

## Appendix to the General Faculty Meeting Agenda, February 28, 2006

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

Department/School Fine Arts Date November 30, 2005

Course No. or level \_\_\_\_\_ Title Alternative Digital Imaging

Semester hours 3 Clock hours: Lecture 1 Laboratory 5

Prerequisites Art 218: Introduction to Digital Photography

Enrollment expectation 15

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

modification X **Art 318: Alternative Photographic Processes**

(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 Kathleen Pompe

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall Semester 2006

Date of School/Department approval November 30, 2005

Catalog description:

**Exploration and experimentation with alternative imaging emphasizing digital photography use for imaging concepts and including various software explorations. Further development of digital alternative photographic skills and individual expression.**

Purpose: 1. For Whom (generally?) **Visual Arts majors**  
2. What should the course do for the student? **Prepare students for**

**jobs in today's art marketplace by emphasizing new methods and processes in digital photography.**

Teaching method planned:

**Digital camera shooting, computer art projects, lectures and demonstrations, portfolio critiques, quizzes, and exhibit of work produced.**

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

**Digital cameras, computer with Photoshop software, printers and scanners. The computers, printers and scanners are installed and in use in CC #112. The cameras are signed out through Fine Arts professor.**

Course Content:

**Many of the traditional alternative photographic processes, previously taught in an alternative photography course, now can be explored through digital images shot with a digital camera and subsequently manipulated on a computer using the imaging software Photoshop. The student learns techniques, methods and skills essential for creating the look of many original and traditional processes including: sepia tone prints, gum bichromates, sun prints, photo mosaics, split-toning and cross processing, and sabattier effect or "solarization". The new computer generated photographic images are shot using a digital camera, manipulated in Photoshop for an accurate desired effect, and then printed out on a color printer. The art being created is the photographic image, and the image-making studio is the computer classroom.**

Each of the projects will take about two weeks to complete. Comprehensive critiques of each student's work will take place at the completion of each project.

**Portfolio of projects includes:**

- 1. Gum bichromates**
- 2. Sabattier effect**
- 3. Split toning**
- 4. Cross-processing**
- 5. Photo mosaics**
- 6. Sun prints**
- 7. Sepia tones & Duotones**

**Rationale: This modification is necessary because today's photography related positions and/or professional photographic investigation and research requires comprehensive digital skills. This modified course emphasizing alternative techniques and digital methods is not only valid but necessary to keep the photography specialty in the visual arts program current and up to date with contemporary photography instruction and provide intermediate level course work for students wanting to emphasize digital technology in their Photography specialty.**

**FRANCIS MARION UNIVERSITY  
DESCRIPTION OF PROPOSED MODIFICATION OF AN EXISTING COURSE**

**Department/School:** Mathematics **Date:** January 10, 2006

**Course No. or Level:** 120 **Title:** Introduction to Mathematical Modeling and Problem Solving

**Semester Hours:** 3 **Clock Hours:** **Lecture** X **Laboratory** \_\_\_\_\_

**Prerequisite(s):** \_\_\_\_\_

- Purpose:**
1. For Whom (generally)?
  2. What should the course do for the student?

**Enrollment Expectation:** \_\_\_\_\_

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

- X  **Modification** of ONLY the catalog description of Math 120
- \_\_\_\_\_ **Substitute** \_\_\_\_\_
- \_\_\_\_\_ **Alternate** \_\_\_\_\_

**Teaching Method planned:** Lecture

**Textbook and/pr materials planned (including electronic/multimedia):**

**Name of person preparing course description:** \_\_\_\_\_

**Department Chairperson's Signature:** \_\_\_\_\_

**Dean's Signature:** \_\_\_\_\_

**Date of Implementation:** \_\_\_\_\_

**Date of School/Department Approval:** \_\_\_\_\_

**Catalog description:**

The study of algebraic operations, linear functions, data analysis, and simple linear regression in an application setting. Credit cannot be given for both Math 105 and 120. A student can not later take Math 120 for credit (except to raise a grade previously received in that course) if the student has previously received credit either for Math 111 or for any mathematics course numbered higher than Math 120.

