th Edition). Elsevier Inc. (Chapters 6-9, 12-13)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

**EDUC 425 Methods/Procedures for Learning Disabilities
Fall 2016**

Instructor: Dr. Polly G. Haselden
Office: CEMC 240
Phone/Voicemail: (843) 661-1472
Office Hours: By appointment
E-mail: khaselden@fmarion.edu

Meeting Times: TBD

Meeting Location: TBD

Course Description

(Prerequisites: Admission to Professional Education Program and EDUC 423) This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, student needs and school environments. (3 semester hours)

Conceptual Framework

The School of Education prepares competent and caring teachers.

- V. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 - 1. The ability to plan instruction
 - 2. The ability to apply skills and knowledge in a clinical setting
 - 3. The ability to cause learning in P -12 students
 - 4. The ability to assess learning and learners
 - 5. The ability to work with children of poverty
 - 6. The ability to use technology

- VI. Caring teachers:
 - Exhibit Professional Dispositions
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Objectives

Upon completion of this course:

Objectives	Conceptual Framework Standards	CEC/INTASC Standards	NCATE Standards	EEDA Performance Standards
Students will demonstrate awareness and understanding of practical programming skills for preventing and remediating learning problems.	I A, II B, C, D	1, 4, 5, 7	1 a. 1b.	1
Students will examine teaching approaches and activities for developing school related skills.	I A., II, B, C., D.	1, 2, 4, 5, 7, 9	1a. 1b.	3
Students will demonstrate understanding of the academic and behavioral difficulties characteristic of students with learning disabilities	I A., II B	2, 3, 5, 6	1a. 1b.	4
Students will demonstrate the ability to adapt instruction and prepare materials to meet the needs of students with learning disabilities at the elementary level.	I A, II B	2, 3, 4, 7, 10	1a. 1b.	2, 5
Students will demonstrate the ability to evaluate instructional interventions for students with learning disabilities, and assess the progress of students with learning disabilities.	I.A, II B, D	8	1d.	6,7

Course Philosophy

The goal of EDUC, 425 Methods/Procedures for Learning Disabilities, is to enable students to be knowledgeable in selecting, applying, and evaluating instructional approaches and supports that meet students' needs in elementary school. To enable your students to become successful and independent learners, you need to be familiar with a variety of methods that are appropriate for various:

- ages and developmental levels;
- discipline areas, tasks, and types of content; and
- classroom settings and grouping arrangements.

Being knowledgeable about a method, strategy, or approach requires that you know:

- (1) its salient features;
- (2) the procedural steps needed for implementing it;
- (3) what it “looks like” when applied in practice with materials and tasks that reflect realistic classroom requirements;
- (4) how to evaluate the extent to which it is successful;
- (5) how it helps foster important cognitive skills and productive problem-solving strategies;
- (6) what assumptions it makes about learning, learners, the tasks confronting them and the settings in which learning takes place;

- (7) the extent to which there is empirical support for its effectiveness; and
 (8) whether there are caveats, questions, and challenges about it, or its application in specific situations.

Recommended Text:

Wong, B. & Butler, D.L. (2012). *Learning about Learning Disabilities* (4th Edition). Elsevier Inc. (Chapters 6-9, 12-13)

Course Assignments

Instructional Planning Project

Students will design a mini-intervention to improve the reading and/or math skills of a student with a learning disability. Complete description and rubric is located at the end of the syllabus. *The Instructional Planning Project must be submitted in Live Text.*

Exams: There will be a midterm and a final exam. The two exams will consist of multiple choice and essay questions. The final will not be cumulative.

Grading: Outlined activities will be assigned the following weights in determining your final course grades:

Activity	Points
Instructional Planning Project (4 Parts)	360
Midterm Exam	100
Final Exam	100
Total Points	560

Course Evaluation

Assessment of your performance in this course involves the activities described above. The grading system used at Francis Marion University is summarized in the following table:

<i>Grade</i>	<i>Description</i>	<i>Quality Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Distinction	4.0	95-100%
B+		3.5	89-94%
B	Above average	3.0	85-88%
C+		2.5	81-84%
C	Average	2.0	77-80%
D+		1.5	73-76%
D	Below average	1.0	70-72%
F	Unsatisfactory (no credit)	0.0	0-69%

Class Expectations:

Course policies regarding absences, late arrivals and early departures, class preparation, participation in activities and workload expectations are discussed in some detail, as follows:

Assignments

All assignments must be submitted on time. Those submitted late will not be graded. Any papers not meeting this standard will NOT be scored by me.

Absences

Class participation, is very important for this course. Therefore, if you are absent more than 15% of class meetings, you will be dropped from the roll. In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

There are legitimate reasons why you may need to be absent from a particular session. If you know in advance that you cannot attend a particular session (1) contact me, by e-mail, to indicate the date you'll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence. Other times, last minute emergencies arise. In those instances, you will need to contact me as soon as possible, either by phone or e-mail. You will also be responsible for obtaining any information covered that evening that you will have missed.

Participation in Class Activities

In participating in class activities and discussions, it is imperative that everyone treat others, and their views, with respect. While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.

Cellular Phones As a courtesy to both co-participants and the instructor, you are asked to turn all cell phones **OFF** during class sessions. Feel free to catch up on calls or text messages you've missed during breaks, and then switch the phones off again before returning to class.

TENTATIVE SCHEDULE OF CLASS MEETINGS, TEXT READINGS, EXAMINATIONS AND PROJECT SUBMISSION

	Course Introduction Chapter 6 Sign up for field placement.
	Instructional Planning Part One
	Chapter 7 Instructional Planning 1 Due
	Chapter 8 Instructional Planning Part 2
	Independent and Collaborative Work on Projects Partner Review for Exam Instructional Planning Part 2 Due
	Midterm Exam
	Chapter 9 Second Journal Article Due
	Chapter 12 Instructional Planning Parts 3 and 4
	Chapter 13 <i>IEP & Assistive Technology Project due</i>
	<i>Project Due and Course Evaluations</i>
	Final Exam

Instructional Planning Project

THE LESSON PLAN IS TO BE DEVELOPED BY YOU. IT IS TO GO BEYOND A SIMPLE OUTLINE. THE INFORMATION IN EACH AREA MUST BE CLEARLY DESCRIBED AND PROVIDE THOROUGH DIRECTIONS FOR THE READER. A SIMPLE OUTLINE WILL NOT BE ACCEPTED.

The candidate will demonstrate knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, the student with a learning disability, the community, and curriculum goals by completing an Instructional Planning Project. In order to provide a thorough knowledge and understanding of topics, you will need to use resources in addition to the information provided in your textbook.

Because this project is so comprehensive, it is divided into four assignments in this course. Each assignment will be referred to by "Section" and "Title" to correspond with the assessment rubric.

Candidates select a student with an identified learning disability. Using the lesson plan format provided by the course instructor, candidates create a lesson plan for this student. The lesson subject matter and curriculum goals must be tied to state curriculum standards and benchmarks as well as the student's IEP. The lesson plan must identify several "research-supported" instructional approaches (e.g., direct instruction involving modeling, guided practice, and independent practice) and modifications to match the student's unique learning abilities. The lesson plan must also include detail regarding how, if needed, lesson materials can be modified to meet the students learning abilities during the lesson. In addition, the lesson plan must include methods to motivate student learning. These should be based on learning theory, subject matter, curriculum, stages of student development, and individual learning styles. The lesson must make effective use of instructional time.

Directions: You will be provided a format for each section of the project. For full credit on this project, each Section (Section #1 through Section #4) must include clear and thorough information addressing the topics areas listed in the "target" column of the Assessment Rubric.

Section#1 Lesson Plan Development. (Total of 100 points for this assignment)

For this assignment, you are to develop a lesson plan that you will be teaching a K-12 student who has been identified with a learning disability. (Include at least four ways you will motivate your students to learn. Give specific examples of activities you would use.) There are 2 Parts to this paper.

Part 1: Use the following lesson plan format to develop Section 1 of your lesson.

This part of paper is valued at 28 points.

1. Introduction of learning material
2. Instructional time
3. Motivation
4. Subject matter

The lesson plan description above for Section #1 is valued at 28 points.

Part 2: At the end of your Lesson Plan write a response to each of the 18 indicators below. In your response, talk about how you have considered the elements when designing the lesson plan for your student. Number each response to be sure that you receive credit for your answers.

Each response for the 18 areas below is valued at 4 points. Number each response and then explain how you considered each of the areas when developing your lesson plan. 11

When planning instruction, the candidate shows a thorough knowledge of or skill to:

1. learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students
2. state curriculum standards and benchmarks and incorporates them into instruction
3. techniques for modifying instructional methods and materials to adapt to the demands of various learning environments
4. a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability
5. the impact of language development and listening abilities on academic progress and social development of students
6. the impact of social skills on the lives of students
7. the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development
8. cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction
9. prepare appropriate lesson plans and uses instructional time effectively
10. interpret and use assessment and evaluation information for instructional planning
11. plan for and use learning opportunities that recognize and address variation in students' learning and performance modes
12. plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences
13. select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options
14. conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction
15. select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations
16. integrate affective, social and career or vocational skills with academic curricula
17. integrate student-initiated learning interests into the on-going instruction.
18. Note: Resources and quoted material must be appropriately cited within the text of the document and on a reference page. Refer to APA manual for guidelines.

Each of the 18 responses is valued at 4 points.

(72 pts.)

Section #2. Lesson Plan Implementation. (Total of 100 points for this assignment)

TEACH the lesson you have developed to the identified student for this project. Candidates implement the lesson with the student with adaptive learning needs. While the candidate will begin this lesson using the planned materials and instructional approaches, he or she will modify either or both during the lesson as needed to adapt to the student's individual learning abilities as well as demands of the learning environment.

Part 1: Use the following format for discussing the implementation of Section 2 of your lesson.

This part of your paper is valued at 19 points.

- Opening
- Body
- Guided practice
- Closing
- Feedback
- Independent practice. (Give specific examples of activities used for independent practice.)

The Lesson Plan Implementation for Section #2 is valued at 19 points.

Part 2: At the end of your discussion on the implementation of the Lesson Plan, write a response to each of the 9 indicators below. In your response, talk about how you have considered the elements when implementing the lesson plan for your student. Number each response to be sure that you receive credit for your answers.

Each response for the 9 areas below is valued at 9 points. Number each response and then explain how you considered each area when teaching your lesson plan.

**Each of the 9 responses is valued at 9 points.
(81 pts.)**

When implementing lesson plans, the candidate shows a high ability to:

1. - prepare appropriate lesson plans and uses instructional time effectively
2. - plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences
3. - select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options
4. - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations
5. - integrate affective, social and career or vocational skills with academic curricula
6. - use various verbal and nonverbal strategies to assist students' communication needs
7. - use techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
8. - model and incorporate problem-solving strategies and critical thinking skills into curriculum and learning experiences
9. - establish and maintain rapport with learners.

(81 pts.)

Section #3. Lesson Plan Evaluation (Total of 60 points for this assignment)

Candidates evaluate the lesson as they teach it. Through ongoing observation, candidates determine when modifications in instructional approaches or learning materials are needed. These modifications are made as the candidate teaches the lesson. In addition, candidates evaluate the effect of the lesson on the student's performance as the last activity in the lesson.

Part 1: Use the following format for discussing the evaluation of Section 3 of your lesson. This part of your paper is valued at 40 points.

- Specify the criteria
- Varied ways to evaluate
- Teach students to self-evaluate
- Complete a self-evaluation

The Lesson Plan Evaluation for Section #3 is valued at 40 points.

Part 2: At the end of the discussion of the evaluation plan, write a response to each of the 2 indicators below. In your response, talk about how you have considered the elements when conducting evaluation of the lesson plan for your student. Number each response to be sure that you receive credit for your answers.

Each response for the two areas below is valued at 10 points. Number each response and then explain how you considered each area when evaluating your instruction.

When evaluating his or her teaching, the candidate shows a high ability to :

Each of the 2 responses is valued at 10 points.

1. - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction
2. - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations.

20 points

Section #4. Reflection Paper (Total of 100 points for this assignment)

Candidates evaluate their teaching performance after they have taught the lesson. Candidates describe how the lesson was tied to state curriculum standards and benchmarks as well as the student's IEP. They identify what went well, what did not go as well as they would have liked, what they learned about how this student learns, and what they will do differently when they teach this student again. Candidates identify instructional approaches and curriculum materials that were effective for this student on this lesson. In addition, candidates identify at least three sources of specialized or alternative educational materials for this student. Finally, candidates discuss the: (a) student, family, and community influences to be considered when developing effective instruction; (b) impact of

students' academic and social abilities, attitudes, interests, and values on academic and career development; and (c) cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction of students with adaptive learning needs. Candidates also share how assessment data influenced their teaching.

Write a Reflection paper that shows you have a thorough understanding of the following indicators. This should be developed as a personal reflection of how well you have met the criteria. Incorporate the indicators below. Reflect on the following areas: Lesson Plan Development, Lesson Plan Implementation, Lesson Plan Evaluation and Self- Reflection. Each response for the 10 areas below is valued at 10 points. Number each response and then explain how you considered each area when planning and teaching your lesson plan.

Each of the ten indicators should be followed by your personal evaluation of what was successful and how you might improve your instruction in the future. What have you learned? Reminder: This is supposed to be a reflection paper. One line comments such as.... I did ok here. or This section doesn't need improvement. ...will not be acceptable. Each area is valued at 10 points. (100 pts.)

When reflecting upon his or her teaching, the candidate shows a thorough understanding of or the ability to incorporate:

1. learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students
2. state curriculum standards and benchmarks and incorporates them into instruction
3. techniques for modifying instructional methods and materials to adapt to the demands of various learning environments
4. a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability
5. the impact of language development and listening abilities on academic progress and social development of students
6. the impact of social skills on the lives of students
7. the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development
8. cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction
9. conduct self-evaluation to encourage continued effective instruction and professional growth.
- 10: Note: Resources and quoted material must be appropriately cited within the text of the document and on a reference page. Refer to APA manual for guidelines.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School English, Modern Languages, and Philosophy Date 03 December 2015Course No. or Level 101 Title Analysis and ArgumentSemester hours (3) Clock hours: Lecture (3) Laboratory _____Prerequisites NoneEnrollment expectation 15 students per section

Indicate any course for which this course is a (an)

Modification N/A

(proposed change in course title, course description, course content or method of instruction)

Substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate N/A

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rachel N. Spear

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description:

(3) The grade of C or higher in English 101 (or in English 101E plus satisfactory in English 101L) is required for the student to advance to English 102. Introduction to critical reading and to composing processes, including invention and revision, through writing analyses and arguments for specific audiences and purposes. Through extensive writing assignments, practice, and peer activities, students will learn to read and write in various rhetorical contexts and will be introduced to documentation of sources. Small class sizes allow individual attention and cooperative learning. Credit cannot be earned for both English 101 and English 101E.

Purpose:

1. For Whom (generally?)

ENG 101 (or ENG 101E) will be required of all students and is recommended that students complete their freshman fall semester. The course is a general education course and upon completion with a C or higher will count towards the English Composition general education requirement.

2. What should the course do for the student?

In ENG 101, students will demonstrate the ability to

- Understand the term rhetorical situation, analyzing audience and purpose in order to compose in multiple genres
- Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay
- Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
- Write about and reflect on the strengths and weakness of their own reading and writing processes
- Understand and employ research methods at an introductory level, documenting sources appropriately
- Read and analyze arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

Teaching method planned:

Faculty will rely on a range of teaching methods including, but not limited to, both formal and informal writing, critical reading, lecture, and discussion.

Textbook and/or materials planned (including electronic/multimedia):

Faculty will be provided with a list of recommended texts for this course and will be allowed to select appropriate textbook and/or material related to their course development with the understanding of meeting the departmental student learning outcomes for the course. Some possible textbooks are provided below:

- *Everyone's an Author*
- *The Norton Field Guide to Writing with Reading*
- *Writing in Response*
- *Compose Design Advocate*
- *The Call to Write*
- Jack and Pryal. *How Writing Works with Readings: A Guide to Composing Genres*. New York: Oxford UP, 2016. ISBN: (978-019-9859849)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The course will cover analyses and argument for specific audience and purposes while highlighting the writing process (including writing phases such as invention, drafting, revising, and editing). Through extensive writing

assignments and instructor feedback, students will complete developed essays that build analytical thinking and writing skills as well as argumentative writing skills.

For a detailed explanation of the course, please refer to the attached model syllabus.

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School English, Modern Languages, and Philosophy Date 03 December 2015

Course No. or Level 101E Title Analysis and Argument with Extended Studio

Semester hours (3) Clock hours: Lecture (3) Laboratory _____

Prerequisites No Prerequisite, but the Corequisite of ENG 101L exists

Enrollment expectation 15 students per section

Indicate any course for which this course is a (an)

Modification N/A

(proposed change in course title, course description, course content or method of instruction)

Substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate ENG 101E will be an alternate to the proposed ENG 101 (with corequisite of ENG 101L)

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rachel N. Spear

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description:

(3) (Corequisite: English 101L) The grade of C or higher in English 101 (or in English 101E plus satisfactory in English 101L) is required for the student to advance to English 102. English 101E is the equivalent of English 101 (see catalog description for ENG 101) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Credit cannot be earned for both English 101 and English 101E.

Purpose:

3. For Whom (generally?)

ENG 101 (or ENG 101E) will be required of all students and is recommended that students complete their freshman fall semester. The course is a general education course and upon completion with a C or higher will count towards the English Composition general education requirement.

ENG 101E is geared toward students who identify as needing or wanting supplemental learning and writing opportunities. The course is paired with a corequisite lab to offer such, and the teaching methods within the course will include more invention and activities that could be linked with that ENG 101L studio space.

4. What should the course do for the student?

Paired with the corequisite of ENG 101L, students in ENG 101E will demonstrate the ability to

- Understand the term rhetorical situation, analyzing audience and purpose in order to compose in multiple genres
- Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay
- Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
- Write about and reflect on the strengths and weakness of their own reading and writing processes
- Understand and employ research methods at an introductory level, documenting sources appropriately
- Read and analyze arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

Teaching method planned:

Faculty will rely on a range of teaching methods including, but not limited to, both formal and informal writing, critical reading, lecture, and discussion.

Textbook and/or materials planned (including electronic/multimedia):

Faculty will be provided with a list of recommended texts for this course and will be allowed to select appropriate textbook and/or material related to their course development with the understanding of meeting the departmental student learning outcomes for the course. Some possible textbooks are provided below:

- *Everyone's an Author*
- *The Norton Field Guide to Writing with Reading*
- *Writing in Response*
- *Compose Design Advocate*
- *The Call to Write*
- Jack and Pryal. *How Writing Works with Readings: A Guide to Composing Genres*. New York: Oxford UP, 2016. ISBN: (978-019-9859849)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.)

Include a syllabus for the course.)

The course will cover analyses and argument for specific audience and purposes while highlighting the writing process (including writing phases such as invention, drafting, revising, and editing). Through extensive writing assignments and instructor feedback, students will complete developed essays that build analytical thinking and writing skills as well as argumentative writing skills. To aid in the connection to the corequisite studio component, this course will focus on scaffolded assignments, breakdown of writing processes, and additional writing practice.

For a detailed explanation of the course, please refer to the attached model syllabus. In that model syllabus, students are often requested to “sketch” out ideas prior to draft (or first version of writing); such sketches will aid students’ developing ideas while offering teaching opportunities and instructor feedback along more steps of the process. While incorporating sketches is required, it shows one way to envision the extended ENG 101E course.

When completed, forward to the Office of the Provost.

9/03

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School English, Modern Languages, and Philosophy Date 03 December 2015Course No. or Level 101L Title Extended StudioSemester hours 1 Clock hours: Lecture 0 Laboratory (1:2)Prerequisites No Prerequisite, but the Corequisite of ENG 101E existsEnrollment expectation 15 students per section

Indicate any course for which this course is a (an)

Modification N/A
(proposed change in course title, course description, course content or method of instruction)Substitute N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)Alternate ENG 101L is a corequisite to ENG 101E, which is an alternate to the proposed ENG 101
(The proposed new course can be taken as an alternate to an existing course.)Name of person preparing course description Rachel N. Spear

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description:

(1:2) (Corequisite: English 101E) Extended studio time and space for students enrolled in English 101E. The studio component complements the English 101E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for English 101L, students must receive a grade of C or higher in English 101E; credit for ENG 101L can only be earned once.

Purpose:**5. For Whom (generally?)**

ENG 101L is the corequisite lab of the extended ENG 101E, which is geared toward students who identify as needing or wanting supplemental learning and writing opportunities.

6. What should the course do for the student?

The lab, as paired with the ENG 101E course, will include invention, supplemental instruction and activities, and practice in writing in aid in students' successfully achieving the student learning outcomes of the course.

Teaching method planned:

Faculty will select appropriate teaching method that is in line with the course's mission and objectives. Specifically, in the extended studio space, students will receive individualized supplemental instruction and practice in writing skills that may include the following:

- Invention Strategies
- Drafting of Content
- Revision
- Editing and Conventions
- Collaboration
- Rhetorical Analysis
- Reflection

Textbook and/or materials planned (including electronic/multimedia):

No additional textbook will be required. Students will use their textbooks and/or materials associated with ENG 101E.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

This studio (lab) space will assist in covering analyses and argument for specific audience and purposes while highlighting the writing process (including writing phases such as invention, drafting, revising, and editing). Through supplemental instruction and practice in writing skills, students will have additional time and feedback when working with the ENG 101E student learning objectives. No additional homework will be assigned with this course.

For a detailed explanation of the studio (lab), please refer to the attached model syllabus.

When completed, forward to the Office of the Provost.

9/03

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**Department/School English, Modern Languages, and Philosophy Date 03 December 2015Course No. or Level 102 Title Rhetoric, Genre, and ResearchSemester hours (3) Clock hours: Lecture (3) Laboratory _____Prerequisites A grade of C or higher in a) ENG 101 or b) ENG 101E plus satisfactory in ENG 101LEnrollment expectation 15 students per section

Indicate any course for which this course is a (an)

Modification N/A

(proposed change in course title, course description, course content or method of instruction)

Substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate N/A

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rachel N. Spear

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description:

(3) (Prerequisite: A grade of C or higher in a) English 101 or in b) English 101E plus satisfactory in English 101L.) Complex composition assignments involving rhetorical strategies, critical reading, and formal research. Practice performing multiple research methods, evaluating and documenting sources, synthesizing research, and developing original arguments. Emphasis on analyzing genre to inform writing strategies and research methods, preparing students to transfer knowledge about genre and composition to other writing contexts. Small class sizes allow individual attention and cooperative learning. Students must complete English 102 with a grade of C or higher to satisfy the English Composition portion of the Communications area of the General Education Requirements.

Purpose:**7. For Whom (generally?)**

ENG 102 will be required of all students and is recommended that students complete their freshman spring semester. The course is a general education course and upon completion with a C or higher will count towards the English Composition general education requirement. The course will also serve as a prerequisite for many English courses as well as for some courses in other departments.

8. What should the course do for the student?

In ENG 102, students will demonstrate the ability to

- Read and analyze arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Understand primary and secondary research and use multiple methods to find and evaluate information from a variety of sources
- Summarize and synthesize multiple sources, integrating others' ideas into original arguments, documenting appropriately
- Create reasoned and well-supported arguments for specific audiences and in specialized genres
- Compare and contrast how different communities, including academic discourse communities, discuss and respond to a similar topic or issue
- Develop and refine voice and style
- Reflect on and articulate one's own composition choices, conveying rhetorical awareness and ability to transfer skills

Teaching method planned:

Faculty will rely on a range of teaching methods including, but not limited to, both formal and informal writing assignments, critical reading, lecture, discussion, and primary and secondary research assignments.

Textbook and/or materials planned (including electronic/multimedia):

Faculty will be provided with a list of recommended texts for this course and will be allowed to select appropriate textbook and/or material related to their course development with the understanding of meeting the departmental student learning outcomes for the course. Some possible textbooks are provided below:

- Jack and Pryal. *How Writing Works with Readings: A Guide to Composing Genres*. New York: Oxford UP, 2016. ISBN: (978-019-9859849)
- *The Academic Writer*
- *The Bedford Book of Genres: A Guide*

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The course will cover practice performing multiple research methods, evaluating and documenting sources, synthesizing research, and developing original arguments, while emphasizing analysis of genre to inform

writing strategies and research methods. Through developed and extensive writing assignments that ask students to analyze and perform various research methods, students will gain transfer knowledge about genre and composition and will strengthen their researched argumentative writing.

For a detailed explanation of the course, please refer to the attached model syllabus.

When completed, forward to the Office of the Provost.

ENG 101: Analysis and Argument

Francis Marion University [Model Syllabus]

Instructor: ---

Office: ---

Phone: ---

Email: ---

Section: ---

Time/Location: ---

Office Hours: ---

& available by appointment

Course Overview

101 Catalog Description

(3) The grade of C or higher in English 101 (or in English 101E plus satisfactory in English 101L) is required for the student to advance to English 102. Introduction to critical reading and to composing processes, including invention and revision, through writing analyses and arguments for specific audiences and purposes. Through extensive writing assignments, practice, and peer activities, students will learn to read and write in various rhetorical contexts and will be introduced to documentation of sources. Small class sizes allow individual attention and cooperative learning. Credit cannot be earned for both English 101 and English 101E.

Model Course Description

ENG 101 begins with our personal experiences to set the foundation before moving to learning how to better analyze and write arguments. Throughout the course, we will practice reading, interpreting, and writing in a number of different genres; examine, reflect, and analyze our past experiences, worlds, and ways; and hone our abilities of how to integrate others' voices with our own. Along the way, we will enhance our analytical and critical thinking skills as well as writerly habits, abilities, and confidence. Our course readings and assignments will often be connected to themes and issues of identity; some topics may include friendship, rivalry, empowerment, leadership, and literacy. In addition, we will engage with these topics by reading, discussing, and writing on the department's selected text.

Required Materials

The following are required:

- Lunsford et al. *Everyone's an Author with Readings*. New York: Norton, 2012. (ISBN: 9780393912012)
- Abbott, Megan. *Dare Me*. New York: Reagan Arthur Books, 2012. (ISBN: 9780316097789)
- *Final Draft 2014: A Guide to the Composition Program at Francis Marion University* (ISBN: 9781269908757)
- Harris & Kunka. *Prentice Hall Reference Guide*. 9th Edition. Boston, Pearson, 2015. (ISBN: 9780321921314)

Online Access

In addition to readings in the assigned textbooks, a number of required resources and materials will only be available online through Blackboard (BB). You can log into BB by going to <http://blackboard.fmarion.edu>, and then following the log-in instructions. You will use your Swampfox email username and will have to set up your password. If you have questions or run into difficulty during the course, please call the Helpdesk at 843-661-1111, or visit them in ACC108.

Student Learning Outcomes

FMU's Composition Program revolves around seven key terms, with which, as you complete the composition sequence, you will grow in both ability and familiarity; these terms are 1) Rhetorical Situation, 2) Genre, 3) Language, 4) Reflection, 5) Information Literacy, 6) Collaboration, and 7) Consequence.

ENG 101 will introduce you to the above concepts while focusing on specific course objectives. Upon completing this course, students will be able to demonstrate the below successfully:

- Understand the term rhetorical situation, analyzing audience and purpose in order to compose in multiple genres
- Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay

- Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
- Write about and reflect on the strengths and weakness of their own reading and writing processes
- Understand and employ research methods at an introductory level, documenting sources appropriately
- Read and analyze arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Enhance language skills, establishing control of surface features such as syntax, grammar, and punctuation

Assignments and Method of Evaluation

Writing and reading are complex processes that take time and that are intrinsically linked; thus, we will be doing a lot of both. Furthermore, we will invent, draft, review, and revise essays. Because of our emphasis on process-based writing, you should keep ALL drafts of your essays (hard copies with my comments as well as each electronic version). Do not save over any draft; rather, establish an electronic method for saving your documents. Throughout the course, you should demonstrate a commitment to learning, to offering sophisticated and constructive support to your peers, and to completing the homework and class assignments. The below briefly outlines assignments and grading:

Assignments	Percentages	Record Grades Here
Essay One: Narrative Essay	10%	
Essay Two: Profile Essay	15%	
Essay Three: Analysis Essay	15%	
Essay Four: Review Essay	15%	
Reading Logs & Informal Writings	15%	
Class Participation	10%	
Final Portfolio and Exam	20%	

Grading Scale:

A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59 and below

Formal Assignments:

All formal papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and (at least) the essay genre. You should use *documentation when appropriate*, following MLA format. While exact essay assignments will be distributed and elaborated in detail throughout the course, the below offers a general explanation of each major assignment:

- **Narrative:** A brief essay (3-4 pages) in which you narrate a selected experience, honing descriptive and storytelling skills while reflecting and analyzing the experience as well as your past self.
- **Profile:** A brief essay (4-5 pages) that prepares you for more formal research while building on your narrating skills. You will be asked to primary research by interviewing at least one individual, to engage in an extended observation, and to compose a focused profile based on your findings for an intended audience.
- **Analysis:** A brief essay (4-5 pages) that asks you to closely examine a known topic while performing research to understand and explain that topic more completely, supporting your thesis with evidence.
- **Review:** A brief essay (4-5 pages) where you will combine skills, analyzing, establishing, and proving claims based on developed criteria.

Informal Writing Assignments:

Informal writing assignments can take many forms and might include homework and in-class writing activities. For our purposes, our informal assignments should be typed when possible and unless otherwise noted. Informal writing is vital to development of ideas and to strengthening writing and thinking. These kinds of writings often serve as a means to work with and through our thoughts, processing, and developing of ideas. Informal writing assignments will be assigned throughout the course and will often be evaluated on a 10-point scale, either numerically or using a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system (which you may want to equate to a 10, 8, 6). Missed assignments (due to being absent or to coming in late or unprepared) cannot be made up and will be recorded as a zero. The below describe forms of informal writings in 101:

- Reading Logs: Logs encourage reading, understanding, reflection, and connection while preparing you for our in-class discussions. Your logs should respond to the prompts in about 300 words.
- Additional Informal Writings: These may include freewrites, group work, and quizzes; they may occur in or out

Participation:

Participation includes, but is not limited to, discussing the readings, listening to your peers' analyses and comments, and engaging with in-class and small group assignments. You are expected to come to class ready and willing to participate, being physically and mindfully present during class, orientations, conferences, and peer reviews. Failure to demonstrate such will negatively affect your participation grade. You may be periodically asked to assess your participation, which would not be your grade, but would allow us to engage in dialogue about your course participation.

Final Portfolio and Exam:

This portfolio asks you to reflect upon the course, your writing, thinking, and researching, assessing your performance. You will be required to revise at least one essay, to write a reflection essay, and to explain how your revisions demonstrate your successes in the course and growth as a writer. Your portfolio includes an in-class writing portion to be completed the day of the exam; together, the two serve as your final in the course.

Note: Some final portfolios or semester essays may be randomly selected for program assessment. If selected, the review in no way affects your grade in or beyond this course, as program assessment examines the composition program as a

whole in efforts to collect and assess trends while aimed at making programmatic improvements.

Attendance Policy

Coming to class is required. The framework of this course requires participation, and it is a lot easier to participate if you are here! If you are absent, you cannot make up work or submit homework late. In the event that you are absent, it is your responsibility to obtain what you missed. You are allowed three 'free' days (excused or unexcused). However, **on your 4th absence, your overall grade drops 10 points** and will continue to drop 10 points per day for each additional absence. * **On your 7th absence, you automatically fail the course.** *Very late arrivals and very early departures will be counted as absences, as will coming to class unprepared.

Late Paper Policy

Late assignments will affect your grade (unless you have prearranged an extension due to a personal *and* severe matter prior the deadline and when possible, at least 2 days before its due date). If no extension was prearranged, then **assignments will drop 10 points for each day they are late.** For example, if an assignment is due on Friday, but you wait until Monday to submit it, then it is three days late! Reminders: 1) Assignments are due at the *start* of class. If you are late, then so is the assignment – to be fair to all students. 2) I do not allow in-class assignments, quizzes, or homework to be made up. Note: Papers over a week late will not be accepted and will receive a zero.

General Expectations

Academic Honor Code and Policy on Plagiarism

You are expected to act on an academic honor code and to uphold integrity in your academic conduct. Plagiarism or other forms of cheating will not be tolerated. As a basic, ethical rule, do not plagiarize ANY assignment, written, visual, or oral – formal projects, drafts, journal or discussion posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.). Thus, cite! Note that you should even cite when you write your drafts and journal entries! Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course.* Improper documentation in any assignment may be considered plagiarism. Do your own original thinking and writing. This course cares what YOU think. If you have any doubts as to what is plagiarism or as to how to cite, refer to your handbook or textbook, or come talk to me.

If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face appropriate consequences. The penalties for such behavior can result in failing that assignment, in failing the course, and in some cases, expulsion from the university. * *Plagiarism, of any sort in this course, will result in a zero on the assignment at minimum, will be reported, and*

will receive any additional, appropriate consequences deemed necessary due to the case as well as additional penalties imposed by the Provost (i.e., being removed from the university). For more information about academic dishonesty, please refer to the following site: <http://www.fmarion.edu/students/article328429.htm>.

Preparation and Classroom Protocol

You are expected to **arrive to class on time with all required materials** and to **participate intellectually, critically, and respectfully**. In addition to completing reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must master the material. On the contrary, learning is a process; we will grow and learn as a community and as individuals. To help yourself **be prepared to discuss the reading**, you may want to take marginal notes, jot down key points, or note what you found puzzling or thought-provoking. Doing so will ensure **you always have something to say** about the material.

Please note that this course relies on class discussions, peer review, and constructive feedback, and **you are expected to participate and to be respectful at all times**. Misuse of electronics will not be tolerated. I refuse to ban these without reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. **Your cell phone must be turned to silent and stored away** (or off or left at home, if you are easily tempted). No texting. No facebooking. You may have your laptop, if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are fine in class (not lab) if you properly dispose of your waste. Generally speaking, **any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

Campus Mission and Values

You are joining an institution of higher learning, where, as a community, we promote intellectual curiosity as well as the betterment of ourselves and each other, individually, collectively, locally, and globally. FMU emphasizes individual student attention and gives great focus on both excellence in teaching and learning through a liberal arts education. For our university's entire mission, please visit the following website: <http://www.fmarion.edu/about/mission>.

FMU Non-Discrimination Policy

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Services and Resources

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

There is a **Writing Center** on campus that is free and available to offer one-on-one assistance. Take advantage of this resource located in Founders Hall 114-C. While this is not an editing service, the Center will look at any stage of your writing with you, and consultants are even available via a Grammar Helpline. Call or visit their website for more information or to schedule an appointment: 843-661-1528 or <http://www.fmarion.edu/academics/wcenter/>. The Writing Center is a vital resource to you and your writing; be sure to plan ahead and optimize this resource.

Rogers Library, in general, is a helpful resource for research, computers, and space for group activities: <http://www.fmarion.edu/rogerslibrary>. Check their webpage for their hours and to learn about laptop rentals!

FMU has an **All-Campus Tutoring Center** for students located in LSF L107. For more information, visit their website or call: <http://www.fmarion.edu/academics/tutoring> or 843-661-1577.

Students with special needs due to diagnosed disabilities are entitled to equal educational opportunities and will receive appropriate accommodations with proper documentation. Please work with **Disability Services** on campus (two weeks prior to the start of the semester) to ensure that all instructors are notified properly. To do so, call (843-661-1840); visit their website for more information: <http://www.fmarion.edu/students/disabilityservices>. If you speculate that you might have a disability, but are not sure, you should contact the office for more information.

FMU cares about the quality of your life as well as your educational pursuits, offering objective and safe spaces for students to turn in efforts to promote sound mental health. If you need guidance of this nature, you should contact the **Office of Counseling and Testing Services** (843-661-1840). For more information, visit their website: <http://www.fmarion.edu/students/counselingservices>. If your situation is an emergency, you should **call 911** or the **Pee Dee Mental Health crisis line** (1-800-808-4796) or contact the **Campus Police** (843-661-1109) immediately. FMU values your physical and emotional well-being and strives to offer a safe campus, free from violence and crime.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process.) In addition, I am available to meet with you to discuss your progress and concerns. Thus, I encourage you to have regular communication with me about your writing and the course. **Notes:** The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day. To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. You should expect a 24-hour delay in replies. Also, you have my **office number**; use it when necessary. And you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by!

Tentative Course Schedule*

Week One

- Introduction to the class, assignments, expectations, and community
- Introduction to “Rhetoric” and to Essay One
- Read and Discuss *Everyone’s an Author* (EAA) pages 1-23, “Thinking Rhetorically” and “Rhetorical Situations”
- Reading Log 1: On introduction of self and writing history
- Read and Discuss *Final Draft*, pages 1-22

Week Two

- Read and Discuss “Writing Processes” (EAA pages 24-28)
- Read and Discuss “Writing a Narrative” (EAA pages 101-117) and analysis of memories
- Read and Discuss narrative sample by Luken (EAA pages 132-136)
- Reading Log 2: Complete assigned questions after selected reading

Week Three

- Read EAA pages 122-127 and invention on topics
- Read and Discuss *Final Draft* sample student essay
- Discuss Description and Characterization for essay prompt

-Read narrative sample by Barry (EAA pages 721-726)

Week Four

-Writing Workshop on Draft 1
-In-Class Peer Review on Draft 2
-Essay One due with reflection

Week Five

-Introduction to Essay Two
-Read and Discuss “Reporting Information” (EAA pages 182-197)
-Read and Discuss profile sample (EAA pages 200-204) and interviewing skills
-Discuss “Reporting Information” and Interviewing Skills
-Reading Log 3: Complete assigned questions after selected reading
-Read Prentice Hall Reference Guide (PHRG) pages 351-364

Week Six

-Read and Discuss profile sample (EAA page 801-808)
-Reading Log: Complete assigned questions after selected reading
-Discuss primary research and observations
-Discuss integration of interview answers into writing

Week Seven

-Discuss Introductions and Conclusions
-Discuss revision and editing and writing conventions
-Read Prentice Hall Reference Guide pages 99-109
-Writing Workshop with Draft 1

Week Eight

-In-Class Peer Review of complete draft
-Essay Two due with reflection
-Read and Discuss “Writing Analytically” (EAA pages 137-154)
-Introduction of Essay Three and Discussion of Analysis vs Summary
-Read and Discuss analysis sample (EAA pages 935-938)
-Reading Log 4: Complete assigned questions after selected reading

Week Nine

-Read *Dare Me*, pages 3-144
-Read Prentice Hall Reference Guide pages 368-390
-Discuss Plagiarism and Summary, Paraphrase, and Direct Quotes (EAA pages 388-406)
-Discuss Analysis and Argument
-Discuss Research and evaluation of sources

Week Ten

-Read *Dare Me*, pages 145-290
-Continue Discussion of Analysis
-Complete research by the end of the week and synthesize ideas
-Mandatory Student Conferences with developing essays

Week Eleven

-Writing Workshop on Draft 1
-In-Class Peer Review on Draft 2
-Essay Three due with reflection
-Read and Discuss “Writing a Review” (EAA pages 229-245)
-Reading Log 5: Complete prompt on EAA’s page 242

Week Twelve

- Fall break [potentially]
- Introduce Essay Four; read and discuss student sample from *Final Draft*
- Continue Discussion of “Writing a Review,” audience, and criteria
- Read and Discuss sample review (EAA pages 783-786)
- Reading Log 6: Complete assigned questions

Week Thirteen

- Read and Discuss “The Role of Argument” (EAA pages 269-303)
- Discuss strong thesis statements; discuss claims and evidence

Week Fourteen

- Writing Workshop on Draft 1
- Draft 2: Full Draft due
- In-Class Peer Review on Draft 2
- Essay Four due with reflection

Week Fifteen

- Introduce Portfolio
- Revision Workshop
- Reflection Workshop

Week Sixteen

- Exam: Portfolio due with in-class writing assignment

*This schedule may change as the course progresses, and you will be updated with changes, additions, deletions. Please note that it is your responsibility to be aware of any of these changes and to plan accordingly with all work.

ENG 101E: Analysis and Argument with Extended Studio

Francis Marion University [Model Syllabus]

Instructor: ---
Office: ---
Phone: ---
Email: ---

Section: ---
Time/Location: ---
Office Hours: ---
& available by appointment

Course Overview

101E Catalog Description

(3) (Corequisite: English 101L) The grade of C or higher in English 101 (or in English 101E plus satisfactory in English 101L) is required for the student to advance to English 102. English 101E is the equivalent of English 101 (see catalog description for ENG 101) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Credit cannot be earned for both English 101 and English 101E.

Model Course Description

ENG 101E begins with our personal experiences to set the foundation before moving to learning how to better analyze and write arguments. Throughout the course, we will practice reading, interpreting, and writing in a number of different genres; examine, reflect, and analyze our past experiences, worlds, and ways; and hone our abilities of how to integrate others' voices with our own. Along the way, we will enhance our analytical and critical thinking skills as well as writerly habits, abilities, and confidence. Our course readings and assignments will often be connected to themes and issues of identity; some topics may include friendship, rivalry, empowerment, leadership, and literacy.

The studio corequisite (ENGL 101L) will occur two days a week, outside of our scheduled class, and will be a time aimed toward helping you to succeed in our course objectives and composition assignments. This studio will offer additional space for writing practice, individualized instruction, collaboration, invention of content, and revision.

Required Materials

The following are required:

- Lunsford et al. *Everyone's an Author with Readings*. New York: Norton, 2012. (ISBN: 9780393912012)
- Abbott, Megan. *Dare Me*. New York: Reagan Arthur Books, 2012. (ISBN: 9780316097789)
- *Final Draft 2014: A Guide to the Composition Program at Francis Marion University* (ISBN: 9781269908757)
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ENG 101E will introduce you to the above concepts while focusing on specific course objectives. Upon completing this course, students will be able to demonstrate the below successfully:

- Understand the term rhetorical situation, analyzing audience and purpose in order to compose in multiple genres
- Develop ideas and content appropriate to specific rhetorical situations, establishing control of thesis, paragraphs, and larger organization of the essay
- Develop drafts and revise writing based on feedback from others, recognizing that writing involves collaboration with others
- Write about and reflect on the strengths and weakness of their own reading and writing processes
- Understand and employ research methods at an introductory level, documenting sources appropriately
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Essay Two: Profile Essay	15%	
Essay Three: Analysis Essay	15%	
Essay Four: Review Essay	15%	
Reading Logs, Sketches, & Informal Writings	15%	
Class Participation	10%	
Final Portfolio and Exam	20%	

Grading Scale:

A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59 and below

Formal Assignments:

All formal papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and (at least) the essay genre. You should use *documentation when appropriate*, following MLA format. While exact essay assignments will be distributed and elaborated in detail throughout the course, the below offers a general explanation of each major assignment:

- Narrative: A brief essay (3-4 pages) in which you narrate a selected experience, honing descriptive and storytelling skills while reflecting and analyzing the experience as well as your past self.
- Profile: A brief essay (4-5 pages) that prepares you for more formal research while building on your narrating skills. You will be asked to primary research by interviewing at least one individual, to engage in an extended observation, and to compose a focused profile based on your findings for an intended audience.
- Analysis: A brief essay (4-5 pages) that asks you to closely examine a known topic while performing research to understand and explain that topic more completely, supporting your thesis with evidence.
- Review: A brief essay (4-5 pages) where you will combine skills, analyzing, establishing, and proving claims based on developed criteria.

Informal Writing Assignments:

Informal writing assignments can take many forms and might include homework and in-class writing activities. For our purposes, our informal assignments should be typed when possible and unless otherwise noted. Informal writing is vital to development of ideas and to strengthening writing and thinking. These kinds of writings often serve as a means to work with and through our thoughts, processing, and developing of ideas. Informal writing assignments will be assigned throughout the course and will often be evaluated on a 10-point scale, either numerically or using a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system (which you may want to equate to a 10, 8, 6). Missed assignments (due to being absent or to coming in late or unprepared) cannot be made up and will be recorded as a zero. The below describe forms of informal writings in 101E:

- Reading Logs: Logs encourage reading, understanding, reflection, and connection while preparing you for our in-class discussions. Your logs should respond to the prompts in about 300 words.
- Sketches: Sketches are brief (300-450 words) yet developed ideas of developing drafts that will often be submitted for feedback or used to assist in developing content as well as in strengthening writing.
- Additional Informal Writings: These may include freewrites, group work, and quizzes; they may occur in or out

Participation:

Participation includes, but is not limited to, discussing the readings, listening to your peers' analyses and comments, and engaging with in-class and small group assignments. You are expected to come to class ready and willing to participate, being physically and mindfully present during class, orientations, conferences, and peer reviews. Failure to demonstrate such will negatively affect your participation grade. You may be periodically asked to assess your participation, which would not be your grade, but would allow us to engage in dialogue about your course participation.