**Course Content:** When completed, forward to the Office of the Provost.

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

Department/School Education Date January 2006

Course No. or level MLE 318 Title Teaching Middle Level Mathematics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Education 300 and admission to the professional education program

Enrollment expectation 12-15 per semester (as a cohort)

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 Bill D. Whitmire

Department Chairperson's /Dean's Signature \_\_\_\_\_

Date of Implementation Fall 2006

Date of School/Department approval 8/17/05

**Catalog description.**

318 Teaching Middle Level Mathematics (3) (Prerequisites: Education 300 and admission to the professional education program). **This course the student to the mathematics curriculum, teaching techniques, and evaluation practices through an examination of the mathematics content found in the typical middle school classroom. MLE 318 is for students seeking South Carolina Teacher Certification in middle school education with a mathematics area of concentration and is not open to other majors.**

Purpose: 1. For Whom (generally?)  
Students seeking middle level certification

**2. What should the course do for the student?**

**Prepare the student to teach middle level Mathematics.**

**Teaching method planned:**

**Students will be instructed in a variety of teaching methods (i.e. lecture, cooperative-learning, hands-on materials, calculators and computer software).**

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

**Mathematics Methods and Modeling for Today's Mathematics Classroom:  
Dosey, Giordano, McCrone, Weir, Brooks/Cole, Pacific Grove, CA 20002**

**Course Content: See attached proposed syllabus.**

**When completed, forward to the Office of the Provost.**

**9/05**

# Middle Level Curriculum and Organization

MLE 318

Pre-/Co-requisites: Admission to MLE Program Meeting Times: Meeting Location:
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**Instructor:** Dr. Bill Whitmire

**E-mail:** bwhitmire@fmarion.edu

**Conceptual Framework:**

The Francis Marion University's School of Education prepares caring and competent teachers for the 21<sup>st</sup> Century.

**Course Description**

This course is designed for students who are pursuing certification in Middle School with area concentration in Mathematics. The purpose of MLE 318 is to introduce the perspective middle level mathematics teacher to the issues, trends, challenges, current curriculum development projects, and research in middle school mathematics education. Specifically, this course intends to investigate the mathematics curriculum, teaching procedures, and evaluation practices through an examination of the mathematics content in the typical middle school classroom. Emphasis will be on number and operations, function concepts, data analysis and probability, geometry, real world applications, modeling, and development of problem solving strategies. Since technology is an indispensable part of today's society, special emphasis on the use of technology – computers and graphing calculators – in teaching mathematics to middle students will be discussed throughout the course.

A close examination of the *Principles and Standards for School Mathematics*, *Professional Teaching Standards for Teaching Mathematics*, *Assessment Standards for School Mathematics*, and the *South Carolina Mathematics Frameworks* will be an integral part of the course. In addition to these documents other selected readings will provide a historical background as well as a vision into the current reform movement in mathematics education taking place in America today.

The activities in the course should help prepare the student to become a professional and effective middle school mathematics teacher. Student are required to develop a notebook (a three-ring binder) of model lessons, teaching strategies, and/or teacher-made materials. The intent of this notebook is to provide a useful resource for student teaching and the beginnings of a more extensive collection of teaching during your teaching career.

**Textbooks:**

*Mathematics Methods and Modeling for Today's Mathematics Classroom*

**Goals:**

The purpose of LDE 318 is to:

- Introduce to prospective middle school preservice mathematics teachers to the issues, trends, challenges, current curriculum development projects, and research in middle school mathematics education.

- Include the study middle school mathematics curricula and methods of implementation.
- Promote knowledge of current issues that face mathematics educators in the middle school.
- Implement critical reflection in student continuing development as successful middle school mathematics teachers.
- Prepare students to become a professional and involved mathematics educator.
- Expose students to current trends in mathematics education and curriculum development and acquaint students to multiple learning styles and teaching to diversity.
- Accommodate individual differences as well as become sensitive to cultural differences in the mathematics classroom.

**Objectives:**

- Explore and solve mathematical problems using various technologies.
- Use a variety of problem solving techniques to solve problems.
- Write critical papers on issues related to current mathematics trends.
- Develop model lesson plans that integrate technology that use collaboration in interdisciplinary (Science) units
- Teach micro-lessons to their peers.
- Complete their clinical experiences in local middle school mathematics classrooms
- Develop a resource notebook for student teaching.
- Identify skill indicators of the ADEPT assessment model.
- Become active in local, state, and national mathematics organizations and will become familiar with SCCTM and NCTM publications.