Final Portfolio and Exam:

This portfolio asks you to reflect upon the course, your writing, thinking, and researching, assessing your performance. You will be required to revise at least one essay, to write a reflection essay, and to explain how your revisions demonstrate your successes in the course and growth as a writer. Your portfolio includes an in-class writing portion to be completed the day of the exam; together, the two serve as your final in the course.

Note: Some final portfolios or semester essays may be randomly selected for program assessment. If selected, the review in no way affects your grade in or beyond this course, as program assessment examines the composition program as a whole in efforts to collect and assess trends while aimed at making programmatic improvements.

Attendance Policy

Coming to class is required. The framework of this course requires participation, and it is a lot easier to participate if you are here! If you are absent, you cannot make up work or submit homework late. In the event that you are absent, it is your responsibility to obtain what you missed. You are allowed three 'free' days (excused or unexcused). However, **on your 4th absence, your overall grade drops 10 points** and will continue to drop 10 points per day for each additional absence. * **On your 7th absence, you automatically fail the course.** *Very late arrivals and very early departures will be counted as absences, as will coming to class unprepared.

Late Paper Policy

Late assignments will affect your grade (unless you have prearranged an extension due to a personal *and* severe matter prior the deadline and when possible, at least 2 days before its due date). If no extension was prearranged, then **assignments will drop 10 points for each day they are late.** For example, if an assignment is due on Friday, but you wait until Monday to submit it, then it is three days late! Reminders: 1) Assignments are due at the *start* of class. If you are late, then so is the assignment – to be fair to all students. 2) I do not allow in-class assignments, quizzes, or homework to be made up. Note: Papers over a week late will not be accepted and will receive a zero.

Extended Studio Policies

Like its name suggests, the extended studio component will be a time and space where we can extend our learning and composing opportunities through supplemental learning activities and additional assistance with your composition objectives and assignments. Designed to complement the course, the studio may include activities related to brainstorming, drafting, revising, and reflecting to enhance the development of content and your learning process. Assessment of the studio is S (satisfactory) or U (unsatisfactory). Students enrolled in ENG101E must receive a grade of C or higher in our ENG 101E course as well as a S (satisfactory) in its studio counterpart to move on to ENG 102.

The extended studio, like our classroom, requires you to arrive on time – ready to be an engaged writer and an active contributor. Studios do not have homework. Rather, the work completed in that space contributes to the developing ideas and homework related to the ENG 101E course objectives and assignments. Due to the computers in the space, students are not allowed to bring food or drink into the studio; however, I encourage you to bring your ideas, questions, and creativity. We will work both individually and collaboratively in our efforts in improving our skills and composition.

Our studio will be staffed with undergraduate teaching assistants, or undergraduate tutors, who will be present to assist and work with us. These tutors do not grade any of your assignments, nor will they speculate as to what grade you might receive. Rather, their role is to help you in efforts as well as to be another set of eyes and to offer suggestions and feedback with your composition. You are to treat our undergraduate tutors with respect at all times.

Studio attendance is required; very late arrivals and very early departures will be considered to be an absence. On your fourth studio absence, you will automatically receive an unsatisfactory in the studio (or ENG 101L).

General Expectations

Academic Honor Code and Policy on Plagiarism

You are expected to act on an academic honor code and to uphold integrity in your academic conduct. Plagiarism or other forms of cheating will not be tolerated. As a basic, ethical rule, do not plagiarize ANY assignment, written, visual, or oral – formal projects, drafts, journal or discussion posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.). Thus, cite! Note that you should even cite when you write your drafts and journal entries! Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*. Improper documentation in any assignment may be considered plagiarism. Do your own

original thinking and writing. This course cares what YOU think. If you have any doubts as to what is plagiarism or as to how to cite, refer to your handbook or textbook, or come talk to me.

If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face appropriate consequences. The penalties for such behavior can result in failing that assignment, in failing the course, and in some cases, expulsion from the university. ** Plagiarism, of any sort in this course, will result in a zero on the assignment at minimum, will be reported, and will receive any additional, appropriate consequences deemed necessary due to the case as well as additional penalties imposed by the Provost (i.e., being removed from the university).* For more information about academic dishonesty, please refer to the following site: <http://www.fmarion.edu/students/article328429.htm>.

Preparation and Classroom Protocol

You are expected to **arrive to class on time with all required materials** and to **participate intellectually, critically, and respectfully**. In addition to completing reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must master the material. On the contrary, learning is a process; we will grow and learn as a community and as individuals. To help yourself **be prepared to discuss the reading**, you may want to take marginal notes, jot down key points, or note what you found puzzling or thought-provoking. Doing so will ensure **you always have something to say** about the material.

Please note that this course relies on class discussions, peer review, and constructive feedback, and **you are expected to participate and to be respectful at all times**. Misuse of electronics will not be tolerated. I refuse to ban these without reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. **Your cell phone must be turned to silent and stored away** (or off or left at home, if you are easily tempted). No texting. No facebooking. You may have your laptop, if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are fine in class (not lab) if you properly dispose of your waste. Generally speaking, **any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

Campus Mission and Values

You are joining an institution of higher learning, where, as a community, we promote intellectual curiosity as well as the betterment of ourselves and each other, individually, collectively, locally, and globally. FMU emphasizes individual student attention and gives great focus on both excellence in teaching and learning through a liberal arts education. For our university's entire mission, please visit the following website: <http://www.fmarion.edu/about/mission>.

FMU Non-Discrimination Policy

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable

local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Services and Resources

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

There is a **Writing Center** on campus that is free and available to offer one-on-one assistance. Take advantage of this resource located in Founders Hall 114-C. While this is not an editing service, the Center will look at any stage of your writing with you, and consultants are even available via a Grammar Helpline. Call or visit their website for more information or to schedule an appointment: 843-661-1528 or <http://www.fmarion.edu/academics/wcenter/>. The Writing Center is a vital resource to you and your writing; be sure to plan ahead and optimize this resource.

Rogers Library, in general, is a helpful resource for research, computers, and space for group activities: <http://www.fmarion.edu/rogerslibrary>. Check their webpage for their hours and to learn about laptop rentals!

FMU has an **All-Campus Tutoring Center** for students located in LSF L107. For more information, visit their website or call: <http://www.fmarion.edu/academics/tutoring> or 843-661-1577.

Students with special needs due to diagnosed disabilities are entitled to equal educational opportunities and will receive appropriate accommodations with proper documentation. Please work with **Disability Services** on campus (two weeks prior to the start of the semester) to ensure that all instructors are notified properly. To do so, call (843-661-1840); visit their website for more information: <http://www.fmarion.edu/students/disabilityservices>. If you speculate that you might have a disability, but are not sure, you should contact the office for more information.

FMU cares about the quality of your life as well as your educational pursuits, offering objective and safe spaces for students to turn in efforts to promote sound mental health. If you need guidance of this nature, you should contact the **Office of Counseling and Testing Services** (843-661-1840). For more information, visit their website: <http://www.fmarion.edu/students/counselingservices>. If your situation is an emergency, you should **call 911** or the **Pee Dee Mental Health crisis line** (1-800-808-4796) or contact the **Campus Police** (843-661-1109) immediately. FMU values your physical and emotional well-being and strives to offer a safe campus, free from violence and crime.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process.) In addition, I am available to meet with you to discuss your progress and concerns. Thus, I encourage you to have regular communication with me about your writing and the course. **Notes:** The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day. To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. You should expect a 24-hour delay in replies. Also, you have my **office number**; use it when necessary. And you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by!

Tentative Course Schedule*

Week One

- Introduction to the class, assignments, expectations, and community
- Introduction to “Rhetoric” and to Essay One

- Read and Discuss *Everyone's an Author* (EAA) pages 1-23, "Thinking Rhetorically" and "Rhetorical Situations"
- Reading Log 1: On introduction of self and writing history
- Read and Discuss *Final Draft*, pages 1-22

Week Two

- Read and Discuss "Writing Processes" (EAA pages 24-28)
- Read and Discuss "Writing a Narrative" (EAA pages 101-117) and analysis of memories
- Read and Discuss narrative sample by Luken (EAA pages 132-136)
- Reading Log 2: Complete assigned questions after selected reading

Week Three

- Read EAA pages 122-127 and invention on topics
- Read and Discuss *Final Draft* sample student essay
- Discuss Description and Characterization for essay prompt
- Read narrative sample by Barry (EAA pages 721-726)
- Sketch: Describe selected memory (related to writing topic) in as much detail as possible

Week Four

- Writing Workshop on Draft 1
- In-Class Peer Review on Draft 2
- Essay One due with reflection

Week Five

- Introduction to Essay Two
- Read and Discuss "Reporting Information" (EAA pages 182-197)
- Read and Discuss profile sample (EAA pages 200-204) and interviewing skills
- Discuss "Reporting Information" and Interviewing Skills
- Reading Log 3: Complete assigned questions after selected reading
- Read Prentice Hall Reference Guide (PHRG) pages 351-364

Week Six

- Read and Discuss profile sample (EAA page 801-808)
- Reading Log: Complete assigned questions after selected reading
- Discuss primary research and observations
- Sketch: Draft out interview questions for essay two
- Discuss integration of interview answers into writing

Week Seven

- Discuss Introductions and Conclusions
- Discuss revision and editing and writing conventions
- Read Prentice Hall Reference Guide pages 99-109
- Writing Workshop with Draft 1

Week Eight

- In-Class Peer Review of complete draft
- Essay Two due with reflection
- Read and Discuss "Writing Analytically" (EAA pages 137-154)
- Introduction of Essay Three and Discussion of Analysis vs Summary
- Read and Discuss analysis sample (EAA pages 935-938)
- Reading Log 4: Complete assigned questions after selected reading

Week Nine

- Read *Dare Me*, pages 3-144
- Read Prentice Hall Reference Guide pages 368-390
- Discuss Plagiarism and Summary, Paraphrase, and Direct Quotes (EAA pages 388-406)

- Discuss Analysis and Argument
- Discuss Research and evaluation of sources
- Sketch: Sketch out ideas for your analysis essay

Week Ten

- Read *Dare Me*, pages 145-290
- Continue Discussion of Analysis
- Complete research by the end of the week and synthesize ideas
- Mandatory Student Conferences with developing essays

Week Eleven

- Writing Workshop on Draft 1
- In-Class Peer Review on Draft 2
- Essay Three due with reflection
- Read and Discuss “Writing a Review” (EAA pages 229-245)
- Reading Log 5: Complete prompt on EAA’s page 242

Week Twelve

- Fall break [potentially]
- Introduce Essay Four; read and discuss student sample from *Final Draft*
- Continue Discussion of “Writing a Review,” audience, and criteria
- Read and Discuss sample review (EAA pages 783-786)
- Reading Log 6: Complete assigned questions

Week Thirteen

- Read and Discuss “The Role of Argument” (EAA pages 269-303)
- Discuss strong thesis statements; discuss claims and evidence
- Sketch: sketch out developing thesis, two claims, and textual evidence related to topic

Week Fourteen

- Writing Workshop on Draft 1
- Draft 2: Full Draft due
- In-Class Peer Review on Draft 2
- Essay Four due with reflection

Week Fifteen

- Introduce Portfolio
- Revision Workshop
- Reflection Workshop

Week Sixteen

- Exam: Portfolio due with in-class writing assignment

*This schedule may change as the course progresses, and you will be updated with changes, additions, deletions. Please note that it is your responsibility to be aware of any of these changes and to plan accordingly with all work.

ENG 101L: Extended Studio

Francis Marion University [Model Syllabus]

Instructor: ---
Office: ---
Phone: ---
Email: ---

Section: ---
Time/Location: ---
Office Hours: ---
& available by appointment

Course Overview

101L Catalog Description

(1:2) (Corequisite: English 101E) Extended studio time and space for students enrolled in English 101E. The studio component complements the English 101E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for English 101L, students must receive a grade of C or higher in English 101E; credit for ENG 101L can only be earned once.

Model Course Description

Like its name suggests, the extended studio component will be a time and space where we can extend our learning and composing opportunities through supplemental learning activities and additional assistance with your composition objectives and assignments. The studio component of this course will occur two days a week, outside of our scheduled class, and will be a time aimed toward helping you to succeed in your course objectives and composition assignments. Designed to complement the course, the studio may include activities related to brainstorming, drafting, revising, and reflecting to enhance the development of content and your learning process.

Required Materials

The following are required:

- Lunsford et al. *Everyone's an Author with Readings*. New York: Norton, 2012. (ISBN: 9780393912012)
- Abbott, Megan. *Dare Me*. New York: Reagan Arthur Books, 2012. (ISBN: 9780316097789)
- *Final Draft 2014: A Guide to the Composition Program at Francis Marion University* (ISBN: 9781269908757)
- Harris & Kunka. *Prentice Hall Resource Guide*. 9th Edition. Boston, Pearson, 2015. (ISBN: 9780321921314)

Online Access

In addition to readings in the assigned textbooks, a number of required resources and materials will only be available online through Blackboard (BB). You can log into BB by going to <http://blackboard.fmarion.edu>, and then following the log-in instructions. You will use your Swampfox email username and will have to set up your password. If you have questions or run into difficulty during the course, please call the Helpdesk at 843-661-1111, or visit them in ACC108.

Student Learning Outcomes

FMU's Composition Program revolves around seven key terms, with which, as you complete the composition sequence, you will grow in both ability and familiarity; these terms are 1) Rhetorical Situation, 2) Genre, 3) Language, 4) Reflection, 5) Information Literacy, 6) Collaboration, and 7) Consequence.

In the **extended studio** space, students will receive individualized supplemental instruction and practice in writing skills that may include the following:

- Invention Strategies
- Drafting of Content
- Revision
- Editing and Conventions
- Collaboration
- Rhetorical Analysis
- Reflection

Assignments and Assessment

Assignments are to be completed during the studio space and will connect to the ENG 101E assignments and course objectives. Students are to save all work on in the designated Dropbox folder before the studio ends that day. Studios do not have homework. Rather, the work completed in that space contributes to the developing ideas and homework related to the ENG 101E course objectives and assignments. Work done in the studio will be evaluated using a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system; these marks coupled with your attendance and participation will determine the overall evaluation of whether the evaluation of the S (satisfactory) or the U (unsatisfactory) is earned. To earn the S (satisfactory) in the studio space, students must also receive a grade of C or higher in the counterpart English 101E course.

Note: Some final portfolios or semester essays may be randomly selected for program assessment. If selected, the review in no way affects your grade in or beyond this course, as program assessment examines the composition program as a whole in efforts to collect and assess trends while aimed at making programmatic improvements.

Attendance Policy

Studio attendance is required; very late arrivals and very early departures will be considered to be an absence. On your fourth studio absence, you will automatically receive an unsatisfactory in the studio (or ENG 101L).

General Expectations

Extended Studio Policies

The extended studio, like our classroom, requires you to arrive on time – ready to be an engaged writer and an active contributor. Studios do not have homework. Rather, the work completed in that space contributes to the developing ideas and homework related to the ENG 101E course objectives and assignments. Due to the computers in the space, students are not allowed to bring food or drink into the studio; however, I encourage you to bring your ideas, questions, and creativity. We will work both individually and collaboratively in our efforts in improving our skills and composition.

Our studio will be staffed with undergraduate teaching assistants, or undergraduate tutors, who will be present to assist and work with us. These tutors do not grade any of your assignments, nor will they speculate as to what grade you might receive. Rather, their role is to help you in efforts as well as to be another set of eyes and to offer suggestions and feedback with your composition. You are to treat our undergraduate tutors with respect at all times.

Misuse of electronics will not be tolerated. Your cell phone must be turned to silent and stored away (or off or left at home, if you are easily tempted). No texting. No facebooking. No flash drives. No food or drink allowed in the studio space. Generally speaking, any form of inappropriate and/or distracting behavior will not be tolerated (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

Academic Honor Code and Policy on Plagiarism

You are expected to act on an academic honor code and to uphold integrity in your academic conduct. Plagiarism or other forms of cheating will not be tolerated. As a basic, ethical rule, do not plagiarize ANY assignment, written, visual, or oral – formal projects, drafts, journal or discussion posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.). Thus, cite! Note that you should even cite when you write your drafts and journal entries! Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*. Improper documentation in any assignment may be considered plagiarism. Do your own original thinking and writing. This course cares what YOU think. If you have any doubts as to what is plagiarism or as to how to cite, refer to your handbook or textbook, or come talk to me.

If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face appropriate consequences. The penalties for such behavior can result in failing that assignment, in failing the course, and in some cases, expulsion from the university. ** Plagiarism, of any sort in this course, will result in a zero on the assignment at minimum, will be reported, and will receive any additional, appropriate consequences deemed necessary due to the case as well as additional penalties*

imposed by the Provost (i.e., being removed from the university). For more information about academic dishonesty, please refer to the following site: <http://www.fmarion.edu/students/article328429.htm>.

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Services and Resources

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There is a **Writing Center** on campus that is free and available to offer one-on-one assistance. Take advantage of this resource located in Founders Hall 114-C. While this is not an editing service, the Center will look at any stage of your writing with you, and consultants are even available via a Grammar Helpline. Call or visit their website for more information or to schedule an appointment: 843-661-1528 or <http://www.fmarion.edu/academics/wcenter/>. The Writing Center is a vital resource to you and your writing; be sure to plan ahead and optimize this resource.

Rogers Library, in general, is a helpful resource for research, computers, and space for group activities: <http://www.fmarion.edu/rogerslibrary>. Check their webpage for their hours and to learn about laptop rentals!

FMU has an **All-Campus Tutoring Center** for students located in LSF L107. For more information, visit their website or call: <http://www.fmarion.edu/academics/tutoring> or 843-661-1577.

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contact the **Office of Counseling and Testing Services** (843-661-1840). For more information, visit their website: <http://www.fmarion.edu/students/counselingservices>. If your situation is an emergency, you should **call 911** or the **Pee Dee Mental Health crisis line** (1-800-808-4796) or contact the **Campus Police** (843-661-1109) immediately. FMU values your physical and emotional well-being and strives to offer a safe campus, free from violence and crime.

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Tentative Course Schedule*

Week One

- Partnered activity related to “rhetoric”
- In-class short reading activity to strengthen “rhetorical awareness”

Week Two

- Writing development of selected memory by bringing in a photo
- Writing activity to enhance organization of memory content

Week Three

- In-class activity on developing “characterization” in the essay
- In-class writing activity to strengthen analysis of selected memory

Week Four

- In-class assignment using ENG 101E Sketch to revise and incorporate detail
- In-class writing revising current content and adding dialogue effectively

Week Five

- Reflection of essay one’s writing process and initial invention of essay two
- In-class partnered activity involving interviewing peers to build interview skills

Week Six

- In-class activity and guide to strengthen interview questions for essay topic using ENG 101E sketch
- Lesson and activity to enhance integration of interview answers into writing

Week Seven

- Draft a new introduction based on prompt, and then revise one of your introductions
- Exchange conclusions, make two suggestions for revision, discuss, and then revise your own conclusion

Week Eight

- Reflection of essay two’s writing process and initial invention of essay three
- Activity related to enhancing analysis skills and revising current content of developing essay

Week Nine

- Activity on evaluating and selecting sources related to selected topic
- Activity to strengthen documentation and citation and integration of sources

Week Ten

- In-class activity to develop ideas and revise developing content for analysis essay using ENG 101E sketch
- Lesson and activity on synthesizing sources and ideas

Week Eleven

- Lesson and activity on style and conventions, revising developing content
- Reflection of essay three's writing process

Week Twelve

- Initial invention of essay four
- Activity related to analysis of the review genre to understand features of essay

Week Thirteen

- In-class invention activity to select topic and perform initial research
- Group activity on enhancing and revising thesis statements using ENG 101E sketch

Week Fourteen

- Lesson and activity on style and conventions, revising developing content
- Invention activity related to final portfolio

Week Fifteen

- In-class activity related to revising selected essay for final portfolio
- In-class activity related to developing reflection essay to introduce final portfolio

*This schedule may change as the course progresses, and you will be updated with changes, additions, deletions. Please note that it is your responsibility to be aware of any of these changes and to plan accordingly with all work.

ENG 102: Rhetoric, Genre, and Research

Francis Marion University [Model Syllabus]

Instructor: ---
Office: ---
Phone: ---
Email: ---

Section: ---
Time/Location: ---
Office Hours: ---
& available by appointment

Course Overview

102 Catalog Description

(3) (Prerequisite: A grade of C or higher in a) English 101 or in b) English 101E plus satisfactory in English 101L.) Complex composition assignments involving rhetorical strategies, critical reading, and formal research. Practice performing multiple research methods, evaluating and documenting sources, synthesizing research, and developing original arguments. Emphasis on analyzing genre to inform writing strategies and research methods, preparing students to transfer knowledge about genre and composition to other writing contexts. Small class sizes allow individual attention and cooperative learning. Students must complete English 102 with a grade of C or higher to satisfy the English Composition portion of the Communications area of the General Education Requirements.

Model Course Description

ENG 102 trains the student in the skills of advanced rhetorical analysis, applying knowledge of genre conventions to reading and writing practices. We begin with the explicit practice of genre analysis itself, a blend of close reading and meticulous articulation of significant features of a sample essay. As we progress, students continue to pay close attention to a variety of formal and informal sources, understanding them not just as means of conveying information but also as models for writing. During the second half of the semester, students will research an issue or problem largely chosen by their own curiosity, producing a research essay that synthesizes their findings, observations, and analysis of the rhetorical choices evident in sources. This research will be presented in a formal essay, a professional proposal, and a persuasive presentation, each genre asking the student to choose selectively from their collected information and range of composition techniques. With each shift in genre, students will enhance their ability to understand, critique, and adhere to genre conventions for a range of audiences and purposes. By creating and routinely reflecting on this work over the semester, the student thus concludes ENG 102 with the discerning powers necessary to succeed at any number of unknown rhetorical situations they will encounter in the future.

Required Materials

The following are required:

- Jack and Pryal. *How Writing Works with Readings: A Guide to Composing Genres*. New York: Oxford UP, 2016. ISBN: (978-019-9859849)
- *Final Draft 2014: A Guide to the Composition Program at Francis Marion University* (ISBN: 9781269908757)
- Harris & Kunka. *Prentice Hall Resource Guide*. 9th Edition. Boston, Pearson, 2015. (ISBN: 9780321921314)

Online Access

In addition to readings in the assigned textbooks, a number of required resources and materials will only be available online through Blackboard (BB). You can log into BB by going to <http://blackboard.fmarion.edu>, and then following the log-in

instructions. You will use your Swampfox email username and will have to set up your password. If you have questions or run into difficulty during the course, please call the Helpdesk at 843-661-1111, or visit them in ACC108.