In addition to these objectives, this course attempts to adhere to the Department of Education’s conceptual framework of preparing caring and competent teachers for the 21st Century.

**Grading Policy:**

Student grades will be determined by quality of completed assignments (i.e. exercises, reports, and papers) and by participation in the class. All work is expected to be neat and orderly and turned in on due date. All papers are to be written following the APA style (American Psychological Association) using a word processor and free of errors. Papers that do not meet these criteria will be given back for revisions. There will be a final exam on \_\_\_\_\_. *Any student missing the exam without the written excuse from the Provost will be assigned a grade of No Credit (NC).* The final grade average will be determined as:

A = 90-100 %	B+ = 86-89%	B = 80 – 85%	C+ = 76-79%
C = 70 – 75%	D+ = 66 – 69%		

**Attendance Policy**

Attendance is necessary if you are to succeed in this class since much of your final evaluation will depend on class participation and discussion. Absences should be for emergencies only. If you miss more than 3 class periods, a grade of NC or W will be assigned.



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

Department/School Education Date January 2006

Course No. or level MLE 319 Title Teaching Middle Level Science

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Education 300 and admission to the professional education program

Enrollment expectation 12-15 per semester (as a cohort)

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 J. F. Lee, Jr.

Department Chairperson's /Dean's Signature \_\_\_\_\_

Date of Implementation Fall 2006

Date of School/Department approval 8/17/05

**Catalog description:**

319 Teaching Middle Level Science (3) (Prerequisites: Education 300 and admission to the professional education program). **Teacher candidates will study and practice components of successful science instruction for middle level students with emphasis on helping students meet South Carolina Science Academic Standards.**

Purpose: 1. For Whom (generally?)

**Students seeking middle level certificate**

- 2. What should the course do for the student?  
Prepare the student to teach middle level science.**

**Teaching method planned:**

**Readings, case studies, discussion, clinical experiences.**

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

***The Everyday Science Sourcebook*, Lawrence F. Lowery, Dale Seymour Publications, 1985.**

**EdThoughts: What We Know About Science Teaching and Learning, Mid-continent Research for Education and Learning, 2001.**

**Course Content:**

**See attached proposed syllabus.**

**When completed, forward to the Office of the Provost.**

**9/05**

# Teaching Middle Level Science

Middle Level Education 319

Pre-/Co-requisites: Admission to the MLE Program Meeting Times: Meeting Location:
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Instructor: Dr. Jeff Lee

E-mail: jlee@fmarion.edu

Office: CEMC 212 C

Phone: 661 - 1465

## Conceptual Framework:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21<sup>st</sup> Century.

## Course Description

The Course focuses on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades and selected instructional approaches.

## Program Evaluations Collected in This Course

Assessment of Learning and the Learner  
Candidate Ability to Cause Student Learning  
Assessment of Clinical Practice

## Objectives/Course Outline

### I. What is Science? I am able to

- Explain the role of the Curriculum Standards in directing science instruction in South Carolina.
- Review professional journals in science education including *Science Scope*
- Write a Science Autobiography that describes my history with science.
- Master the science content and skills related to the science units taught in class
- Understand and use *South Carolina Science Curriculum Standards: Inquiry (process) skills -- to improve teaching/learning*
  1. Explain and/or define each skill (and sub skill)
  2. Use and identify the use of **process skills** in applied settings

### II. Learning Science. I am able to

- Explain the **constructivist** philosophy as it relates to teaching and learning science
- Compare and contrast traditional and constructivist classrooms
- Define, give concrete examples, and/or explain each of the following concepts as it relates to teaching science.
  1. Developmentally appropriate science for the middle grades
  2. The impact of pre-conceptions and/or misconceptions on student learning.

### III. Inquiry for Scientific Literacy. I am able to

- Compare and contrast direct instruction and inquiry with respect to purpose, instructional technique, advantages and disadvantages.
- List and explain each step in the **learning cycle** and explain why the learning cycle is an effective way to present elementary science lessons.
- Define, give concrete examples, and/or explain each of the following concepts related to guided discovery:

1. Pseudolearning
2. "Inventing" new words (learning vocabulary in context)
3. Less is more
4. Cooperative learning in science lessons
5. Discrepant event

**IV. Questioning and Inquiry. I am able to**

Explain the difference between open-ended (divergent) and closed (convergent) questions, classify questions as being examples of opening or closing questions, and write original examples of each type.