Student Learning Outcomes

FMU's Composition Program revolves around seven key terms, with which, as you complete the composition sequence, you will grow in both ability and familiarity; these terms are 1) Rhetorical Situation, 2) Genre, 3) Language, 4) Reflection, 5) Information Literacy, 6) Collaboration, and 7) Consequence.

ENG 102 will introduce you to the above concepts while focusing on specific course objectives. Upon completing this course, students will be able to demonstrate the below successfully:

- Read and analyze arguments with an awareness of rhetorical situations, exploring persuasive strategies and possible consequences
- Understand primary and secondary research and use multiple methods to find and evaluate information from a variety of sources
- Summarize and synthesize multiple sources, integrating others' ideas into original arguments, documenting appropriately
- Create reasoned and well-supported arguments for specific audiences and in specialized genres
- Compare and contrast how different communities, including academic discourse communities, discuss and respond to a similar topic or issue
- Develop and refine voice and style
- Reflect on and articulate one's own composition choices, conveying rhetorical awareness and ability to transfer skills

Assignments and Method of Evaluation

Writing and reading are complex processes that take time and that are intrinsically linked; thus, we will be doing a lot of both. Furthermore, we will invent, draft, review, and revise essays. Because of our emphasis on process-based writing, you should keep ALL drafts of your essays (hard copies with my comments as well as each electronic version). Do not save over any draft; rather, establish an electronic method for saving your documents. Throughout the course, you should demonstrate a commitment to learning, to offering sophisticated and constructive support to your peers, and to completing the homework and class assignments. The below briefly outlines assignments and grading:

Assignments	Percentages	Record Grades Here
Essay One: Genre Analysis Essay	10%	
Essay Two: Review Essay	10%	
Essay Three: Research Essay or Recommendation Report	25%	
Abstract and Annotated Bibliography	5%	
Essay Four: Proposal Essay	10%	
Argumentative Presentation of Proposal	10%	
Short writings, quizzes, participation	15%	
Final Portfolio and Exam	15%	

Grading Scale:

A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59 and below

Formal Assignments:

All formal papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and (at least) the essay genre. You should use *documentation when appropriate*, following MLA format. While exact essay assignments will be distributed and elaborated in detail throughout the course, the below offers a general explanation of each major assignment:

- **Genre Analysis:** A brief essay (4-5 pages) in which you analyze a course reading by identifying the genre conventions it exhibits (design, organization, content, and style), supporting your claim with specific, intentionally organized evidence.
- **Review:** A brief essay (3-4 pages) in which you write two distinct reviews (each for a product, textbook, or song) and reflect on the rhetorical and stylistic choices that distinguishes each review.
- **Research or Recommendation:** A formal essay (6-8 pages) in which you identify a problem or issue that needs investigation, then review existing studies/literature in order to identify alternative approaches.
- **Proposal and Presentation:** A brief essay (3-4 pages) in which you transfer knowledge from your research to propose the creation of a new product, organization, or other solution for a problem discovered in your research. You will give a persuasive presentation of this proposal to the class.

Informal Writing Assignments:

Informal writing assignments can take many forms and might include homework and in-class writing activities. For our purposes, our informal assignments should be typed when possible and unless otherwise noted. Informal writing is vital to development of ideas and to strengthening writing and thinking. These kinds of writings often serve as a means to work with and through our thoughts, processing, and developing of ideas. Informal writing assignments will be assigned throughout the course and will often be evaluated on a 10-point scale, either numerically or using a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system (which you may want to equate to a 10, 8, 6). Missed assignments (due to being absent or to coming in late or unprepared) cannot be made up and will be recorded as a zero.

Participation:

Participation includes, but is not limited to, discussing the readings, listening to your peers' analyses and comments, and engaging with in-class and small group assignments. You are expected to come to class ready and willing to participate, being physically and mindfully present during class, orientations, conferences, and peer reviews. Failure to demonstrate such will negatively affect your participation grade. You may be periodically asked to assess your participation, which would not be your grade, but would allow us to engage in dialogue about your course participation.

Final Portfolio and Exam:

This portfolio asks you to reflect upon the course, your writing, thinking, and researching, assessing your performance. You will be required to revise at least one essay, to write a reflection essay, and to explain how your revisions demonstrate your successes in the course and growth as a writer. Your portfolio includes an in-class writing portion to be completed the day of the exam; together, the two serve as your final in the course.

Note: Some final portfolios or semester essays may be randomly selected for program assessment. If selected, the review in no way affects your grade in or beyond this course, as program assessment examines the composition program as a whole in efforts to collect and assess trends while aimed at making programmatic improvements.

Attendance Policy

Coming to class is required. The framework of this course requires participation, and it is a lot easier to participate if you are here! If you are absent, you cannot make up work or submit homework late. In the event that you are absent, it is your responsibility to obtain what you missed. You are allowed three 'free' days (excused or unexcused). However, **on your 4th absence, your overall grade drops 10 points** and will continue to drop 10 points per day for each additional absence. * **On your 7th absence, you automatically fail the course.** *Very late arrivals and very early departures will be counted as absences, as will coming to class unprepared.

Late Paper Policy

Late assignments will affect your grade (unless you have prearranged an extension due to a personal *and* severe matter prior the deadline and when possible, at least 2 days before its due date). If no extension was prearranged, then **assignments will drop 10 points for each day they are late.** For example, if an assignment is due on Friday, but you wait until Monday to submit it, then it is three days late! Reminders: 1) Assignments are due at the *start* of class. If you are late, then so is the assignment – to be fair to all students. 2) I do not allow in-class assignments, quizzes, or homework to be made up. Note: Papers over a week late will not be accepted and will receive a zero.

General Expectations

Academic Honor Code and Policy on Plagiarism

You are expected to act on an academic honor code and to uphold integrity in your academic conduct. Plagiarism or other forms of cheating will not be tolerated. As a basic, ethical rule, do not plagiarize ANY assignment, written, visual, or oral – formal projects, drafts, journal or discussion posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.). Thus, cite! Note that you should even cite when you write your drafts and journal entries! Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting

to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*. Improper documentation in any assignment may be considered plagiarism. Do your own original thinking and writing. This course cares what YOU think. If you have any doubts as to what is plagiarism or as to how to cite, refer to your handbook or textbook, or come talk to me.

If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face appropriate consequences. The penalties for such behavior can result in failing that assignment, in failing the course, and in some cases, expulsion from the university. * *Plagiarism, of any sort in this course, will result in a zero on the assignment at minimum, will be reported, and will receive any additional, appropriate consequences deemed necessary due to the case as well as additional penalties imposed by the Provost (i.e., being removed from the university)*. For more information about academic dishonesty, please refer to the following site: <http://www.fmarion.edu/students/article328429.htm>.

Preparation and Classroom Protocol

You are expected to **arrive to class on time with all required materials** and to **participate intellectually, critically, and respectfully**. In addition to completing reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must master the material. On the contrary, learning is a process; we will grow and learn as a community and as individuals. To help yourself **be prepared to discuss the reading**, you may want to take marginal notes, jot down key points, or note what you found puzzling or thought-provoking. Doing so will ensure **you always have something to say** about the material.

Please note that this course relies on class discussions, peer review, and constructive feedback, and **you are expected to participate and to be respectful at all times**. Misuse of electronics will not be tolerated. I refuse to ban these without reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. **Your cell phone must be turned to silent and stored away** (or off or left at home, if you are easily tempted). No texting. No facebooking. You may have your laptop, if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are fine in class (not lab) if you properly dispose of your waste. Generally speaking, **any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

Campus Mission and Values

You are joining an institution of higher learning, where, as a community, we promote intellectual curiosity as well as the betterment of ourselves and each other, individually, collectively, locally, and globally. FMU emphasizes individual student attention and gives great focus on both excellence in teaching and learning through a liberal arts education. For our university's entire mission, please visit the following website: <http://www.fmarion.edu/about/mission>.

FMU Non-Discrimination Policy

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu).

Services and Resources

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

There is a **Writing Center** on campus that is free and available to offer one-on-one assistance. Take advantage of this resource located in Founders Hall 114-C. While this is not an editing service, the Center will look at any stage of your writing with you, and consultants are even available via a Grammar Helpline. Call or visit their website for more information or to schedule an appointment: 843-661-1528 or <http://www.fmarion.edu/academics/wcenter/>. The Writing Center is a vital resource to you and your writing; be sure to plan ahead and optimize this resource.

Rogers Library, in general, is a helpful resource for research, computers, and space for group activities: <http://www.fmarion.edu/rogerslibrary>. Check their webpage for their hours and to learn about laptop rentals!

FMU has an **All-Campus Tutoring Center** for students located in LSF L107. For more information, visit their website or call: <http://www.fmarion.edu/academics/tutoring> or 843-661-1577.

Students with special needs due to diagnosed disabilities are entitled to equal educational opportunities and will receive appropriate accommodations with proper documentation. Please work with **Disability Services** on campus (two weeks prior to the start of the semester) to ensure that all instructors are notified properly. To do so, call (843-661-1840); visit their website for more information: <http://www.fmarion.edu/students/disabilityservices>. If you speculate that you might have a disability, but are not sure, you should contact the office for more information.

FMU cares about the quality of your life as well as your educational pursuits, offering objective and safe spaces for students to turn in efforts to promote sound mental health. If you need guidance of this nature, you should contact the **Office of Counseling and Testing Services** (843-661-1840). For more information, visit their website: <http://www.fmarion.edu/students/counselingservices>. If your situation is an emergency, you should **call 911** or the **Pee Dee Mental Health crisis line** (1-800-808-4796) or contact the **Campus Police** (843-661-1109) immediately. FMU values your physical and emotional well-being and strives to offer a safe campus, free from violence and crime.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process.) In addition, I am available to meet with you to discuss your progress and concerns. Thus, I encourage you to have regular communication with me about your writing and the course. **Notes:** The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day. To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. You should expect a 24-hour delay in replies. Also, you have my **office number**; use it when necessary. And you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by!

Tentative Course Schedule*

Week 1

- Read “What is a genre?” HWW Chapter 1
- Read Final Draft, composition program overview, p. 1-22
- Write Initial Self-Reflection

Week 2

- Read “Inquiries” HWW Chapter 7
- Read “Writing New Genres” HWW Chapter 3
- Write Reading Notes about Response Essays (See HWW p. 53-54 and p. 137-140)

Week 3

- Read “Reading inquiries” HWW p. 736-747
- Read “Using Rhetorical Modes” HWW Chapter 19
- Read Final Draft, selected student essay
- Write short Response Essay about Final Draft student essay (evaluating rhetorical modes)

Week 4

- Read “Organization” HWW Chapter 20
- Read “Paragraphs” PHRG Chapter 3
- Read “Integrating Sources” HWW Chapter 26
- Workshop and peer review
- Due: *Genre Analysis Essay*

Week 5

- Read “Reviews” HWW chapter 9
- Read “Reading Reviews” HWW p. 771-782
- Read “Transitions” PHRG Chapter 20
- Write short Response Essay to text selected from “Reading Reviews” section of HWW

Week 6

- Read “Style” HWW chapter 21
- Read “Sentence Variety” PHRG Chapter 21
- Write two short Product Reviews with contrasting styles (see HWW p. 192-194)
- Read Final Draft, selected student essays

Week 7

- Read “Abstract and Annotated Bibliography” HWW Chapter 11 (p. 258-267)
- Read “Getting Started with Research” HWW Chapter 23
- Read “Reading Academic Research Genres” HWW p. 794-805
- Write answers to “Think About It” questions on HWW p. 798 and 805

Week 8

- Read “Research Paper” HWW Chapter 11
- Read “Conducting Research” HWW Chapter 24
- Read “Evaluating Sources” HWW Chapter 25
- Due: *Proposal of three possible research topics and corresponding genres*

Week 9

- Read “Recommendation Reports” HWW Chapter 14
- Read “Citing Sources” HWW chapter 28
- Library Tour
- Due: *Research Plan*

Week 10

- Read “Reading Reports” HWW p. 858-887
- Read “Avoiding Plagiarism” HWW Chapter 27
- Read “Style and Usage Guide: How Modifiers Work” HWW p. 677-680
- Read “Style and Usage Guide: How Punctuation Works” HWW p. 684-689
- Due: *Abstract and Annotated Bibliography*

Week 11

- Read “Reading Academic Research Genres” HWW p. 805-820
- Instructor conferences

Week 12

- Read “Style and Usage Guide: How Sentences Work” HWW p.681-683
- Read “Style and Usage Guide: How Usage Conventions Work” HWW p. 690-694
- Workshop and Peer Review
- Due: *Informative Research Essay or Recommendation Report*

Week 13

- Read “Delivering Oral Presentations” HWW p. 652-657
- Read “Argumentative Genres” HWW Chapter 10
- Read “Portfolios” PHRG p. 32-43

Week 14

- Read “Proposals” HWW Chapter 13
- Read “Informative Genres” HWW Chapter 6
- Instructor conferences

Week 15

- Due: *Proposal*
- Due: *Argumentative Presentations*

Week 16

- Due: *Final exam/Portfolio*

*This schedule may change as the course progresses, and you will be updated with changes, additions, deletions. Please note that it is your responsibility to be aware of any of these changes and to plan accordingly with all work.

Graduate Council Appendix

Three-Course Endorsement in Project-Based Learning for South Carolina Teachers

South Carolina School of Education Project-Based Learning Teaching Endorsement/Credential Initiative

A three-course project-based learning teaching endorsement (add-on teaching credential), the first of its kind in the country, is now available in South Carolina. The endorsement was developed by the Riley Institute at Furman, Claflin University, College of Charleston, Furman University, Winthrop University, and the South Carolina Department of Education (SCDE). Experts from New Tech Network and educators teaching in South Carolina PBL schools also participated in the process.

With support from the South Carolina Department of Education, the detailed three-course endorsement was approved by the State Board of Education in fall 2014 and the Legislature in spring 2015. The first of the courses was offered at Furman University in summer of 2015, and Claflin, College of Charleston and Winthrop will begin offering coursework in the 2015-16 academic year. The curriculum design, coursework, syllabi and resources are “open source” upon which any college of education may draw.

A growing interest in project-based learning (PBL) and incorporation of this methodology in schools across the South Carolina is driving an emerging need for teachers who know how to design, deliver, support and assess standards-driven project-based learning. The scarcity of such teachers has been emphatically identified by a number of the state’s education stakeholders as one of the leading obstacles to broad implementation of this innovative and proven methodology.

In the 2011 Investing in Innovation grant that brought New Tech Networks schools to South Carolina, written by KnowledgeWorks Foundation and the Riley Institute, key colleges of education throughout the state committed to helping build a growing corps of teachers with a solid theoretical and practical knowledge of how to use PBL in the classroom.

The Riley Institute respectfully requests that any schools of education offering this coursework in full or in part give credit to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.

Data Supporting Project-Based Learning

Research shows that standards-driven project-based learning can drive dramatic improvements in student achievement and attainment and significantly increase college and career readiness. Best practices in project-based learning are those that integrate content across curriculum and inculcate such critical workplace skills as analytical and critical thinking, problem solving and collaboration. Data show that by utilizing project-based learning in the classroom, students can gain stronger 21st century learning skills, significantly outperform their peers and become more college- and career-ready than students in traditional models. A three-year longitudinal study (Boaler, 1998) found that students in project-based learning classroom environments did significantly better on mathematics testing than did those in lecture/discussion environments. In 2010, Kanter and Konstantopoulos reported that project-based learning science curricula improves science achievement among minority students and that usage of inquiry-based science learning activities by teachers correlated with improvement of students’ attitudes about science. Thomas’s (2000) meta-analysis of research on project-based

learning notes that studies point to relationships between project-based learning and improved student achievement, quality of learning, and grasp of 21st century skills.

Students instructed with the project-based learning approach have retained the knowledge, skills, and dispositions that lend themselves to success in the 21st century marketplace. Boaler (1998) found that students learning in a project-based learning environment gained 21st century skills and reported greater real world relevancy in their education. Capon and Kuhn (2004) found that project-based learning led to a greater retention of knowledge.

Though New Tech is just one of the project-based learning models in place nationally, the size and relatively long history of its network generates excellent data to understand outcomes. In their 2013 outcomes report, the New Tech Network reports that students in New Tech schools graduate at a rate 6% higher than the national average and enroll students in college at a rate 9% higher than the national average. Additionally, New Tech students persist in four-year colleges at a rate 17% higher than the national average and in two-year colleges at a rate 46% greater than the national average. Studies also show that New Tech students grow in higher order thinking skills between freshman and senior years at a rate 75% greater than comparison groups.

In 2013, South Carolina reported a greatly improved graduation rate of 77.5% for the 2011-2012 class. Comparatively, at Anson New Tech in Anson, North Carolina, a rural, high-poverty setting similar to many in South Carolina, in 2010-11, 95%¹ of its first New Tech class graduated and were accepted into a post-secondary setting (community college, technical college, military, or four-year university). In 2011-

¹ All Anson graduation rates reflect National Governor's Association Compact Rate 2012, 94% did and in 2012-2013, 93%. Prior to its conversion to project-based learning, Anson was a low-performing school in a low-performing district with a 2005-2006 graduation rate of 63%.

Finally, project-based learning has greatly improved learning outcomes in other rural or disadvantaged areas demographically similar to many communities in South Carolina. In 2011, of the then 62 New Tech schools across 16 states, about 25% were located in rural communities and 75% in urban or suburban settings. Across tested subjects, the project-based learning rural schools outperformed rural comparison schools by a rate of 83% in ELA subject tests and a rate of 77% across math subject tests. In two rural North Carolina New Tech schools, 100% of seniors who started the year graduated in 2011; in one school, 100% of graduating seniors were accepted into college, with 93% of graduating seniors accepted into college from the other.

EDUC 560: INTRODUCTION TO PROJECT BASED LEARNING (PBL)

Course Description: This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.

This course is divided into multiple units and includes immersion in a PBL experience and a multi-media

presentation component:

- The first unit covers background and knowledge of PBL: Students learn about the characteristics and attributes of PBL. They then reflect on research that supports PBL.
- Units two – five cover instructional development: technological and pedagogical content knowledge are applied as students work toward the design of a project-based unit. Competencies are continually built as students read about and discuss the principles of PBL; reflect on observations of PBL environments in school settings; and incorporate what they are learning into the design of an entire project-based unit.

Student learning objectives: at the end of this course students will be able to:

- a) Identify characteristics and attributes of PBL
- b) Discuss the theories and data to support PBL
- c) Comprehend and explain how PBL supports attainment of content knowledge and college and career skills
- d) Comprehend and explain the advantages and disadvantages of PBL and its implications for student achievement
- e) Develop a single-subject project-based unit that may include: an entry document including standards-based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project
- f) Through the continued development of an individual project-based unit, develop rubrics aligned to curriculum standards and corresponding simple formative and summative assessments and for monitoring and evaluating PBL units and student outcomes
- g) Comprehend and explain the role of presentations and portfolios in PBL
- h) Explore and implement teacher's role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique
- i) Comprehend and explain the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning.
- j) Identify the sources and use of basic technologies that support the PBL process for students (project development, completion of projects, collaboration, communication, and simple tools for accessing and analyzing data and information)
- k) Comprehend and explain the role of student agency and how to cultivate and support it within a diverse student body
- l) Comprehend and explain the sources and use of technology that support the PBL process for teachers/facilitators (formative assessment tools and tracking, project libraries, etc.)
- m) Develop and implement an "Introduction to PBL" multi-media presentation for use with parent, community, and business partners that explains PBL for lay-persons and the average citizenry in a conversational format deliverable in 30 minutes or less

Key Assessments Summary

1. Theory-based reflections tied to the course readings, videos, and case studies
2. Observations of PBL units/lessons from videos and case studies
3. Creation of a PBL unit that incorporates knowledge and content learned in this introductory course
4. Creation of multi-media project

Unit Outlines

Outline Unit 1: Introduction to PBL

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Identify characteristics and attributes of PBL; b) Discuss the theories and data to support PBL; c) Explain how PBL supports attainment of content knowledge and college and career skills; d) Discuss the advantages and disadvantages of PBL and its implications for student achievement

Unit 1 Instructional strategy/learning activities/sample lessons

1. *Convene a two-day Statewide PBL Endorsement Kick-Off:* Students from all South Carolina schools of education offering the PBL endorsement will convene for two days of “PBL Camp” in Columbia to experience immersion in the PBL process, meet PBL experts in the field, hear from a compelling keynote speaker, and connect with other PBL teachers statewide to share project ideas and experiences.
2. Reflect on statewide experience
3. Watch video case studies of PBL classrooms and reflect on these observations
4. Unpack the research and theories that support PBL
5. Engage immediately in PBL through participation in PBL unit developed by instructor.
6. Review a variety of PBL units to determine best practices for developing PBL-aligned cross-disciplinary objectives and integrated methodologies. Specific resources:
 - Intel unit lesson plan data base
<http://www.intel.com/content/www/us/en/education/k12/project-design/unit-plans/grade-index.html>
 - Buck Institute for Education project-based learning examples, anchored to Common Core State Standards, are provided by BIE. Learning and design modules are provided.
<http://174.123.25.183/default.htm>
 - Edutopia.org project-based learning video library <http://www.edutopia.org/videos>
 - Activity for exploring project-based learning from the perspective of how such activities support different student learning styles and academic ability levels. <http://www.sun-associates.com/lynn/pbl/pbl.html>

Unit 1 General resources

- Coffee, H. Project Based Learning. <http://www.learnnc.org/lp/pages/4753>

- Checkley, K. (1997). Problem-based learning: The search for solutions to life's messy problems. *ASCD Curriculum Update*, 1-3, 6-8
- Terenzini, Patrick T. et al (2001). Collaborative Learning vs. Lecture/Discussion: Students' Reported Learning Gains, *Journal of Engineering Education*, 27(6), 123-130.
- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A Guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4
- Edutopia - <http://www.edutopia.org/pbl-research-annotated-bibliography#barron2>
- Strobel, J., & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of Problem-based Learning*, 3(1). Available at: <http://dx.doi.org/10.7771/1541-5015.1046>
- Thomas, John W. (2000), A Review of Research on Project-based Learning, Autodesk Foundation, San Rafael, CA. http://www.bie.org/index.php/site/RE/pbl_research/29
- Theory Behind PBL. <http://ldt.stanford.edu/~jeepark/jeepark+portfolio/PBL/theory.htm>
- Top 10 Resources. <http://bie.org/objects/related/7036/all> . The Buck Institute for Education.
- Walker, A., & Leary, H. (2009). A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1). Available at: <http://dx.doi.org/10.7771/1541-5015.1061>

Outline Unit 2: Starting to Design a PBL Unit

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Develop a single-subject project-based unit that may include: an entry document including standards-based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project

Unit 2 Instructional strategy/learning activities/sample lessons

1. Begin development of single-subject PBL unit (development will continue throughout the course) focusing on entry document (with standards-based learning objectives), project description, rationale and theoretical basis for the project.
2. Review different models of PBL (Buck Institute, New Tech Network, High Tech, expeditionary and other model implementations)
3. Introduce and explore the role of technology in the various PBL models
4. Reflect on PBL development process

Unit 2 General resources

- Baron, K (2010). Six Steps for Planning a Successful Project. Edutopia.
<http://www.edutopia.org/stw-maine-project-based-learning-six-steps-planning>
- Blumenfeld, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., Gusdial, M. & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the Learning. *Educational Psychologist*. 26 (3-4), 369-398
- Brush, T., & Saye, J. (2000). Design, implementation, and evaluation of student-centered learning: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Halvorsen, A. et al (2012). Narrowing the Achievement Gap in Second Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach, Education Policy Center, Michigan State University, Working Paper #26.
- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4
- Edutopia. Project-Based Learning Research Review: Evidence-Based Components of Success.
<http://www.edutopia.org/pbl-research-evidence-based-components>

Outline Unit 3: Manage the Process

Unit 1 Relevant learning objectives, from course learning objectives, above:

- h) Develop a single-subject project-based unit that may include: an entry document including standards- based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project; i) Explore and implement teacher's role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique; j) Comprehend and explain the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning; k) Comprehend and explain the role of student agency and how to cultivate and support it within a diverse student body

Unit 3 Instructional strategy/learning activities/sample lessons

1. Revisit various PBL models to discuss how projects are managed from each perspective
2. Reflect on the teacher's role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique.
3. Reflect on student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning.