Write or ask sample questions following the "new" Bloom's Taxonomy

Explain what is meant and by each of the following concepts: probes, wait-time (1 and 2), Ping-Pong pattern, and basketball-game pattern, rewarding participation.

Create or identify a list of rules for the successful use of questions in an inquiry class based on classroom experiences.

**V. Assessing Student Performance. I am able to**

Use an assigned rubric to analyze student work on variety of tasks.

Match test items and/or performance assessment techniques with specific education objectives or goals.

Prepare, administer, and interpret developmentally appropriate assessment tests and/or rubrics to evaluate objectives and improve instruction (Standards in Practice model)

Interpret assessment data based FRL status

Explain the relevant features of the PACT in Science

Reflect on the use of assessment strategies to support children of poverty

**VI. Planning Inquiry Lessons. I am able to**

Construct a set of rules for successful classroom management (grouping learners, managing learning activities, safety, and classroom discipline) for middle level students.

Use the revised Taxonomy of Educational Objectives to analyze lessons

Explain the purpose of concept maps and/or create concept maps for a given unit or lesson.

Describe the importance of a coherent "storyline" in science and map the storyline for the unit being taught.

Write a daily inquiry lesson plan that includes objectives, method, evaluation, and a procedure sheet.

List and/or explain the major safety concerns for elementary science classes.

Provide suggestions for integrating science with other subjects.

**VII. Inquiry for All Children. I am able to**

Identify and describe the special educational needs of students.

Provide or identify practical suggestions for individualizing science teaching to meeting specific educational needs.

Explain the unique instructional needs of children of poverty

Explain ways to encourage all students to learn science

**VIII. Technology. I am able to**

Use the Internet to obtain information that can be used to locate sources of lessons, content background for science, sample PACT items in science, and/or science education in South Carolina

**IX. Summary and Performance. I am able to**

Use the Science Curriculum Standards in selecting, developing and analyzing lessons

Reflect (in writing and in discussion) on lessons learned from teaching and participating in science lessons.

Make detailed observations of peer (teacher candidate) performance and make constructive

**Textbooks:**

**Learning and Assessing Science Process Skills**, 4<sup>th</sup> edition, Richard J. Rezba, et. al. 2003.

*EdThoughts: What We Know About Science Teaching and Learning*, Mid-continent Research for Education and Learning, 2001

**Grading Policy:**

Raw Score Weightings for Course Assessments	Points
1. Science Autobiography	40
2. Technology Support for Standards	40
3. Class Journal Entries	100
4. Final Examination	80
5. Development of Lesson Plans	60
7. Development of Assessments for Science	60
9. Collaboration and Class participation	20
10. Complete portfolio demonstrating skills and knowledge	60
<b>Total course points</b>	<b>460</b>

1. All assignments are to be handed in on time and should represent the student's best work.
  - a. All papers should demonstrate neatness, accuracy, and attention to project requirements.
  - b. Unless otherwise instructed, papers should be stapled and submitted without a cover. **Stapling should be done before class.**
  - c. Unexcused late papers will have points deducted from them based of the submission date and the point value of the assignment. Late papers should be submitted by the next class meeting unless otherwise arranged. Unsubmitted or incomplete papers may result in a penalty equal to from one to one-half of a letter grade on the final course grade.
2. Since the development of group teaching techniques is a significant part of MLE 319, each student is expected to cooperate completely with his or her peers in completing class projects and assignments when such is appropriate. Each group member is expected to participate equally and attend all meetings scheduled by the group. Special problems related to group participation should be brought to the attention of the instructor as soon as possible.
3. Opportunities for extra credit will be available throughout the semester at the instructor's discretion. Students receiving extra credit points must maintain at least a 2.0 (75%) average without including the extra credit points.

4. The student's grade is determined by the percentage of the total number of available course points earned.

Grade	Grade Description	Cutoff
A	Indicates achievement of distinction.	93-100%
B+	Indicates achievement somewhat below distinction has demonstrated thorough mastery of course content and skills.	89-92%
B	Indicates above average achievement. Student should be able to teach science to students at an acceptable level of skill.	85-88%
C+	Indicates achievement somewhat above average.	81-84%
C	Indicates average achievement. Student is minimally proficient in most content areas.	77-80%
D+	Indicates achievement somewhat below average (grades below 2.0 will not count toward certification)	73-76%
D	Indicates below average achievement. (Grades below 2.0 will not count toward certification)	70-73%

**Attendance Policy and Appropriate Dispositions:**

1. Candidates should demonstrate a professional demeanor in the school and class: This should include professional dress, language, and overall deportment. Their behavior should reflect positively on them as individuals, teacher candidates and FMU students.
2. Candidates are expected to attend **each class** and to be **on time**. Candidates who miss class may be required to complete make-up work related to the experiences missed.
3. Due to the concentrated and applied nature of this course, candidates who miss more than 1 class will be dropped from the course unless special provision has been made.
4. Two "tardies" will be the same as an absence. Candidates who are late for class must inform the instructor that they are present when they get to class.
5. Weather/disaster related problems
  - a. If the Florence Schools ARE NOT in session and FMU IS NOT in session, class is cancelled for that day
  - b. If the Florence Schools ARE NOT in session and FMU IS in session, the class will convene at the normal time in the designated classroom on campus.
6. Candidates facing special problems related to attendance or meeting scheduled course requirements should consult with the instructor at the earliest possible date.

**Office Hours:**

Dr. Lee is available in the School of Education Office during most school hours. It is recommended that you call for an appointment whenever possible to avoid missing him.



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

Department/School Education Date January 2006

Course No. or level MLE 320 Title Teaching Middle Level Social Studies

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Education 300 and admission to the professional education program

Enrollment expectation 12-15 per semester (as a cohort)

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 T. Sawyer

Department Chairperson's /Dean's Signature \_\_\_\_\_

Date of Implementation Fall 2006

Date of School/Department approval 8/17/05

### Catalog description.

320 Teaching Middle Level Social Studies (3) (Prerequisites: Education 300 and admission to the professional education program). **This course focuses on the content, methods and materials necessary to teach middle level social studies.**

- Purpose:
1. For Whom (generally?)  
Students seeking middle level certification
  2. What should the course do for the student?



**Prepare the student to teach middle level social studies.**

**Teaching method planned:**

**Readings, case studies, discussion, clinical experiences**

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

**Teaching Strategies for the Social Studies, Banks**

**Course Content:**

**See attached proposed syllabus.**

**When completed, forward to the Office of the Provost.**

**9/05**

## MLE 320

### Teaching Middle Level Social Studies

**Instructor:**

**Office:**

**E-mail:**

**Web Site:**

**Term:**

**Meeting Times:**

**Location:**

**Dates:**



#### CONCEPTUAL FRAMEWORK



Francis Marion University's School of Education prepares caring and competent teachers for the 21<sup>st</sup> century.

#### I. COURSE DESCRIPTION

This course meets the "Standards for Social Studies Teachers" approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course.

(3 Credit Hours)

**Prerequisite:** Admission to the Professional Education Program

**Text:** Social Studies for the Elementary and Middle Grades, Sunal and Hass, 2<sup>nd</sup>. Ed.

#### II.

#### III. INSTRUCTIONAL ACTIVITIES

During this course, a variety of instructional activities will be used including, lecture, questioning, discussion, demonstrations, whole and small group activities, and brainstorming.

State academic standards provide the rationale for activities. Inquiry teaching will be emphasized. Students will be required to use the internet to download NCSS standards, state academic standards, search for primary source documents, and to use computer software to search for primary source documents and/or enhance instruction.