4. Continue development of single-subject PBL unit focusing on timelines, activities, and materials
5. Reflect on PBL development process

Unit 3 General resources

- Brush, T., & Saye, J. (2000). Design, implementation, and evaluation of student-centered learning: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Edutopia. Twenty Tips for Managing Project-Based Learning. <http://www.edutopia.org/blog/20-tips-pbl-project-based-learning-educators-andrew-miller>
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4
- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A Guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4

Outline Unit 4: Technology and PBL

Unit 1 Relevant learning objectives, from course learning objectives, above:

- j) Develop a single-subject project-based unit that may include: an entry document including standards- based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project; k) Identify the sources and use of basic technologies that support the PBL process for students; (project development, completion of projects, collaboration, communication, and simple tools for accessing and analyzing data and information); l) Identify the sources and use of technology that support the PBL process for teachers/facilitators (formative assessment tools and tracking; project libraries; etc.); m) Develop and implement an “Introduction to PBL” multi-media presentation for use with parent, community, and business partners that explains PBL for lay-persons in a conversational format deliverable in 30 minutes or less

Unit 4 Instructional strategy/learning activities/sample lessons:

1. Review the role of technology in the various PBL models
2. Create a multi-media presentation “Introduction to PBL” for use with parent, community, and business partners that explains PBL for lay-persons in a conversational format deliverable in 30 minutes or less
3. Continue development of single-subject PBL unit focusing on technological and other supports.
4. Reflect on the role of technology in one’s own single-subject PBL project and refine

Unit 4 General resources

- Video on Edutopia: *Transformed by Technology at High Tech High*
- The Buck Institute. Video: Google Apps and Project Based Learning Technology and Education Reform: Technical Research Report – August 1995
<http://www2.ed.gov/pubs/SER/Technology/ch8.html>
- Blumenfeld, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., Gusdial, M. & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the Learning. *Educational Psychologist*. 26 (3-4), 369-398
- Donnelly, R. (2005). Using Technology to Support Project and Problem-based Learning. In T. Barrett, I. Mac Labhrainn, & H. Fallon (Eds.), *Handbook of Enquiry and Problem-based Learning Irish Case Studies and International Perspectives* (pp. 157-177). Galway: Centre for Excellence in Learning and Teaching. Retrieved from: <http://www.aishe.org/readings/2005-2/chapter16.pdf>

Outline Unit 5: Assessment

Unit 5 Relevant learning objectives: Unit 1 Relevant learning objectives, from course learning objectives, above:

- e) Develop a single-subject project-based unit that may include: an entry document including standards- based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project; f) Through the continued development of an individual project-based unit, develop simple formative and summative assessments and corresponding rubrics aligned to curriculum standards for monitoring and evaluating PBL units and student outcomes; g) Comprehend and explain the role of presentations and portfolios in PBL

Unit 5 Instructional strategy/learning activities/sample lessons

1. Continue development of single-subject PBL unit, focusing on the creation of formative and summative assessments for individual PBL units, with emphasis on rubric formation and development
2. Create an outline of a hard or digital portfolio that would fully document the work, reflections and products associated with development of their PBL unit
3. Continue development of single-subject PBL unit focusing on rubrics and formative and summative assessment aligned to the curriculum standards
4. Reflect on PBL development process

Unit 5 General resources

- Markham, T., Larmer, J. & Ravitz J. (2003). *Project based Learning: A Guide to standards-focused project based learning for middle and high school teachers* (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). *PBL starter kit: To-the-point advice, tools and tips*

for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4

- *Classroom Guide: Top Ten Tips for Assessing Project-Based Learning* (from Edutopia)

EDUC 561: APPLICATIONS OF PROJECT-BASED LEARNING IN CURRICULUM AND INSTRUCTION

Prerequisites: Introduction to Project-Based Learning

Course description: (prerequisite EDUC 560). This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods.

Teachers will also learn how to examine the key roles of and identify methods for integrating community partners into the development and implement of their PBL projects. Then, utilizing the content knowledge and experiences from Course 1, teachers will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course's key assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and reflection upon the development experience.

Learning objectives: At the end of this course, students will be able to:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement
- b) Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study
- c) Develop co-curricular rubrics aligned to emerging, developing, proficient, and advanced attainment of learning objectives for math, science, ELA, and social studies
- d) Develop and implement effective formative and summative assessment instruments for a PBL unit
- e) Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice
- f) Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs.
- g) Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body
- h) Select and apply a variety of technologies that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities

- i) Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards
- j) Develop **and implement** an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards
- k) Observe PBL classrooms for no less than ten hours

Key assessments summary

1. Reflect on ten hours of PBL classroom observation
2. Create a cross-disciplinary PBL unit (peer team or group project)
3. Create an individual, content-based (single subject) PBL unit (inclusive – goals and objectives, instructional strategies, learning activities, formative and summative assessment(s) with rubrics (individual)

Unit Outlines

Outline Unit 1: Using PBL to teach PBL; a review of the PBL process from Course One; using data to develop a cross-disciplinary project.

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement; e) Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice;
- i) Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards

Unit 1 Instructional strategy/learning activities/sample lessons

1. Teachers collect and analyze baseline student academic data to determine present level of performance for individuals within the class and inform instructional decision-making
2. Teachers review PBL units to determine best practice for developing PBL aligned cross- disciplinary objectives and integrated methodologies. Specifically, teachers will analyze PBL units to determine if the unit provides differentiated instructional opportunities and activities, including technology and strategy appropriate to the key tasks in the project.

Unit 1 Assessments

1. Teachers will design PBL driving questions, learning objectives, lesson plans, activities, planning sheets, etc. Instructors will assess teacher work products to determine if they adequately develop PBL units that provide differentiated instructional opportunities and activities, including technology and strategies appropriate to the key tasks in the project. Instructors may use rubrics from a variety of resources found throughout this course, including the one below, to assess teachers' ability to construct instructional units that contain the essential project-based learning elements. Specific resource:
 - Buck Institute for Education rubric for determining if a project contains the essential elements of project-based learning:
http://bie.org/object/document/pbl_essential_elements_checklist

Unit 1 General resources

- Evaluation of student-centered learning: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Halvorsen, A. et al (2012). Narrowing the Achievement Gap in Second Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach, Education Policy Center, Michigan State University, Working Paper #26.
- Kolodner, J. et al (2003). Problem-Based Learning Meets Case-Based Reasoning in the Middle-School Science Classroom: Putting Learning by Design™ Into Practice, THE JOURNAL OF THE LEARNING SCIENCES, 12(4), 495–547.
- Thomas, John W. (2000), A Review of Research on Project-based Learning, Autodesk Foundation, San Rafael, CA. http://www.bie.org/index.php/site/RE/pbl_research/29
- Hill, A. (2014). Using Interdisciplinary, Project-Based, Multimodal Activities to Facilitate Literacy Across the Content Areas. *Journal of Adolescent & Adult Literacy*, 57(6).
- Lehman, J. D., Ertmer, P. A., Keck, K., & Steele, K. (2001, March). In-service teacher development for fostering problem-based integration of technology. *SITE (Society for Information Technology and Teacher Education) 2001 Conference Proceedings*. Charlottesville, VA: Association for the Advancement of Computing in Education.

Outline Unit 2: Refining the cross-disciplinary project with formative and summative assessments, including rubric development

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement; c) Develop co-curricular rubrics aligned to emerging, developing, proficient, and

advanced attainment of learning objectives for math, science, ELA, and social studies; d) Develop and implement effective formative and summative assessment instruments for a PBL unit.

Unit 2 Instructional strategy/learning activities/sample lessons

1. Development of formative and summative assessments (for the cross-disciplinary project) that assess content standards and select 21st century skills such as collaboration, presentation and critical thinking, and technology literacy
2. Development of co-curricular rubrics connected to above formative and summative assessments

Unit 2 Assessments

1. Assess students/teachers ability to develop and utilize PBL rubrics that measure oral presentation skills by students' structure and organization, vocal expressions, physical characteristics, appropriateness of content and language, overall impact, and features
2. Instructors will assess formative and summative assessments and accompanying rubrics to determine adequacy

Unit 2 General resources

- Edtechtteacher.org examples of rubrics for assessing student content learning, communication, and collaboration skills that are commonly used with technology-based projects to develop and assess real-world problem-solving skills. <http://edtechtteacher.org/index.php/teaching-technology/assessment-rubrics>
- Edutopia.org PBL tools <http://www.edutopia.org/stw-project-based-learning-best-practices-resources-lesson-plans> includes: tools for assessing student's ability to develop a driving question; project calendar that includes appropriate state standards; Learning objectives; timeline for work deliverables due for each day of the project from the entry event through the final project presentations; and assessment criteria on content literacy, critical thinking, and oral engagement.
 - Edutopia.org PBL step by step guide to the best project-based learning projects <http://www.edutopia.org/stw-project-based-learning-best-practices-guide>
 - Buck Institute for Education common core aligned project-based learning. <http://bie.org/objects/documents>
 - Buck Institute for Education Essential Element Checklist [file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%20%20%20%20Project%20Based%20Learning%20%20%20BIE.htm](file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%20%20%20Project%20Based%20Learning%20%20%20BIE.htm)
 - Holt and Mifflin Project-based learning assessment development guide criteria on content literacy, critical thinking, and oral engagement. <http://college.cengage.com/education/pbl/background.html#The%20Basics>
 - New Tech High School, Oral Presentation Rubric, retrieved from

http://route21.p21.org/?option=com_jlibrary&view=details&id=381&Itemid=179

- Bell, Stephanie (2010). Project-based Learning for the 21st Century: Skills for the Future, *The Clearing House*, 83(2), 39-43.
- Martinez, F. et al (2011), Project-based Learning and Rubrics in the Teaching of Power Supplies and Photovoltaic Electricity. *IEEEExplore*, 54(1), 87-96.
- Woodward, H., & Nanlohy, P. (2004). Digital portfolios: Fact or fashion? *Assessment and Evaluation in Higher Education*, 29(2), 227–238.
- “Driving question TUBRIC 2.0”, BIE, [Resources for PBL 101](#), 2012.
- Assessment in PBL, accessed from <http://www.newtechnetwork.org/services/resources/new-tech-network-assessment-pbl>
- Newmann, F., Bryk, A. S., & Nagaoka, J. K. (2001). *Authentic intellectual work and standardized test: Conflict or coexistence?* Chicago, IL: Consortium on Chicago School Research.

Outline Unit 3: Using PBL to cultivate a culture of independent learning with a diverse classroom and student body; embracing differences

Unit 1 Relevant learning objectives, from course learning objectives, above:

- f) Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs; g) Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body; h) Select and apply a variety of technology that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities.

Unit 3 Instructional strategy/learning activities/sample lessons

1. Use data to select appropriate methods and learning strategies for diverse learners
2. Use appropriate and various instructional methods and technologies to support independent learning through the use of strategies for the delivery of PBL instruction across a variety of learner ability levels
3. Introduce and implement The Learning Toolbox to help students with learning difficulties become more effective learners so that they can meet the increasingly rigorous academic demands of today's schools. The Learning Toolbox is designed to teach learning strategies that promote independent learning and provide equal access to content for all students.
<http://coe.jmu.edu/LearningToolbox/purposerationale.html>
4. Use the six-stage Big6 Skills tool to teach and assess students' ability to independently solve problems or make decisions by using information. The Big 6 focuses on developing and assessing information literacy, information communication, ICT skills, and the problem solving process
5. Assess teacher's ability to develop PBL units that promote student use of use of higher order thinking skills; goal setting; research skills; assembling relevant, credible information; and

reflection. <http://big6.com/>

6. Teachers conduct an analysis of unit lesson plans from a variety of sources to determine if the unit provides differentiated instructional opportunities and activities that meet the instructional needs of diverse learners, as well as technology and learning strategies appropriate to the key tasks and objectives in the unit. Resources the instructor may draw from for this activity include the following:
 - Intel Corporation project-based learning unit plans
<http://www.intel.com/content/www/us/en/education/k12/project-design/unit-plans/grade-index.html>
 - Buck Institute for Education project-based learning module examples anchored to Common Core State Standards <http://174.123.25.183/default.htm>
 - Edutopia.org project-based learning video library <http://www.edutopia.org/videos>
 - Sun Associates examples of various strategies and activities that teachers can incorporate into project-based learning units that can be used to support different student academic ability levels. <http://www.sun-associates.com/lynn/pbl/pbl.html>
 - Blog and Video: http://bie.org/blog/how_does_pbl_support_differentiated_instruction
 - Moss, D. & Van Duzer, C. (1998). Project-Based Learning for Adult English Language Learners. Center for Adult English Language Acquisition.
 - Lee, O., Hart, J., Cuevas, P., & Enders, C. (2004). Professional Development in Inquiry- Based Science for Elementary Teachers of Diverse Student Groups. *Journal of Research in Science Teaching*, <http://onlinelibrary.wiley.com/store/10.1002/tea.20037/asset/20037 ftp.pdf?v=1&t=htbiji0i&s=959cc636d5817e655e827697a990f675d56c49ae>
 - Warren, B., et al. Rethinking Diversity in Learning Science: The Logic of Everyday Sense-Making. <http://onlinelibrary.wiley.com/store/10.1002/tea.1017/asset/1017 ftp.pdf?v=1&t=htbipe5o&s=e5e153a449b593536921a54dfb66aa7cb30d3514>

Unit 3 General resources

- Fiol, Marlene, (1994). Consensus, Diversity, and Learning in Organizations, *Organization Science*, 5(3), 403-420.
- Hill, A. (2014). Using Interdisciplinary, Project-Based, Multimodal Activities to Facilitate Literacy Across the Content Areas. *Journal of Adolescent & Adult Literacy*, 57(6).
- Moss, D. & Van Duzer, C. (1998). Project-Based Learning for Adult English Language Learners. Center for Adult English Language Acquisition.
http://www.cal.org/caela/esl_resources/digests/projbase.html
- Zimmerman, Barry J. (2002), Becoming a Self-Regulated Learner: An overview, *THEORY INTO PRACTICE*, Ohio State University, 41(2), 64-70.
- Zimmerman, B.J. (2001). Theories of self-regulated learning and academic achievement: An overview and analysis. In B.J. Zimmerman & D.H. Schunk (Eds.), *Self-regulated learning and*

academic achievement: Theoretical perspectives (2nd ed., pp.1-37). Mahwah, NJ: Erlbaum.

Outline Unit 4: Creating and implementing an individual, content-based PBL unit in the classroom

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement; b) Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study; c) Develop and implement effective formative and summative assessment instruments for a PBL unit; d) Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice; e) Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs; f) Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body; g) Select and apply a variety of technology that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities; h) Develop a cross- curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards; j) Develop and implement an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards;

Unit 4 Instructional strategy/learning activities/sample lessons

1. Create disciplinary objectives and include appropriate methodology in project design
2. Analyze student assessment data within the project to inform instruction and practice during project implementation
3. Create, use, and revise unit rubrics and assessments
4. Project implementation: teachers make videos of themselves teaching PBL lessons; blog reflections to classmates as they progress through the implementation of their PBL unit or have an online discussion board for the same purpose; teachers discuss implementation and student academic progress in groups. They receive feedback from peers and instructor and are then given opportunities to modify lessons after class discussion and review of their data.

Unit 4 assessments Unit assessment, classroom observation(s) of implementation, analysis. Resources specific

to key assessments:

1. Assess teachers' objectives for the planned unit project
2. Assess teachers' individual data analysis of project implementation
3. Assess teachers' reflections for standards-based discussion regarding project implementation

Unit 4 General resources

- Edutopia.org PBL step by step guide to the best project-based learning projects
<http://www.edutopia.org/stw-project-based-learning-best-practices-guide>
- Buck Institute for Education project-based learning design tool
<http://174.123.25.183/pathway2.html>
- Holt and Mifflin Project-based learning development guide
<http://college.cengage.com/education/pbl/background.html#The%20Basics>
- Mergendoller, J., & Thomas, J. W. (2005). *Managing project-based learning: Principles from the field*. Retrieved November 5, 2013, from <http://www.bie.org/tmp/research/researchmanagePBL.pdf>
- Thomas, J. W. & Mergendoller, J. R. (2000). Managing project-based learning: Principles from the field. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans.
- Doppelt, Yaron, (2003). Implementation and Assessment of Project-Based Learning in a Flexible Environment, *International Journal of Technology and Design Education*, 13 (3), 255-272.
- Scarborough, Harry et al (2004). Project-based learning and the role of learning boundaries, *Organization Studies*, 25 (9), 1579-1600.

Organization Studies, 25 (9), 1579-1600.

Outline Unit 5: PBL and the Community – utilizing partners and promoting the methodology

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study.

Unit 5 Instructional strategy/learning activities/sample lessons:

- 1) Review the cross curricular and individual content PBLs and assess how/when stakeholders were used. Teachers will then develop and incorporate an appropriate plan for involving stakeholder's participation into their PBL unit
- 2) Analyze and create stakeholder strategies to improve/inform practice

Unit 5 Assessments:

1. Develop rubric to assess teachers' ability to utilize stakeholders appropriately for two prior PBL units and

assess teachers' progress

Unit 5 General resources

- Eyley, Janet (2002). Linking Service and learning: Linking Learning and Communities, *Journal of Social Issues*, 58(3), 517-534.
- Langhout, R., J. Rappaport, and D. Simmons, (2002). Integrating Community into the Classroom: Community Gardening, Community Involvement, and Project-based Learning, *Urban Education*, 37 (3), 323-349.
- Thomas, J. W. & Mergendoller, J. R. (2000). Managing project-based learning: Principles from the field. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans.
- Doppelt, Yaron, (2003). Implementation and Assessment of Project-Based Learning in a Flexible Environment, *International Journal of Technology and Design Education*, 13 (3), 255-272.

Outline Unit 6: Course Summation and looking ahead to the Practicum

Unit 1 Relevant learning objectives, from course learning objectives, above: review of ALL, a -j

Unit 6 Instructional strategy/learning activities/sample lessons:

1. Course evaluation
2. Expectations for Practicum: PBL in practice

Unit 6 assessments

1. Instructor should develop rubrics to assess teacher's ability to design PBL content and assessments. Assessment rubrics will determine a student's collaborative ability, mastery of learning objectives, activities rubrics, technology utilization rubrics, critical thinking, and problem solving rubrics, etc. Instructors will assess teachers' three key work products (the two projects and their field-based reflections) to determine if they adequately developed PBL units that provide differentiated instructional opportunities and activities to meet the instructional needs of diverse learners, including technology, strategies appropriate to the key tasks in the project, and presentation skills. The following resources may be utilized to develop a variety of learning activities for this purpose:

- Edutopia.org PBL tools <http://www.edutopia.org/stw-project-based-learning-best-practices-resources-lesson-plans>
- "Driving question TUBRIC 2.0", BIE, [Resources for PBL 101](#), 2012.
- edtechteacher.org tools for assessing student learning <http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics>
- Buck Institute for Education common core aligned project-based learning rubrics <http://bie.org/objects/documents>
- Holt and Mifflin Project-based learning assessment development guide <http://college.cengage.com/education/pbl/background.html#The%20Basics>

- New Tech High School, Oral Presentation Rubric, retrieved from: http://route21.p21.org/?option=com_jlibrary&view=details&id=381&Itemid=179
- Assessment in PBL, accessed from: <http://www.newtechnetwork.org/services/resources/new-tech-network-assessment-pbl>
- Buck Institute for Education Essential Element Checklist <file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%20%20%20%20Project%20Based%20Learning%20%20%20%20BIE.htm>
- Edutopia.org PBL step by step guide to the best project-based learning projects <http://www.edutopia.org/stw-project-based-learning-best-practices-guide>

EDUC 562: PRACTICUM IN PROJECT-BASED LEARNING

Prerequisites: Introduction to Project-Based Learning; Applications of Project-Based Learning in Curriculum and Instruction

Course Description: (prerequisites EDUC 560 and EDUC 561). The field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four, monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format.

Alignment to Standards: This experience and its assessments are aligned with the National Board for Professional Teaching Standards (NBPTS): 1) Teachers are committed to students and their learning and demonstrate ability to improve instructional practices; 2) Teachers demonstrate the ability to enrich curriculum and instruction with technology; 4) Teachers demonstrate the ability to improve student achievement through appropriate research-based strategies; 5) Teachers demonstrate ability to implement well-planned, content appropriate professional development programs. The teachers/practitioners will also address six key PBL learning strategies to include: 1) Authentic inquiry, 2) Academic rigor of content standards, 3) Applied learning and collaborative problem solving, 4) Exploring the need to know, 5) Connecting to an audience, and 6) Authentic assessment that includes reflection and revision.