### **COURSE OBJECTIVES**

- explain the purpose of social studies education, correctly identifying key themes and patterns throughout social studies curriculum
- identify and describe professional attitudes, behaviors, responsibilities, growth opportunities, and professional organizations relevant to social studies educators
- describe and demonstrate the scientific method/inquiry process as used by social scientists and explain and demonstrate knowledge constructs (facts, concepts, generalizations, principles, beliefs)
- use state and professional standards to develop a scope and sequence curricular map, meaningful goals, lesson plans, materials, and find resources
- develop graphic organizers to plan and introduce lessons
- create learning activities which recapture students' attention and actively engage students in learning content, concepts, skills, and forming values
- design and teach lessons which provide for differences in stages of development, learning styles, gender, ability, socioeconomic background, language, and culture
- develop multiple explanations and instructional strategies to connect concepts to students' prior experiences and to relate content to contemporary events and students' daily lives
- create lessons and activities to develop and/or reinforce basic skills (e.g., maps, tables, graphs, note taking, etc.)
- select materials free of racial, cultural, and gender biases and stereotypes and incorporate contributions and perspectives of various ethno-cultural groups throughout the curriculum
- design interdisciplinary models (lessons, units) of instruction
- develop and apply critical thinking skills and classroom interaction strategies during lesson presentations
- incorporate appropriate technology to meet the instructional needs of students
- organize and manage materials and activities in the classroom
- develop a grading rubric to assess student achievement
- design lessons using instructional strategies required in the School-to-Work Curriculum
- identify the performance dimensions and skill indicators of ADEPT and evaluate a student teacher's lesson plan and teaching performance using ADEPT evaluation instruments

***"A well-instructed people alone can be permanently a free people."*** James Madison

Course introduction

**Social Studies Education: Goals and disciplines**

Goals of social studies education

**Specific disciplines within the social sciences**

Geography

History

Government

Economics

**Sociology**

Psychology

National Social Studies Organizations and National Standards ([www.ncss.org](http://www.ncss.org))

Specific content area national and state academic standards

Pedagogical standards

**NCSS Thematic Standards**

Culture and Cultural Diversity

Time, Continuity, and Change

People, Places, and Environments

Individual Human Development and Identity

Interactions Among Individuals, Groups, and Institutions

Power, Authority, and Governance

Production, Distribution, and Consumption of Goods and Services

Science and Technology

Global Connections and Interdependence

Civic Ideals and Practices

Learning Theories -- *"Education which is simply intellectual taxidermy -- the scooping out of the mind and the stuffing in of facts -- that kind of education is worthless."*

***Rabbi Benzion Kaganoff***

**Behaviorism**

The traditional "teaching of facts", defining terms, and worksheets

**Cognitive Science/Constructivism**

Learning styles\*

Short term memory (What should be memorized and why?)

Schema theory

Attention strategies

Organization (scaffolding) strategies

Meaning (Building on prior knowledge/Crossing cultural boundaries)

Application-based instruction\*

**Instructional Organization**

**Long Range Planning**

State curriculum standards ([www.myschools.com](http://www.myschools.com))

Curricular mapping (scope and sequence)

**Short Range Planning**

Daily lesson plan and unit plan formats

Organizing for instruction

**Phases of instruction**

Direct instruction

Guided practice

Independent practice

**Understanding curriculum standards (concepts and facts)**

6-5.4 Identify the key figures of the **Renaissance** and the **Reformation** and their contributions, including *Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther.* (H)

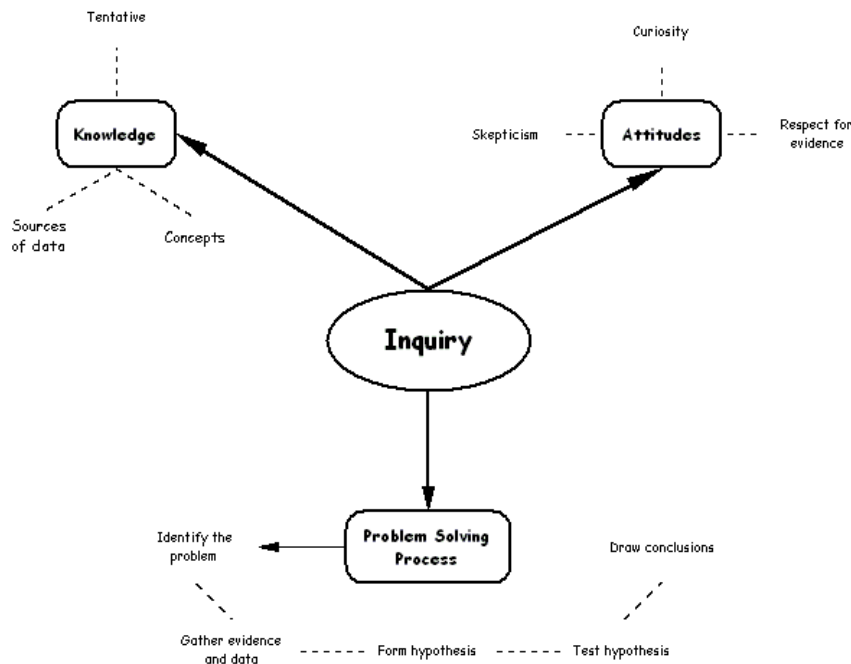
**Identifying and developing concepts using concrete examples**