Key Learning objectives: At the end of this course, students will be able to:

- 1) Develop and *implement* PBL unit(s), which may include project description(s), timeline(s), standards-based learning objectives, project rationales, integrative activities, formative and summative assessments, related resources and technological supports;
- 2) Write and provide ongoing lesson plans for PBL unit(s) for an entire quarter (nine-weeks of

learning);

- 3) Design and deliver PBL instruction that meets the academic needs of all students
- 4) Develop and present a professional development introduction to PBL for their peers that could include: a grade-level workshop, a department-level workshop, or a school-wide faculty meeting.

Course overview

1. First class meeting

- a. Review of course requirements, key objectives and assessments, and rubrics
- b. Review of online course delivery system (Moodle or equivalent) and reflection journal
- c. Discussion of Course Two (Applications of Project-Based Learning In Curriculum and Instruction)
- d. Discuss PBL units to be developed and possible implementation scenarios
- e. Class activities based on PBL implementation with sample units

2. Second class meeting

- a. Review of online reflection journal, concerns and successes
- b. Review of lesson plan requirements, and deadlines for written unit submission
- c. Sharing of successes

3. Third class meeting

- a. Sharing of successes through digital records of observations
- b. Peer review of reflection journals – discussion
- c. Identification of things to work on

4. Final class meeting

- a. Sharing of successes of peer workshops through digital recordings
- b. Celebration of other PBL successes

Key Assessments Summary: The Practicum consists of four assessments, including maintaining an online PBL journal; scheduled and unscheduled classroom observations; written PBL units and lesson plans; and designing an introduction to PBL workshop for peers. These are detailed below, followed by rubrics for the first three assessments.

Six Key PBL Strategies Six key PBL strategies are referenced in key assessments, below. They are:

1. **Authentic Inquiry.** Students go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges that adults would likely seek. Students must present and defend a ‘solution’ even though no one correct answer may be available.
2. **Academic Rigor of content standards.** Projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Students develop inquiry-based skills

because of the demanding breadth and depth of specific knowledge of central concepts.

3. Applied learning and collaborative problem-solving. Students must apply new skills and knowledge toward solution development. Students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ should also be evident.

4. **Exploring the need to know.** Students are required to conduct their own independent research, gather information from authentic sources, and collect and record raw data. As often as possible, students are required to do field-based or experiential research in real-world contexts, and gather information and data from multiple sources, in multiple ways, using multiple technologies.

5. **Connecting to an audience.** Students must present their work to other people, preferably adults, communicating questions and research outcomes while also seeking input. Presentations, portfolios, or other authentic works are often used. When possible, students have the opportunity to observe and work alongside adults in ‘real-world’ settings relevant to their projects.

6. Authentic assessment that includes reflection and revision. Students are assessed in a process that includes authentic outcomes, observable formative assessments, and clear, established criteria. Students use structured journals or online systems to log progress, reflect on progress and learning, and to revise thinking. Advanced projects allow students to establish assessment criteria and assessment opportunities.

Key Assessment #1: PBL Journal The PBL journal requires one entry every two weeks for a total of 6 entries. Each entry should concentrate on one of the six key PBL strategies addressed in the prior courses and during the practicum. The formatting and length of the journal entries are at the discretion of the candidates; however, the entries should be sufficient to *thoroughly provide evidence of discussing each strategy and meeting each requirement.* **PBL journal scoring rubric, page 29**

Key Assessment 2: PBL Lesson Plans Teachers in the Practicum should have satisfactorily completed courses one and two (Introduction to Project Based Learning and Applications of Project-Based Learning In Curriculum and Instruction) and demonstrated mastery in PBL unit research and preparation. This assessment seeks to measure their implementation of PBL units across an academic period. Elementary teachers may implement in one content area (i.e. language arts or social studies) or choose to implement across two content areas. Middle and high school teachers who are content specialists may choose to implement in one section of one content course (i.e. 1st period Math II) or across multiple sections of the same content specialty (i.e. all three sections of English IV CP). If possible, they may also choose to develop projects across two content areas. The assessment rubric seeks to examine teacher success in planning and design for implementing PBL strategies and content standards. Design of rubric(s) for assessments and pacing will also be assessed. **Lesson plan scoring rubric, page 31**

Key Assessment 3: Practicum Classroom Observations The university supervisor or PBL mentor will observe the teacher at least two times during the implementation period. One observation will be unannounced based on the teacher’s PBL calendar and lesson plans provided to the instructor. A formal, planned observation will take place after the mid-point of the term and PBL implementation. The assessment rubric seeks to examine standards-based content strength, success in the implementation of six key PBL strategies, and the degree to

which a culture of student agency has been incorporated into the PBL classroom. **Classroom observation rubric, page 32**

Key Assessment 4: Designing an Introduction to PBL Workshop Each teacher/practitioner will design a workshop for faculty, peers, and staff at the school placement site that will raise critical awareness of project-based learning and promote development and implementation of PBL at their school(s). Teachers who are currently working at PBL project schools may choose to deliver their workshop off- site, or write a proposal to present at a state or regional conference in lieu of this site-based requirement. A written proposal, overview, and design of the project will be required. These peer- responses should reference the standards and key PBL strategies as defined above.

PRACTICUM KEY ASSESSMENTS SCORING RUBRICS (beginning next page)

1. PBL Journal Scoring Guide
2. PBL Lesson Plan Scoring Guide
3. Practicum Classroom Observation Scoring Guide

KEY ASSESSMENT: PBL JOURNAL SCORING GUIDE				
PBL Key Strategies	Possible	Exceeds Expectations	Meets Expectations	Approaches Expectations
Journal entry based on 1. Authentic Inquiry.		Projects require students to demonstrate exemplary knowledge about authentic inquiry and show possible ‘real-world’ outcomes outside of school for products of student work.	Projects require students to demonstrate satisfactory knowledge of authentic inquiry. Projects have meaning for students and provide ‘need to know’ requirements.	Projects require students to demonstrate partial knowledge about authentic inquiry. Projects have little connection with ‘real-world’ contexts and do not seem to have meaning for students.
Journal entry based on 2. Academic Rigor of content standards.		Projects require students to demonstrate knowledge of exemplary expectations of academic rigor. Content standards are clearly delineated and process and outcomes for students are challenging and instructive.	Projects require students to show knowledge of academic rigor and content standards. Projects have clear content standards and key learning objectives are listed and appropriate.	Projects clearly list and discuss content standards but rigor is absent, or projects may not discuss applicable content standards or key objectives.

<p>Journal entry based on 3. Applied learning and collaborative problem-solving</p>		<p>Projects require students to demonstrate exemplary incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects, presentations, and/or portfolios require students to apply new skills and knowledge in real-world settings that are complex. Students must use real- word organizational skills and complex processes of higher-</p>	<p>Projects require students to demonstrate satisfactory incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects, presentations, and/or portfolios require students to apply new skills and knowledge appropriately.</p>	<p>Projects require students to demonstrate partial incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects may not adequately promote new skills or application of knowledge in appropriate ways. Limited use of higher-order thinking skills.</p>
<p>Journal entry based on 4. Exploring the need to know.</p>		<p>Projects require students to demonstrate exemplary use of various resources, including integrative technology, field-based experiences, and ‘real-word’ settings, to conduct formal research and inquiry.</p>	<p>Projects require students to demonstrate satisfactory use of various resources, including the integrative technology, to conduct formal research and inquiry.</p>	<p>Projects require students to demonstrate partial use of various resources, including integrative technology, conduct research and inquiry. Little independent research may be required or most information is gathered from textbooks or teacher.</p>

<p>Journal entry based on 5. Connecting to audience</p>		<p>Projects require students to demonstrate exemplary evidence of connections that require contacts with stakeholders, key adults or community members. Students have an opportunity to observe or work in real-world settings alongside adults or participate in field-placements with key learning outcomes.</p>	<p>Projects require students to demonstrate satisfactory evidence of communications that require contacts with stakeholders, key adults, or community members. Students have an opportunity to observe or work in real-world settings.</p>	<p>Projects require students to demonstrate evidence of communications that show partial connections but these may not include adult stakeholders or have limited contacts.</p>
<p>Journal entry based on 6. Authentic assessment that includes reflection and revision.</p>		<p>Projects show exemplary evidence of clear expectations, well- formulated formative and summative assessments, and ongoing reflection and journaling, to assess student progress. Final products, including presentations, portfolios, or special projects, are authentic and demonstrate key objectives, often at the suggestion of students themselves or key stakeholders.</p>	<p>Projects show evidence of clear expectations, well- formulated formative and summative assessments, and ongoing reflection and journaling, to assess student progress. Final products, including presentations, portfolios, or special projects, are authentic and demonstrate key objectives.</p>	<p>Projects show some evidence of authentic outcomes but assessment opportunities are limited in scope, may not offer clear expectations for students, or do not demonstrate measurable outcomes in the application of key objectives.</p>
<p>TOTAL</p>				

KEY ASSESSMENT RUBRIC: PBL LESSON PLAN SCORING GUIDE				
Performance	Points	Exceeds Expectations	Meets Expectations	Approaches Expectations
1. Planning for Standards-based PBL and Content Instruction.		Teacher demonstrates superior knowledge, understanding, and application of PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Well-researched teacher plans meet and exceed all six categories of PBL learning strategies.	Teacher knows, understands, and applies PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Teacher's plans meet all six categories of PBL learning strategies.	Teacher may know, understand, and apply PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners but plans do not show complete evidence. Teacher's plans may not meet all six categories of PBL learning strategies or instructional support for diverse learners may be lacking.
2. Managing and Implementing Standards-based PBL Content Instruction.		Teacher shows evidence of advanced knowledge, classroom management, and a variety of standards-based instructional strategies. Strategies are engaging, integrative, and interactive. Overwhelming evidence for student agency and student-directed learning.	Teacher knows, manages, and implements a variety of standards-based instructional strategies using integrative and interactive techniques that promote student agency.	Teacher knows and manages an interactive classroom but instructional strategies lack variety, engagement, or integration. Student agency may be diminished or lacking in classroom management.
3. Using resources Effectively in PBL and Content Instruction.		Advanced knowledge of PBL resources and use of integrative technology is overwhelmingly evidenced in the classroom. Teacher as facilitator assists students in using all resources	Teacher is familiar with a range of PBL methods, resources, and technologies and chooses, adapts, and assists students in using them in their PBL classrooms.	Teacher is familiar with a range of PBL methods, resources, and technologies, but there is less evidence of student choice, adaptation, and assistance in this PBL classroom.

4. Using appropriate Assessments for PBL.		Teacher understands, plans for, and implements a variety of performance-based assessment tools and techniques (including portfolios or presentations) to inform instruction in their PBL classroom. Rubrics consistently address the	Teacher understands, plans for, and implements a variety of performance-based assessment tools and techniques (including portfolios or presentations) to inform instruction in their PBL classroom. Rubrics adequately address the	While teacher understands, and plans for performance-based assessment, the assessments lack variety and do not consistently provide appropriate, measurable data. Rubrics do not consistently address the six PBL strategies.
5. Unit pacing and long-term planning for PBL.		Overwhelming evidence of project planning for formative and summative assessments is provided. Teacher-made and appropriated assessments show appropriate pacing and flexibility required to implement projects aligned with the six key learning strategies.	Project planning for formative and summative assessments shows appropriate pacing and flexibility required to implement projects aligned with six key learning strategies.	Project planning for formative and summative assessments does not consistently show appropriate pacing and/or the flexibility required to implement projects aligned with the 6 key learning strategies.
TOTAL				

KEY ASSESSMENT RUBRIC: PRACTICUM CLASSROOM OBSERVATION SCORING GUIDE

Performance	Exceeds Expectations	Meets Expectations	Approaches Expectations
Planning for Standards-based PBL and Content Instruction.	Teacher demonstrates superior knowledge, understanding, and application of PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Well-researched teacher plans meet and exceed all six categories of PBL learning strategies.	Teacher knows, understands, and applies PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Teacher's plans meet all six categories of PBL learning strategies.	Teacher may know, understand, and apply PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners but plans do not show complete evidence. Teacher's plans may not meet all six categories of PBL learning strategies or instructional support for diverse learners may be lacking.

Authentic Inquiry	Observation shows that all students in this classroom go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges. Teacher exhibits challenge to students to present and defend a ‘solution’ even though no one correct answer may be available.	It is clearly evident that students go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges. Students have to present and defend a ‘solution’ even though no one correct answer may be available.	It is evident that some students go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges. Teacher does not exhibit evidence that ALL students have to present and defend a ‘solution’.
Academic Rigor of content standards	Observed interaction shows that projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Overwhelming evidence, including Teacher observation of facilitating students to develop inquiry- based skills that demand a breadth and depth of specific knowledge of central concepts.	Observed interaction shows that projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Teacher is observed facilitating students to develop inquiry-based skills that demand a breadth and depth of specific knowledge of central concepts.	Observed interaction shows that while projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning, this is not always consistently observed in the classroom. Teacher may not facilitate effectively or classroom is less developed as yet.

<p>Applied learning and collaborative problem-solving</p>	<p>Classroom observation shows that students are asked to apply new skills and knowledge toward solution development at a high level. Overwhelming evidence suggests that students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ are consistently evident.</p>	<p>Classroom observation shows that students are asked to apply new skills and knowledge toward solution development. Students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ are also evident.</p>	<p>Classroom observation shows that students are asked to apply new skills and knowledge toward solution development at an introductory level. While students are required to work in groups and as a team, and to use higher-order thinking skills, these are not advanced enough to show effective self-management. Technology integration, time management, allocation of resources and other ‘real-world skills’ are lacking or not consistent overall.</p>
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<p>Exploring the need to know</p>	<p>Teacher is observed facilitating students as they conduct their own, independent research, gather information from authentic sources, and collect and record raw data. Students must do field-based or experiential research in real-world contexts, and facilitate the gathering of information and data from multiple sources in multiple ways, using multiple technologies is available and observable at all times.</p>	<p>Teacher is observed facilitating students as they conduct their own, independent research, gather information from authentic sources, and collect and record raw data. It is evident that students are required to do field-based or experiential research in real-world contexts and gather information and data from multiple sources, in multiple ways, using multiple technologies.</p>	<p>Insufficient evidence is available to show that the teacher facilitates students in conducting their own, independent research, or gathering information from authentic sources. It is not clearly evident that students are required to do field-based or experiential research in real-world contexts using multiple technologies.</p>
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Connecting to an audience	Teacher is observed facilitating and preparing students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Teacher has facilitated a real-world, workplace setting for implementation or a feasible field-placement for final review.	Teacher is observed facilitating and preparing students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Teacher may have facilitated a real-world, workplace setting for implementation.	There is not clear evidence that the teacher has facilitated and prepared students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Authentic outcomes with a real-world audience are not observed.
Authentic assessment that includes reflection and revision	Students are assessed in a process that includes authentic outcomes (such as portfolios and presentations), observable formative assessments, and clear, established criteria. It is clearly evident that this advanced classroom allows for projects where students have established assessment criteria and their own assessment opportunities. While the assessment does not have to occur during observation, evidence of ongoing formative and/or summative assessment should be observable.	Students are assessed in a process that includes authentic outcomes (such as portfolios and presentations), observable formative assessments, and clear, established criteria. While the assessment does not have to occur during observation, evidence of ongoing formative and/or summative assessment should be observable.	There is inconsistent evidence to show that students are assessed in a process that includes authentic outcomes, observable formative assessments, and clear, established criteria. While the assessment does not have to occur during observation, there is insufficient evidence of ongoing formative and/or summative assessment observed.

Observed incorporation of Student Agency	Teacher shows evidence of advanced knowledge, classroom management, and a variety of standards-based instructional strategies. Strategies are engaging, integrative, and interactive. Overwhelming evidence for student agency and student-directed learning.	Teacher knows, manages, and implements a variety of standards-based instructional strategies using integrative and interactive techniques that promote student agency.	Teacher knows and manages an interactive classroom but instructional strategies lack variety, engagement, or integration. Student agency may be diminished or lacking in classroom management.
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APPENDIX

**Three-Course Endorsement in Project-Based Learning for South Carolina Teachers
South Carolina School of Education Project-Based Learning Teaching Endorsement/Credential Initiative**

A three-course project-based learning teaching endorsement (add-on teaching credential), the first of its kind in the country, is now available in South Carolina. The endorsement was developed by the Riley Institute at Furman, Claflin University, College of Charleston, Furman University, Winthrop University, and the South Carolina Department of Education (SCDE). Experts from New Tech Network and educators teaching in South Carolina PBL schools also participated in the process.

With support from the South Carolina Department of Education, the detailed three-course endorsement was approved by the State Board of Education in fall 2014 and the Legislature in spring 2015. The first of the courses was offered at Furman University in summer of 2015, and Claflin, College of Charleston and Winthrop will begin offering coursework in the 2015-16 academic year. The curriculum design, coursework, syllabi and resources are “open source” upon which any college of education may draw.

A growing interest in project-based learning (PBL) and incorporation of this methodology in schools across the South Carolina is driving an emerging need for teachers who know how to design, deliver, support and assess standards-driven project-based learning. The scarcity of such teachers has been emphatically identified by a number of the state’s education stakeholders as one of the leading obstacles to broad implementation of this innovative and proven methodology.

In the 2011 Investing in Innovation grant that brought New Tech Networks schools to South Carolina, written by KnowledgeWorks Foundation and the Riley Institute, key colleges of education throughout the state committed to helping build a growing corps of teachers with a solid theoretical and practical knowledge of how to use PBL in the classroom.

The Riley Institute respectfully requests that any schools of education offering this coursework in full or in part give credit to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.

For information about the PBL teaching endorsement, please call Cathy Stevens at 864.294.3265 or email cathy.stevens@furman.edu.

Data Supporting Project-Based Learning

Research shows that standards-driven project-based learning can drive dramatic improvements in student achievement and attainment and significantly increase college and career readiness. Best practices in project-based learning are those that integrate content across curriculum and inculcate such critical workplace skills as analytical and critical thinking, problem solving and collaboration. Data show that by utilizing project-based learning in the classroom, students can gain stronger 21st century learning skills, significantly outperform their peers and become more college- and career-ready than students in traditional models. A three-year longitudinal study (Boaler, 1998) found that students in project-based learning classroom environments did significantly better on mathematics testing than did those in lecture/discussion environments. In 2010, Kanter and Konstantopoulos reported that project-based learning science curricula improves science achievement among minority students and that usage of inquiry-based science learning activities by teachers correlated with improvement of students' attitudes about science. Thomas's (2000) meta-analysis of research on project-based learning notes that studies point to relationships between project-based learning and improved student achievement, quality of learning, and grasp of 21st century skills.

Students instructed with the project-based learning approach have retained the knowledge, skills, and dispositions that lend themselves to success in the 21st century marketplace. Boaler (1998) found that students learning in a project-based learning environment gained 21st century skills and reported greater real world relevancy in their education. Capon and Kuhn (2004) found that project-based learning led to a greater retention of knowledge.

Though New Tech is just one of the project-based learning models in place nationally, the size and relatively long history of its network generates excellent data to understand outcomes. In their 2013 outcomes report, the New Tech Network reports that students in New Tech schools graduate at a rate 6% higher than the national average and enroll students in college at a rate 9% higher than the national average. Additionally, New Tech students persist in four-year colleges at a rate 17% higher than the national average and in two-year colleges at a rate 46% greater than the national average. Studies also show that New Tech students grow in higher order thinking skills between freshman and senior years at a rate 75% greater than comparison groups.

In 2013, South Carolina reported a greatly improved graduation rate of 77.5% for the 2011-2012 class. Comparatively, at Anson New Tech in Anson, North Carolina, a rural, high-poverty setting similar to many in South Carolina, in 2010-11, 95%¹ of its first New Tech class graduated and were accepted into a post-secondary setting (community college, technical college, military, or four-year university). In 2011-2012, 94% did and in 2012-2013, 93%. Prior to its conversion to project-based learning, Anson was a low-performing school in a low-performing district with a 2005-2006 graduation rate of 63%.

¹ All Anson graduation rates reflect National Governor's Association Compact Rate

Finally, project-based learning has greatly improved learning outcomes in other rural or disadvantaged areas demographically similar to many communities in South Carolina. In 2011, of the then 62 New Tech schools across 16 states, about 25% were located in rural communities and 75% in urban or suburban settings. Across tested subjects, the project-based learning rural schools outperformed rural comparison schools by a rate of 83% in ELA subject tests and a rate of 77% across math subject tests. In two rural North Carolina New Tech schools, 100% of seniors who started the year graduated in 2011; in one school, 100% of graduating seniors were accepted into college, with 93% of graduating seniors accepted into college from the other.

ENDORSEMENT COURSEWORK

COURSE ONE: INTRODUCTION TO PROJECT BASED LEARNING (PBL)

Course Description: This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.

This course is divided into multiple units and includes immersion in a PBL experience and a multi-media presentation component:

- The first unit covers background and knowledge of PBL: Students learn about the characteristics and attributes of PBL. They then reflect on research that supports PBL.
- Units two – five cover instructional development: technological and pedagogical content knowledge are applied as students work toward the design of a project-based unit. Competencies are continually built as students read about and discuss the principles of PBL; reflect on observations of PBL environments in school settings; and incorporate what they are learning into the design of an entire project-based unit.

Learning objectives: at the end of this course students will be able to:

- a) Identify characteristics and attributes of PBL
- b) Discuss the theories and data to support PBL
- c) Comprehend and explain how PBL supports attainment of content knowledge and college and career skills
- d) Comprehend and explain the advantages and disadvantages of PBL and its implications for student achievement
- e) Develop a single-subject project-based unit that may include: an entry document including standards-based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project
- f) Through the continued development of an individual project-based unit, develop rubrics aligned to curriculum standards and corresponding simple formative and summative assessments and for monitoring and evaluating PBL units and student outcomes
- g) Comprehend and explain the role of presentations and portfolios in PBL

- h) Explore and implement teacher's role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique
- i) Comprehend and explain the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning.
- j) Identify the sources and use of basic technologies that support the PBL process for students (project development, completion of projects, collaboration, communication, and simple tools for accessing and analyzing data and information)
- k) Comprehend and explain the role of student agency and how to cultivate and support it within a diverse student body
- l) Comprehend and explain the sources and use of technology that support the PBL process for teachers/facilitators (formative assessment tools and tracking, project libraries, etc.)
- m) Develop and implement an "Introduction to PBL" multi-media presentation for use with parent, community, and business partners that explains PBL for lay-persons and the average citizenry in a conversational format deliverable in 30 minutes or less

Key Assessments Summary

1. Theory-based reflections tied to the course readings, videos, and case studies
2. Observations of PBL units/lessons from videos and case studies
3. Creation of a PBL unit that incorporates knowledge and content learned in this introductory course
4. Creation of multi-media project

Unit Outlines

Outline Unit 1: Introduction to PBL

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Identify characteristics and attributes of PBL; b) Discuss the theories and data to support PBL; c) Explain how PBL supports attainment of content knowledge and college and career skills; d) Discuss the advantages and disadvantages of PBL and its implications for student achievement

Unit 1 Instructional strategy/learning activities/sample lessons

1. *Convene a two-day Statewide PBL Endorsement Kick-Off:* Students from all South Carolina schools of education offering the PBL endorsement will convene for two days of "PBL Camp" in Columbia to experience immersion in the PBL process, meet PBL experts in the field, hear from a compelling keynote speaker, and connect with other PBL teachers statewide to share project ideas and experiences.
2. Reflect on statewide experience

3. Watch video case studies of PBL classrooms and reflect on these observations
4. Unpack the research and theories that support PBL
5. Engage immediately in PBL through participation in PBL unit developed by instructor.
6. Review a variety of PBL units to determine best practices for developing PBL-aligned cross-disciplinary objectives and integrated methodologies. Specific resources:
 - Intel unit lesson plan data base
<http://www.intel.com/content/www/us/en/education/k12/project-design/unit-plans/grade-index.html>
 - Buck Institute for Education project-based learning examples, anchored to Common Core State Standards, are provided by BIE. Learning and design modules are provided.
<http://174.123.25.183/default.htm>
 - Edutopia.org project-based learning video library <http://www.edutopia.org/videos>
 - Activity for exploring project-based learning from the perspective of how such activities support different student learning styles and academic ability levels. <http://www.sun-associates.com/lynn/pbl/pbl.html>

Unit 1 General resources

- Coffee, H. Project Based Learning. <http://www.learnnc.org/lp/pages/4753>
- Checkley, K. (1997). Problem-based learning: The search for solutions to life's messy problems. *ASCD Curriculum Update*, 1-3, 6-8
- Terenzini, Patrick T. et al (2001). Collaborative Learning vs. Lecture/Discussion: Students' Reported Learning Gains, *Journal of Engineering Education*, 27(6), 123-130.
- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A Guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4
- Edutopia - <http://www.edutopia.org/pbl-research-annotated-bibliography#barron2>
- Strobel, J., & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of Problem-based Learning*, 3(1). Available at: <http://dx.doi.org/10.7771/1541-5015.1046>
- Thomas, John W. (2000), A Review of Research on Project-based Learning, Autodesk Foundation, San Rafael, CA. http://www.bie.org/index.php/site/RE/pbl_research/29
- Theory Behind PBL. <http://ldt.stanford.edu/~jeepark/jeepark+portfolio/PBL/theory.htm>
- Top 10 Resources. <http://bie.org/objects/related/7036/all>. The Buck Institute for Education.
- Walker, A., & Leary, H. (2009). A Problem Based Learning Meta Analysis: Differences Across

Problem Types, Implementation Types, Disciplines, and Assessment Levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1). Available at: <http://dx.doi.org/10.7771/1541-5015.1061>

Outline Unit 2: Starting to Design a PBL Unit

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Develop a single-subject project-based unit that may include: an entry document including standards-based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project

Unit 2 Instructional strategy/learning activities/sample lessons

1. Begin development of single-subject PBL unit (development will continue throughout the course) focusing on entry document (with standards-based learning objectives), project description, rationale and theoretical basis for the project.
2. Review different models of PBL (Buck Institute, New Tech Network, High Tech, expeditionary and other model implementations)
3. Introduce and explore the role of technology in the various PBL models
4. Reflect on PBL development process

Unit 2 General resources

- Baron, K (2010). Six Steps for Planning a Successful Project. Edutopia. <http://www.edutopia.org/stw-maine-project-based-learning-six-steps-planning>
- Blumenfeld, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., Gusdial, M. & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the Learning. *Educational Psychologist*. 26 (3-4), 369-398
- Brush, T., & Saye, J. (2000). Design, implementation, and evaluation of student-centered learning: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Halvorsen, A. et al (2012). Narrowing the Achievement Gap in Second Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach, Education Policy Center, Michigan State University, Working Paper #26.
- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California.

ISBN 978-0-9740343-2-4

- Edutopia. Project-Based Learning Research Review: Evidence-Based Components of Success. <http://www.edutopia.org/pbl-research-evidence-based-components>

Outline Unit 3: Manage the Process

Unit 1 Relevant learning objectives, from course learning objectives, above:

- h) Develop a single-subject project-based unit that may include: an entry document including standards-based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project; i) Explore and implement teacher's role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique; j) Comprehend and explain the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning; k) Comprehend and explain the role of student agency and how to cultivate and support it within a diverse student body

Unit 3 Instructional strategy/learning activities/sample lessons

1. Revisit various PBL models to discuss how projects are managed from each perspective
2. Reflect on the teacher's role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique.
3. Reflect on student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning.
4. Continue development of single-subject PBL unit focusing on timelines, activities, and materials
5. Reflect on PBL development process

Unit 3 General resources

- Brush, T., & Saye, J. (2000). Design, implementation, and evaluation of student-centered learning: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Edutopia. Twenty Tips for Managing Project-Based Learning. <http://www.edutopia.org/blog/20-tips-pbl-project-based-learning-educators-andrew-miller>
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4
- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A Guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4

Outline Unit 4: Technology and PBL

Unit 1 Relevant learning objectives, from course learning objectives, above:

- j) Develop a single-subject project-based unit that may include: an entry document including standards- based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project; k) Identify the sources and use of basic technologies that support the PBL process for students; (project development, completion of projects, collaboration, communication, and simple tools for accessing and analyzing data and information); l) Identify the sources and use of technology that support the PBL process for teachers/facilitators (formative assessment tools and tracking; project libraries; etc.); m) Develop and implement an “Introduction to PBL” multi-media presentation for use with parent, community, and business partners that explains PBL for lay-persons in a conversational format deliverable in 30 minutes or less

Unit 4 Instructional strategy/learning activities/sample lessons:

1. Review the role of technology in the various PBL models
2. Create a multi-media presentation “Introduction to PBL” for use with parent, community, and business partners that explains PBL for lay-persons in a conversational format deliverable in 30 minutes or less
3. Continue development of single-subject PBL unit focusing on technological and other supports.
4. Reflect on the role of technology in one’s own single-subject PBL project and refine

Unit 4 General resources

- Video on Edutopia: *Transformed by Technology at High Tech High*
- The Buck Institute. Video: Google Apps and Project Based Learning Technology and Education Reform: Technical Research Report – August 1995
<http://www2.ed.gov/pubs/SER/Technology/ch8.html>
- Blumenfeld, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., Gusdial, M. & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the Learning. *Educational Psychologist*. 26 (3-4), 369-398
- Donnelly, R. (2005). Using Technology to Support Project and Problem-based Learning. In T. Barrett, I. Mac Labhrainn, & H. Fallon (Eds.), *Handbook of Enquiry and Problem-based Learning Irish Case Studies and International Perspectives* (pp. 157-177). Galway: Centre for Excellence in Learning and Teaching. Retrieved from: <http://www.aishe.org/readings/2005-2/chapter16.pdf>

Outline Unit 5: Assessment

Unit 5 Relevant learning objectives: Unit 1 Relevant learning objectives, from course learning objectives, above:

- e) Develop a single-subject project-based unit that may include: an entry document including standards- based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project; f) Through the continued development of an

individual project-based unit, develop simple formative and summative assessments and corresponding rubrics aligned to curriculum standards for monitoring and evaluating PBL units and student outcomes; g) Comprehend and explain the role of presentations and portfolios in PBL

Unit 5 Instructional strategy/learning activities/sample lessons

1. Continue development of single-subject PBL unit, focusing on the creation of formative and summative assessments for individual PBL units, with emphasis on rubric formation and development
2. Create an outline of a hard or digital portfolio that would fully document the work, reflections and products associated with development of their PBL unit
3. Continue development of single-subject PBL unit focusing on rubrics and formative and summative assessment aligned to the curriculum standards
4. Reflect on PBL development process

Unit 5 General resources

- Markham, T., Larmer, J. & Ravitz J. (2003). Project based Learning: A Guide to standards-focused project based learning for middle and high school teachers (2nd Edition). Buck Institute for Education. Novato, California. ISBN 0-9740343-0-4
- Larmer, J., Ross, D. & Mergendoller, J.R. (2009). PBL starter kit: To-the-point advice, tools and tips for your first project in middle or high school. (1st Edition). Buck Institute for Education. Novato, California. ISBN 978-0-9740343-2-4
- *Classroom Guide: Top Ten Tips for Assessing Project-Based Learning* (from Edutopia)

COURSE TWO: APPLICATIONS OF PROJECT-BASED LEARNING IN CURRICULUM AND INSTRUCTION

Prerequisites: Introduction to Project-Based Learning

Course description: This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods.

Teachers will also learn how to examine the key roles of and identify methods for integrating community partners into the development and implement of their PBL projects. Then, utilizing the content knowledge and experiences from Course 1, teachers will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course's key

assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and reflection upon the development experience.

Learning objectives: At the end of this course, students will be able to:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement
- b) Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study
- c) Develop co-curricular rubrics aligned to emerging, developing, proficient, and advanced attainment of learning objectives for math, science, ELA, and social studies
- d) Develop and implement effective formative and summative assessment instruments for a PBL unit
- e) Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice
- f) Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs.
- g) Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body
- h) Select and apply a variety of technologies that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities
- i) Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards
- j) Develop **and implement** an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards
- k) Observe PBL classrooms for no less than ten hours

Key assessments summary

1. Reflect on ten hours of PBL classroom observation
2. Create a cross-disciplinary PBL unit (peer team or group project)
3. Create an individual, content-based (single subject) PBL unit (inclusive – goals and objectives, instructional strategies, learning activities, formative and summative assessment(s) with rubrics (individual)

Unit Outlines

Outline Unit 1: Using PBL to teach PBL; a review of the PBL process from Course One; using data to develop a cross-disciplinary project.

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement; e) Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice;
- i) Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards

Unit 1 Instructional strategy/learning activities/sample lessons

1. Teachers collect and analyze baseline student academic data to determine present level of performance for individuals within the class and inform instructional decision-making
2. Teachers review PBL units to determine best practice for developing PBL aligned cross- disciplinary objectives and integrated methodologies. Specifically, teachers will analyze PBL units to determine if the unit provides differentiated instructional opportunities and activities, including technology and strategy appropriate to the key tasks in the project.

Unit 1 Assessments

1. Teachers will design PBL driving questions, learning objectives, lesson plans, activities, planning sheets, etc. Instructors will assess teacher work products to determine if they adequately develop PBL units that provide differentiated instructional opportunities and activities, including technology and strategies appropriate to the key tasks in the project. Instructors may use rubrics from a variety of resources found throughout this course, including the one below, to assess teachers' ability to construct instructional units that contain the essential project-based learning elements. Specific resource:
 - o Buck Institute for Education rubric for determining if a project contains the essential elements of project-based learning: http://bie.org/object/document/pbl_essential_elements_checklist

Unit 1 General resources

- Evaluation of student-centered learning: A case study. *Educational Technology Research and Development*, 48(3), 79-100.
- Halvorsen, A. et al (2012). Narrowing the Achievement Gap in Second Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach, Education Policy Center,

Michigan State University, Working Paper #26.

- Kolodner, J. et al (2003). Problem-Based Learning Meets Case-Based Reasoning in the Middle-School Science Classroom: Putting Learning by Design™ Into Practice, THE JOURNAL OF THE LEARNING SCIENCES, 12(4), 495–547.
- Thomas, John W. (2000), A Review of Research on Project-based Learning, Autodesk Foundation, San Rafael, CA. http://www.bie.org/index.php/site/RE/pbl_research/29
- Hill, A. (2014). Using Interdisciplinary, Project-Based, Multimodal Activities to Facilitate Literacy Across the Content Areas. Journal of Adolescent & Adult Literacy, 57(6).
- Lehman, J. D., Ertmer, P. A., Keck, K., & Steele, K. (2001, March). In-service teacher development for fostering problem-based integration of technology. *SITE (Society for*

Information Technology and Teacher Education) 2001 Conference Proceedings. Charlottesville, VA: Association for the Advancement of Computing in Education.

Outline Unit 2: Refining the cross-disciplinary project with formative and summative assessments, including rubric development

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement; c) Develop co-curricular rubrics aligned to emerging, developing, proficient, and advanced attainment of learning objectives for math, science, ELA, and social studies; d) Develop and implement effective formative and summative assessment instruments for a PBL unit.

Unit 2 Instructional strategy/learning activities/sample lessons

1. Development of formative and summative assessments (for the cross-disciplinary project) that assess content standards and select 21st century skills such as collaboration, presentation and critical thinking, and technology literacy
2. Development of co-curricular rubrics connected to above formative and summative assessments

Unit 2 Assessments

1. Assess students/teachers ability to develop and utilize PBL rubrics that measure oral presentation skills by students' structure and organization, vocal expressions, physical characteristics, appropriateness of content and language, overall impact, and features
2. Instructors will assess formative and summative assessments and accompanying rubrics to determine adequacy

Unit 2 General resources

- Edtechtteacher.org examples of rubrics for assessing student content learning, communication, and collaboration skills that are commonly used with technology-based projects to develop and assess real-

world problem-solving skills. <http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics>

- Edutopia.org PBL tools <http://www.edutopia.org/stw-project-based-learning-best-practices-resources-lesson-plans> includes: tools for assessing student's ability to develop a driving question; project calendar that includes appropriate state standards; Learning objectives; timeline for work deliverables due for each day of the project from the entry event through the final project presentations; and assessment criteria on content literacy, critical thinking, and oral engagement.
- Edutopia.org PBL step by step guide to the best project-based learning projects <http://www.edutopia.org/stw-project-based-learning-best-practices-guide>
- Buck Institute for Education common core aligned project-based learning. <http://bie.org/objects/documents>
- Buck Institute for Education Essential Element Checklist <file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%20%20%20Project%20Based%20Learning%20%20%20BIE.htm>
- Holt and Mifflin Project-based learning assessment development guide criteria on content literacy, critical thinking, and oral engagement. <http://college.cengage.com/education/pbl/background.html#The%20Basics>
- New Tech High School, Oral Presentation Rubric, retrieved from http://route21.p21.org/?option=com_jlibrary&view=details&id=381&Itemid=179
- Bell, Stephanie (2010). Project-based Learning for the 21st Century: Skills for the Future, *The Clearing House*, 83(2), 39-43.
- Martinez, F. et al (2011), Project-based Learning and Rubrics in the Teaching of Power Supplies and Photovoltaic Electricity. *IEEEExplore*, 54(1), 87-96.
- Woodward, H., & Nanlohy, P. (2004). Digital portfolios: Fact or fashion? *Assessment and Evaluation in Higher Education*, 29(2), 227–238.
- “Driving question TUBRIC 2.0”, BIE, Resources for PBL 101, 2012.
- Assessment in PBL, accessed from <http://www.newtechnetwork.org/services/resources/new-tech-network-assessment-pbl>
- Newmann, F., Bryk, A. S., & Nagaoka, J. K. (2001). *Authentic intellectual work and standardized test: Conflict or coexistence?* Chicago, IL: Consortium on Chicago School Research.

Outline Unit 3: Using PBL to cultivate a culture of independent learning with a diverse classroom and student body; embracing differences

Unit 1 Relevant learning objectives, from course learning objectives, above:

- f) Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs; g) Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body; h) Select and apply a variety of technology that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities.

Unit 3 Instructional strategy/learning activities/sample lessons

1. Use data to select appropriate methods and learning strategies for diverse learners
2. Use appropriate and various instructional methods and technologies to support independent learning through the use of strategies for the delivery of PBL instruction across a variety of learner ability levels
3. Introduce and implement The Learning Toolbox to help students with learning difficulties become more effective learners so that they can meet the increasingly rigorous academic demands of today's schools. The Learning Toolbox is designed to teach learning strategies that promote independent learning and provide equal access to content for all students.
<http://coe.jmu.edu/LearningToolbox/purposerationale.html>
4. Use the six-stage Big6 Skills tool to teach and assess students' ability to independently solve problems or make decisions by using information. The Big 6 focuses on developing and assessing information literacy, information communication, ICT skills, and the problem solving process
5. Assess teacher's ability to develop PBL units that promote student use of use of higher order thinking skills; goal setting; research skills; assembling relevant, credible information; and reflection. <http://big6.com/>
 - Teachers conduct an analysis of unit lesson plans from a variety of sources to determine if the unit provides differentiated instructional opportunities and activities that meet the instructional needs of diverse learners, as well as technology and learning strategies appropriate to the key tasks and objectives in the unit. Resources the instructor may draw from for this activity include the following:
 - Intel Corporation project-based learning unit plans
<http://www.intel.com/content/www/us/en/education/k12/project-design/unit-plans/grade-index.html>
 - Buck Institute for Education project-based learning module examples anchored to Common Core State Standards <http://174.123.25.183/default.htm>
 - Edutopia.org project-based learning video library <http://www.edutopia.org/videos>
 - Sun Associates examples of various strategies and activities that teachers can incorporate into project-based learning units that can be used to support different student academic ability levels. <http://www.sun-associates.com/lynn/pbl/pbl.html>
 - Blog and Video: http://bie.org/blog/how_does_pbl_support_differentiated_instruction
 - Moss, D. & Van Duzer, C. (1998). Project-Based Learning for Adult English Language Learners. Center for Adult English Language Acquisition.
 - Lee, O., Hart, J., Cuevas, P., & Enders, C. (2004). Professional Development in Inquiry- Based Science for Elementary Teachers of Diverse Student Groups. Journal of Research in Science Teaching,
<http://onlinelibrary.wiley.com/store/10.1002/tea.20037/asset/20037 ftp.pdf?v=1&t=htbiji0i&s=959cc636d5817e655e827697a990f675d56c49ae>

- Warren, B., et al. Rethinking Diversity in Learning Science: The Logic of Everyday Sense-Making. <http://onlinelibrary.wiley.com/store/10.1002/tea.1017/asset/1017ftp.pdf?v=1&t=htbi-pe5o&s=e5e153a449b593536921a54dfb66aa7cb30d3514>

3. Teachers use chart and table templates to collect student academic data. The instructor demonstrates how the data might be analyzed and used to guide instructional decision making and unit planning.

Unit 3 General resources

- Fiol, Marlene, (1994). Consensus, Diversity, and Learning in Organizations, *Organization Science*, 5(3), 403-420.
- Hill, A. (2014). Using Interdisciplinary, Project-Based, Multimodal Activities to Facilitate Literacy Across the Content Areas. *Journal of Adolescent & Adult Literacy*, 57(6).
- Moss, D. & Van Duzer, C. (1998). Project-Based Learning for Adult English Language Learners. Center for Adult English Language Acquisition. http://www.cal.org/caela/esl_resources/digests/projbase.html
- Zimmerman, Barry J. (2002), Becoming a Self-Regulated Learner: An overview, *THEORY INTO PRACTICE*, Ohio State University, 41(2), 64-70.
- Zimmerman, B.J. (2001). Theories of self-regulated learning and academic achievement: An overview and analysis. In B.J. Zimmerman & D.H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed., pp.1-37). Mahwah, NJ: Erlbaum.

Outline Unit 4: Creating and implementing an individual, content-based PBL unit in the classroom

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement; b) Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study; c) Develop and implement effective formative and summative assessment instruments for a PBL unit; d) Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice; e) Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs; f) Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body; g) Select and apply a variety of technology that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities; h) Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards; j) Develop and implement an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological

supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards;

Unit 4 Instructional strategy/learning activities/sample lessons

1. Create disciplinary objectives and include appropriate methodology in project design
2. Analyze student assessment data within the project to inform instruction and practice during project implementation
3. Create, use, and revise unit rubrics and assessments
4. Project implementation: teachers make videos of themselves teaching PBL lessons; blog reflections to classmates as they progress through the implementation of their PBL unit or have an online discussion board for the same purpose; teachers discuss implementation and student academic progress in groups. They receive feedback from peers and instructor and are then given opportunities to modify lessons after class discussion and review of their data.

Unit 4 assessments Unit assessment, classroom observation(s) of implementation, analysis. Resources specific to key assessments:

1. Assess teachers' objectives for the planned unit project
2. Assess teachers' individual data analysis of project implementation
3. Assess teachers' reflections for standards-based discussion regarding project implementation

Unit 4 General resources

- Edutopia.org PBL step by step guide to the best project-based learning projects
<http://www.edutopia.org/stw-project-based-learning-best-practices-guide>
- Buck Institute for Education project-based learning design tool
<http://174.123.25.183/pathway2.html>
- Holt and Mifflin Project-based learning development guide
<http://college.cengage.com/education/pbl/background.html#The%20Basics>
- Mergendoller, J., & Thomas, J. W. (2005). *Managing project-based learning: Principles from the field*. Retrieved November 5, 2013, from <http://www.bie.org/tmp/research/researchmanagePBL.pdf>
- Thomas, J. W. & Mergendoller, J. R. (2000). *Managing project-based learning: Principles from the field*. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans.
- Doppelt, Yaron, (2003). Implementation and Assessment of Project-Based Learning in a Flexible Environment, *International Journal of Technology and Design Education*, 13 (3), 255-272.
- Scarborough, Harry et al (2004). Project-based learning and the role of learning boundaries, *Organization Studies*, 25 (9), 1579-1600.

Organization Studies, 25 (9), 1579-1600.

Outline Unit 5: PBL and the Community – utilizing partners and promoting the methodology

Unit 1 Relevant learning objectives, from course learning objectives, above:

- a) Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study.

Unit 5 Instructional strategy/learning activities/sample lessons:

- 1) Review the cross curricular and individual content PBLs and assess how/when stakeholders were used. Teachers will then develop and incorporate an appropriate plan for involving stakeholder's participation into their PBL unit
- 2) Analyze and create stakeholder strategies to improve/inform practice

Unit 5 Assessments:

1. Develop rubric to assess teachers' ability to utilize stakeholders appropriately for two prior PBL units and assess teachers' progress

Unit 5 General resources

- Eyler, Janet (2002). Linking Service and learning: Linking Learning and Communities, *Journal of Social Issues*, 58(3), 517-534.
- Langhout, R., J. Rappaport, and D. Simmons, (2002). Integrating Community into the Classroom: Community Gardening, Community Involvement, and Project-based Learning, *Urban Education*, 37 (3), 323-349.
- Thomas, J. W. & Mergendoller, J. R. (2000). Managing project-based learning: Principles from the field. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans.
- Doppelt, Yaron, (2003). Implementation and Assessment of Project-Based Learning in a Flexible Environment, *International Journal of Technology and Design Education*, 13 (3), 255-272.