**The Inquiry (Discovery) Model -- "If we wonder often, the gift of knowledge will come."**

*Arapaho*

*proverb*

**Inquiry learning: Knowledge, the problem solving process\*, and values**  
Creating interaction and collaboration\* in the classroom



**The problem solving process**

- Developing a guiding questions (general transfer)
- Gathering, organizing, and evaluating evidence
- Developing hypotheses
- Testing hypotheses
- Forming generalizations and principles

**Sequential vs. thematic teaching**

\*School-to-Work instructional strategies

Creating graphic organizers (*Inspiration* software required)

**Instructional procedures:** Copying, enlarging, using the overhead

**Maps**

**Cartoons**

*Articles in print*    *Note taking skills*



**NCSS Thematic Standards and Higher Order Thinking Skills -- "Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity. "**

*Martin Luther*

*King, Jr*

**Time, Continuity, and Change -- History**

- *describe life in the Americas before the arrival of Europeans and Africans and the consequences of first contact*

**Q: How do historians study the past?**

**Q: What was life like for native Americans prior to European contact?**

**The black box  
Motel of the Mysteries**

**The cave  
Indian symbols**

**Culture and Cultural Diversity -- Comparing and contrasting/Venn diagrams**

- *describe the nature, challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups*

**Q: Compare/contrast the experiences of black women with white women in the early 1900's.**

**Black Woman's Club**

**Educated working women**

**People, Places, and Environments -- Geography**

- *demonstrate an understanding of the world in spatial terms;*
- *use maps and other graphic representations to depict geographic problems*

**Map projections  
Key  
Sources of maps**

**Scale  
Compass**

- *use maps, globes, and models in explaining the role of the natural environment in shaping civilizations*

**Tables**

**Making landforms**

- *explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.*

**Q: Why do people migrate?**

**Q: How are immigrants received?**

**Q: Is there a relationship between/among...?**

**Why people migrate**

**Immigration laws**

**Geographic generalizations**

### **Global Connections**

- *analyze the major characteristics of civilization and how civilizations emerged in Mesopotamia, the Nile Valley, the Indus Valley, and the Huang Ho Valley from 4000 to 1000 B.C.*

**Q: Where did early civilizations begin and why?**

**Origins of four world cultures**

### **Individual Human Development and Identity**

- *describe immigration, migration, and urban life in America*

**Q: How does immigration affect urban life?**

**Q: What challenges do immigrants face and how do they meet these challenges?**

**The Wong family**

**An immigrant neighborhood**

**Women's diaries of the west**

**Langston Hughes poems**

### **Power, Authority, and Governance/Civic Ideals and Practices -- Government**

- *demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values, and principles of American democracy*

**Q: What are the values and principles of American democracy?**

**Q: How do the values and principles of American democracy affect American life?**

**Court cases**

**Leadership styles**

*the Constitution*    *Colonial laws*

*Principles of*

- *describe the means by which Americans can monitor and influence politics and governments*

**Q: How can citizens influence politics and government?**

**Writing to Congress**

**Production, Distribution, and Consumption of Goods and Services -- Economics**

- *describe how changes in the physical environment can diminish its capacity to support human activity*

**Q: How does human activity affect the physical environment?**

**Mining and the environment**

**Science and Technology -- Developing Resources to Enhance Instruction**

See web sites (class handout)

"All things are connected"

Chief Seattle

**Interactions Among Individuals, Groups, and Institutions -- Interdisciplinary Teaching**

- *demonstrate interdisciplinary instruction*

**Music (Strawberry Lane)**

**Uncle Tom's Cabin**

**Art (Providence)**

**The Jungle**

**People, Places, and Environments -- Geography**

**Student artifacts as performance evidence**

**Developing Grading Rubrics**

**FINAL TBA**

## ATTENDANCE

The attendance policy is in accordance with the FMU policy stated in the university catalog (i.e., "If a student is absent more than twice the number of required class sessions per week, a grade of "F" or "W" will normally be assigned.")