Outline Unit 6: Course Summation and looking ahead to the Practicum

Unit 1 Relevant learning objectives, from course learning objectives, above: review of ALL, a -j

Unit 6 Instructional strategy/learning activities/sample lessons:

1. Course evaluation
2. Expectations for Practicum: PBL in practice

Unit 6 assessments

1. Instructor should develop rubrics to assess teacher's ability to design PBL content and assessments. Assessment rubrics will determine a student's collaborative ability, mastery of learning objectives, activities rubrics, technology utilization rubrics, critical thinking, and problem solving rubrics, etc. Instructors will assess teachers' three key work products (the two projects and their field-based reflections) to determine if they adequately developed PBL units that provide differentiated

instructional opportunities and activities to meet the instructional needs of diverse learners, including technology, strategies appropriate to the key tasks in the project, and presentation skills. The following resources may be utilized to develop a variety of learning activities for this purpose:

- Edutopia.org PBL tools <http://www.edutopia.org/stw-project-based-learning-best-practices-resources-lesson-plans>
- “Driving question TUBRIC 2.0”, BIE, [Resources for PBL 101](#), 2012.
- edtechteacher.org tools for assessing student learning <http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics>
- Buck Institute for Education common core aligned project-based learning rubrics <http://bie.org/objects/documents>
- Holt and Mifflin Project-based learning assessment development guide <http://college.cengage.com/education/pbl/background.html#The%20Basics>
- New Tech High School, Oral Presentation Rubric, retrieved from: http://route21.p21.org/?option=com_jlibrary&view=details&id=381&Itemid=179
- Assessment in PBL, accessed from: <http://www.newtechnetwork.org/services/resources/new-tech-network-assessment-pbl>
- Buck Institute for Education Essential Element Checklist [file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%20%20%20%2020Project%20Based%20Learning%20%20%20%20BIE.htm](file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%20%20%2020Project%20Based%20Learning%20%20%20BIE.htm)
- Edutopia.org PBL step by step guide to the best project-based learning projects <http://www.edutopia.org/stw-project-based-learning-best-practices-guide>

COURSE 3: PRACTICUM IN PROJECT-BASED LEARNING

Prerequisites: Introduction to Project-Based Learning; Applications of Project-Based Learning in Curriculum and Instruction

Course Description: The field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four, monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format.

Alignment to Standards: This experience and its assessments are aligned with the National Board for Professional Teaching Standards (NBPTS): 1) Teachers are committed to students and their learning and demonstrate ability to improve instructional practices; 2) Teachers demonstrate the ability to enrich curriculum and instruction with technology; 4) Teachers demonstrate the ability to improve student achievement through appropriate research-based strategies; 5) Teachers demonstrate ability to implement well-planned, content appropriate professional development programs. The teachers/practitioners will also address six key PBL learning strategies to include: 1) Authentic inquiry, 2) Academic rigor of content standards, 3) Applied learning and collaborative problem solving, 4) Exploring the need to know, 5) Connecting to an audience, and 6)

Authentic assessment that includes reflection and revision.

Key Learning objectives: At the end of this course, students will be able to:

- 1) Develop and *implement* PBL unit(s), which may include project description(s), timeline(s), standards-based learning objectives, project rationales, integrative activities, formative and summative assessments, related resources and technological supports;
- 2) Write and provide ongoing lesson plans for PBL unit(s) for an entire quarter (nine-weeks of learning);
- 3) Design and deliver PBL instruction that meets the academic needs of all students
- 4) Develop and present a professional development introduction to PBL for their peers that could include: a grade-level workshop, a department-level workshop, or a school-wide faculty meeting.

Course overview

1. First class meeting

- a. Review of course requirements, key objectives and assessments, and rubrics
- b. Review of online course delivery system (Moodle or equivalent) and reflection journal
- c. Discussion of Course Two (Applications of Project-Based Learning In Curriculum and Instruction)
- d. Discuss PBL units to be developed and possible implementation scenarios
- e. Class activities based on PBL implementation with sample units

2. Second class meeting

- a. Review of online reflection journal, concerns and successes
- b. Review of lesson plan requirements, and deadlines for written unit submission
- c. Sharing of successes

3. Third class meeting

- a. Sharing of successes through digital records of observations
- b. Peer review of reflection journals – discussion
- c. Identification of things to work on

4. Final class meeting

- a. Sharing of successes of peer workshops through digital recordings
- b. Celebration of other PBL successes

Key Assessments Summary: The Practicum consists of four assessments, including maintaining an online PBL journal; scheduled and unscheduled classroom observations; written PBL units and lesson plans; and designing an introduction to PBL workshop for peers. These are detailed below, followed by rubrics for the first three assessments.

Six Key PBL Strategies Six key PBL strategies are referenced in key assessments, below. They are:

1. **Authentic Inquiry.** Students go through an extended process of inquiry in ‘real-world’ activities

seeking solutions to complex problems, questions, or challenges that adults would likely seek. Students must present and defend a ‘solution’ even though no one correct answer may be available.

2. **Academic Rigor of content standards.** Projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Students develop inquiry-based skills because of the demanding breadth and depth of specific knowledge of central concepts.
3. **Applied learning and collaborative problem-solving.** Students must apply new skills and knowledge toward solution development. Students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self- manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ should also be evident.
4. **Exploring the need to know.** Students are required to conduct their own independent research, gather information from authentic sources, and collect and record raw data. As often as possible, students are required to do field-based or experiential research in real-world contexts, and gather information and data from multiple sources, in multiple ways, using multiple technologies.
5. **Connecting to an audience.** Students must present their work to other people, preferably adults, communicating questions and research outcomes while also seeking input. Presentations, portfolios, or other authentic works are often used. When possible, students have the opportunity to observe and work alongside adults in ‘real-world’ settings relevant to their projects.

6. **Authentic assessment that includes reflection and revision.** Students are assessed in a process that includes authentic outcomes, observable formative assessments, and clear, established criteria. Students use structured journals or online systems to log progress, reflect on progress and learning, and to revise thinking. Advanced projects allow students to establish assessment criteria and assessment opportunities.

Key Assessment #1: PBL Journal The PBL journal requires one entry every two weeks for a total of 6 entries. Each entry should concentrate on one of the six key PBL strategies addressed in the prior courses and during the practicum. The formatting and length of the journal entries are at the discretion of the candidates; however, the entries should be sufficient to *thoroughly provide evidence of discussing each strategy and meeting each requirement.* **PBL journal scoring rubric, page 29**

Key Assessment 2: PBL Lesson Plans Teachers in the Practicum should have satisfactorily completed courses one and two (Introduction to Project Based Learning and Applications of Project-Based Learning In Curriculum and Instruction) and demonstrated mastery in PBL unit research and preparation. This assessment seeks to measure their implementation of PBL units across an academic period. Elementary teachers may implement in one content area (i.e. language arts or social studies) or choose to implement across two content areas. Middle and high school teachers who are content specialists may choose to implement in one section of one content course (i.e. 1st period Math II) or across multiple sections of the same content specialty (i.e. all three sections of English IV CP). If possible, they may also choose to develop projects across two content areas. The assessment rubric seeks to examine teacher success in planning and design for implementing PBL strategies and content standards. Design of rubric(s) for assessments and pacing will also be assessed. **Lesson plan scoring rubric,**

page 31

Key Assessment 3: Practicum Classroom Observations The university supervisor or PBL mentor will observe the teacher at least two times during the implementation period. One observation will be unannounced based on the teacher’s PBL calendar and lesson plans provided to the instructor. A formal, planned observation will take place after the mid-point of the term and PBL implementation. The assessment rubric seeks to examine standards-based content strength, success in the implementation of six key PBL strategies, and the degree to which a culture of student agency has been incorporated into the PBL classroom. **Classroom observation rubric, page 32**

Key Assessment 4: Designing an Introduction to PBL Workshop Each teacher/practitioner will design a workshop for faculty, peers, and staff at the school placement site that will raise critical awareness of project-based learning and promote development and implementation of PBL at their school(s). Teachers who are currently working at PBL project schools may choose to deliver their workshop off- site, or write a proposal to present at a state or regional conference in lieu of this site-based requirement. A written proposal, overview, and design of the project will be required. These peer- responses should reference the standards and key PBL strategies as defined above.

PRACTICUM KEY ASSESSMENTS SCORING RUBRICS (beginning next page)

1. PBL Journal Scoring Guide
2. PBL Lesson Plan Scoring Guide
3. Practicum Classroom Observation Scoring Guide

KEY ASSESSMENT: PBL JOURNAL SCORING GUIDE

PBL Key Strategies	Possible Points	Exceeds Expectations	Meets Expectations	Approaches Expectations
Journal entry based on 1. Authentic Inquiry.		Projects require students to demonstrate exemplary knowledge about authentic inquiry and show possible ‘real-world’ outcomes outside of school for products of student work.	Projects require students to demonstrate satisfactory knowledge of authentic inquiry. Projects have meaning for students and provide ‘need to know’ requirements.	Projects require students to demonstrate partial knowledge about authentic inquiry. Projects have little connection with ‘real-world’ contexts and do not seem to have meaning for students.

<p>Journal entry based on 2. Academic Rigor of content standards.</p>		<p>Projects require students to demonstrate knowledge of exemplary expectations of academic rigor. Content standards are clearly delineated and process and outcomes for students are challenging and instructive.</p>	<p>Projects require students to show knowledge of academic rigor and content standards. Projects have clear content standards and key learning objectives are listed and appropriate.</p>	<p>Projects clearly list and discuss content standards but rigor is absent, or projects may not discuss applicable content standards or key objectives.</p>
<p>Journal entry based on 3. Applied learning and collaborative problem-solving</p>		<p>Projects require students to demonstrate exemplary incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects, presentations, and/or portfolios require students to apply new skills and knowledge in real-world settings that are complex. Students must use real- word organizational skills and complex processes of higher-order thinking.</p>	<p>Projects require students to demonstrate satisfactory incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects, presentations, and/or portfolios require students to apply new skills and knowledge appropriately.</p>	<p>Projects require students to demonstrate partial incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects may not adequately promote new skills or application of knowledge in appropriate ways. Limited use of higher-order thinking skills.</p>

<p>Journal entry based on 4. Exploring the need to know.</p>		<p>Projects require students to demonstrate exemplary use of various resources, including integrative technology, field-based experiences, and ‘real-word’ settings, to conduct formal research and inquiry.</p>	<p>Projects require students to demonstrate satisfactory use of various resources, including the integrative technology, to conduct formal research and inquiry.</p>	<p>Projects require students to demonstrate partial use of various resources, including integrative technology, conduct research and inquiry. Little independent research may be required or most information is gathered from textbooks or teacher-supplied materials.</p>
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<p>Journal entry based on 5. Connecting to audience</p>		<p>Projects require students to demonstrate exemplary evidence of connections that require contacts with stakeholders, key adults or community members. Students have an opportunity to observe or work in real-word settings alongside adults or participate in field-placements with key learning outcomes.</p>	<p>Projects require students to demonstrate satisfactory evidence of communications that require contacts with stakeholders, key adults, or community members. Students have an opportunity to observe or work in real-word settings.</p>	<p>Projects require students to demonstrate evidence of communications that show partial connections but these may not include adult stakeholders or have limited contacts.</p>
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<p>Journal entry based on 6. Authentic assessment that includes reflection and revision.</p>		<p>Projects show exemplary evidence of clear expectations, well- formulated formative and summative assessments, and ongoing reflection and journaling, to assess student progress. Final products, including presentations, portfolios, or special projects, are authentic and demonstrate key objectives, often at the suggestion of students themselves or key stakeholders.</p>	<p>Projects show evidence of clear expectations, well- formulated formative and summative assessments, and ongoing reflection and journaling, to assess student progress. Final products, including presentations, portfolios, or special projects, are authentic and demonstrate key objectives.</p>	<p>Projects show some evidence of authentic outcomes but assessment opportunities are limited in scope, may not offer clear expectations for students, or do not demonstrate measurable outcomes in the application of key objectives.</p>
TOTAL				

KEY ASSESSMENT RUBRIC: PBL LESSON PLAN SCORING GUIDE				
Performance	Points	Exceeds Expectations	Meets Expectations	Approaches Expectations
1. Planning for Standards-based PBL and Content Instruction.		Teacher demonstrates superior knowledge, understanding, and application of PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Well-researched teacher plans meet and exceed all six categories of PBL learning strategies.	Teacher knows, understands, and applies PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Teacher's plans meet all six categories of PBL learning strategies.	Teacher may know, understand, and apply PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners but plans do not show complete evidence. Teacher's plans may not meet all six categories of PBL learning strategies or instructional support for diverse learners may be lacking.
2. Managing and Implementing Standards-based PBL Content Instruction.		Teacher shows evidence of advanced knowledge, classroom management, and a variety of standards-based instructional strategies. Strategies are engaging, integrative, and interactive. Overwhelming evidence for student agency and student-directed learning	Teacher knows, manages, and implements a variety of standards-based instructional strategies using integrative and interactive techniques that promote student agency.	Teacher knows and manages an interactive classroom but instructional strategies lack variety, engagement, or integration. Student agency may be diminished or lacking in classroom management.
3. Using resources Effectively in PBL and Content Instruction.		Advanced knowledge of PBL resources and use of integrative technology is overwhelmingly evidenced in the classroom. Teacher as facilitator assists students in using all resources effectively	Teacher is familiar with a range of PBL methods, resources, and technologies and chooses, adapts, and assists students in using them in their PBL classrooms.	Teacher is familiar with a range of PBL methods, resources, and technologies, but there is less evidence of student choice, adaptation, and assistance in this PBL classroom.

4. Using appropriate Assessments for PBL.		Teacher understands, plans for, and implements a variety of performance-based assessment tools and techniques (including portfolios or presentations) to inform instruction in their PBL classroom. Rubrics consistently address the six PBL strategies.	Teacher understands, plans for, and implements a variety of performance-based assessment tools and techniques (including portfolios or presentations) to inform instruction in their PBL classroom. Rubrics adequately address the six PBL strategies.	While teacher understands, and plans for performance-based assessment, the assessments lack variety and do not consistently provide appropriate, measurable data. Rubrics do not consistently address the six PBL strategies.
5. Unit pacing and long-term planning for PBL.		Overwhelming evidence of project planning for formative and summative assessments is provided. Teacher-made and appropriated assessments show appropriate pacing and flexibility required to implement projects aligned with the six key learning strategies.	Project planning for formative and summative assessments shows appropriate pacing and flexibility required to implement projects aligned with six key learning strategies.	Project planning for formative and summative assessments does not consistently show appropriate pacing and/or the flexibility required to implement projects aligned with the 6 key learning strategies.
TOTAL				

ASSESSMENT RUBRIC: PRACTICUM CLASSROOM OBSERVATION SCORING GUIDE			
Performance Task	Exceeds Expectations	Meets Expectations	Approaches Expectations
Planning for Standards-based PBL and Content Instruction.	Teacher demonstrates superior knowledge, understanding, and application of PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Well-researched teacher plans meet and exceed all six categories of PBL learning strategies.	Teacher knows, understands, and applies PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Teacher's plans meet all six categories of PBL learning strategies.	Teacher may know, understand, and apply PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners but plans do not show complete evidence. Teacher's plans may not meet all six categories of PBL learning strategies or instructional support for diverse learners may be lacking.
Authentic Inquiry	Observation shows that all students in this classroom go through an extended process of inquiry in 'real-world' activities seeking solutions to complex problems, questions, or challenges. Teacher exhibits challenge to students to present and defend a 'solution' even though no one correct answer may be available	It is clearly evident that students go through an extended process of inquiry in 'real-world' activities seeking solutions to complex problems, questions, or challenges. Students have to present and defend a 'solution' even though no one correct answer may be available.	It is evident that some students go through an extended process of inquiry in 'real-world' activities seeking solutions to complex problems, questions, or challenges. Teacher does not exhibit evidence that ALL students have to present and defend a 'solution'.

Academic Rigor of content standards	Observed interaction shows that projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Overwhelming evidence, including Teacher observation of facilitating students to develop inquiry- based skills that demand a breadth and depth of specific knowledge of central concepts.	Observed interaction shows that projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Teacher is observed facilitating students to develop inquiry-based skills that demand a breadth and depth of specific knowledge of central concepts.	Observed interaction shows that while projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning, this is not always consistently observed in the classroom. Teacher may not facilitate effectively or classroom is less developed as yet.
Applied learning and collaborative problem-solving	Classroom observation shows that students are asked to apply new skills and knowledge toward solution development at a high level. Overwhelming evidence suggests that students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ are consistently evident.	Classroom observation shows that students are asked to apply new skills and knowledge toward solution development. Students are required to work in groups and as a team, to use higher- order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ are also evident.	Classroom observation shows that students are asked to apply new skills and knowledge toward solution development at an introductory level. While students are required to work in groups and as a team, and to use higher-order thinking skills, these are not advanced enough to show effective self-management. Technology integration, time management, allocation of resources and other ‘real- world skills’ are lacking or not consistent overall.

Exploring the need to know	Teacher is observed facilitating students as they conduct their own, independent research, gather information from authentic sources, and collect and record raw data. Students must do field-based or experiential research in real- world contexts, and facilitate the gathering of information and data from multiple sources in multiple ways, using multiple technologies is available and observable at all times.	Teacher is observed facilitating students as they conduct their own, independent research, gather information from authentic sources, and collect and record raw data. It is evident that students are required to do field-based or experiential research in real-world contexts and gather information and data from multiple sources, in multiple ways, using multiple technologies.	Insufficient evidence is available to show that the teacher facilitates students in conducting their own, independent research, or gathering information from authentic sources. It is not clearly evident that students are required to do field-based or experiential research in real- world contexts using multiple technologies.
Connecting to an audience	Teacher is observed facilitating and preparing students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Teacher has facilitated a real-world, workplace setting for implementation or a feasible field-placement for final review.	Teacher is observed facilitating and preparing students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Teacher may have facilitated a real-world, workplace setting for implementation.	There is not clear evidence that the teacher has facilitated and prepared students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Authentic outcomes with a real-world audience are not observed.

<p>Authentic assessment that includes reflection and revision</p>	<p>Students are assessed in a process that includes authentic outcomes (such as portfolios and presentations), observable formative assessments, and clear, established criteria. It is clearly evident that this advanced classroom allows for projects where students have established assessment criteria and their own assessment opportunities. While the assessment does not have to occur during observation, evidence of ongoing formative and/or summative assessment should be observable.</p>	<p>Students are assessed in a process that includes authentic outcomes (such as portfolios and presentations), observable formative assessments, and clear, established criteria. While the assessment does not have to occur during observation, evidence of ongoing formative and/or summative assessment should be observable.</p>	<p>There is inconsistent evidence to show that students are assessed in a process that includes authentic outcomes, observable formative assessments, and clear, established criteria. While the assessment does not have to occur during observation, there is insufficient evidence of ongoing formative and/or summative assessment observed.</p>
<p>Observed incorporation of Student Agency</p>	<p>Teacher shows evidence of advanced knowledge, classroom management, and a variety of standards-based instructional strategies. Strategies are engaging, integrative, and interactive. Overwhelming evidence for student agency and student-directed learning.</p>	<p>Teacher knows, manages, and implements a variety of standards-based instructional strategies using integrative and interactive techniques that promote student agency.</p>	<p>Teacher knows and manages an interactive classroom but instructional strategies lack variety, engagement, or integration. Student agency may be diminished or lacking in classroom management.</p>

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Education Date 11-2-15

Course No. or Level 560 Title Introduction to Project Based Learning (PBL)

Semester hours 3 Clock hours: 45 Lecture xx Laboratory _____

Prerequisites none

Enrollment expectation 40

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Tracy Meetze-Holcombe

Department Chairperson's/Dean's Signature Shirley Ann Bausmitz 11/23/15

Provost's Signature Rudolph J. Chapp

Date of Implementation Summer 2016

Date of School/Department approval 11/12/15

Catalog description:

This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.

Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.

Purpose:

1. For Whom (generally?) educators seeking PBL endorsement
2. What should the course do for the student? Train them to teach using PBL

Teaching method planned: face-to-face and online

Textbook and/or materials planned (including electronic/multimedia):
Materials from the Riley Institute

Course Content: This course provides an introduction an overview of project based learning.

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Education Date 11-2-15
Course No. or Level 561 Title Applications of Project Based Learning in Curriculum and Instruction

Semester hours 3 Clock hours: 45 Lecture xx Laboratory _____

Prerequisites EDUC 560

Enrollment expectation 40

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Tracy Meetze-Holcombe

Department Chairperson's/Dean's Signature Shirley Ann Beasly 11/23/15

Provost's Signature Richard N. Choy

Date of Implementation Summer 2016

Date of School/Department approval 11/2/15

Catalog description:

This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods. Teachers will also learn how to examine the key roles

of and identify methods for integrating community partners into the development and implement of their PBL projects. Then, utilizing the content knowledge and experiences from Course 1, teachers will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course's key assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and reflection upon the development experience.

Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.

- Purpose:
1. For Whom (generally?) educators seeking PBL endorsement
 2. What should the course do for the student? Train them to teach using PBL

Teaching method planned: face-to-face and online

Textbook and/or materials planned (including electronic/multimedia):
Materials from the Riley Institute

Course Content: This course provides the opportunity to create a project.

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Education Date 11-2-15
Course No. or Level 562 Title Practicum in Project Based Learning
Semester hours 3 Clock hours: 45 Lecture xx Laboratory _____

Prerequisites EDUC 560 and 561

Enrollment expectation 40

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Tracy Meetze-Holcombe

Department Chairperson's/Dean's Signature Shirley Carr Bausenicht 11/23/15

Provost's Signature Richard N. Chapman

Date of Implementation Fall 2016

Date of School/Department approval 11/12/15

Catalog description:

The field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four, monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format.

Purpose: 1. For Whom (generally?) educators seeking PBL endorsement

2. What should the course do for the student? Train them to teach using PBL

Teaching method planned: face-to-face and online

Textbook and/or materials planned (including electronic/multimedia):
Materials from the Riley Institute

Course Content: This course provides the opportunity to implement the project in the field.

When completed, forward to the Office of the Provost.

9/03