## IMPORTANT DATES

Last day to withdraw  
without penalty



Fall break

Last day to withdraw

Praxis Test dates

Reg Deadline

Test Date

## COURSE EVALUATION

POINTS		IV.ASSIGNMENTS
5		Download relevant state academic standards
15		Curricular map relevant to your field experience
--		Lesson planning/NCSS Thematic Standards
12		Plan 1
14		Plan 2
12		Plan 3 Concept lesson
19		Plan 4
20		Plan 5 Interdisciplinary -- literature, music, science, math or art
10		Graphic organizer (software required)
10		ADEPT lesson plan evaluation
10		ADEPT observation
10		Grading rubric
20		Examination
157		<b>TOTAL</b>

Late work will not be accepted after the last regularly scheduled class period of the term.

Note: Praxis II/Social Studies Specialty Area must be passed prior to student teaching

**GRADING SCALE (Points earned):**

157 - 146	A
145 - 141	B+
140 - 133	B
132 - 128	C+
127 - 120	C
119 - 116	D+
115 - 110	D
109/Below	F

## RECOMMENDED READING

- Association for Supervision and Curriculum Development. (1995). Educating everybody's children: Diverse strategies for diverse learners.
- Jensen, E. (1998). Teaching with the brain in mind. Alexandria, VA: Association for Supervision and Curriculum Development.
- Laughlin, M. & Hartoonian, H. (1995). Challenges of social studies instruction in middle and high schools. Orlando, FL: Harcourt Brace.

- Yanoff, J. (1999). The classroom teacher's trouble-shooting handbook. Chicago, IL: Arthur Coyle Press.
- Zahler, D. & Zahler, K. (1993). Test your cultural literacy. New York, NY: Macmillan General Reference.
- Zeman, A. & Kelly, K. (1997). Everything you need to know about geography homework. New York, NY: Scholastic, Inc.
- Zeman, A. & Kelly, K. (1995). Everything you need to know about world history homework. New York, NY: Scholastic, Inc.



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

Department/School Education Date January 2006

Course No. or level MLE 321 Title Teaching Middle Level Language Arts

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites Education 300 and admission to the professional education program

Enrollment expectation 12-15 per semester (as a cohort)

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 R. Flanagan

Department Chairperson's /Dean's Signature \_\_\_\_\_

Date of Implementation Fall 2006

Date of School/Department approval 8/17/05

**Catalog description.**

321 Teaching Middle Level Language Arts (3) (Prerequisites: Education 300 and admission to the professional education program). **This course will examine the current trends and practices in the teaching of English/language arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum.**

Purpose: 1. For Whom (generally?)  
Students seeking middle level certification

**2. What should the course do for the student?**

**Prepare the student to teach middle level language arts**

**Teaching method planned:**

**Readings, case studies, discussion, clinical experiences**

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

**Teaching Language Arts, Cox**

**Course Content:**

**See attached proposed syllabus.**

**When completed, forward to the Office of the Provost.**

**9/05**

# Teaching Middle Level Science

321

Pre-/Co-requisites: Admission to the MLE Program

Meeting Times:

Meeting Location:

**Instructor:** Dr. Rebecca Flanagan

**E-mail:** rflanagan@fmarion.edu

## Conceptual Framework:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21<sup>st</sup> Century.

## Course Description

This course will examine the current trends and practices in the teaching of English/language arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum.

## Objectives

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

CK = content knowledge	PI = planning and assessment	CE =
clinical experience		
IL = impact learning	A= assessment	CP =
children of poverty		
TI = technology integration	R = reflection	

Course Goals	Conceptual Framework	ADEPT Performance Dimensions
Students will develop a working knowledge of the reading process as well as the stages of reading and how they will affect the teaching of reading in a middle school classroom	CK, IL, PI, R	1, 2, 3, 5, 6, 7, 8, 9
Student will examine the South Carolina state language arts standards and determine the proficiencies expected at each grade level in grades 6-8.	CK, IL, TI, PI, A	1, 2, 3, 4, 5, 6, 7, 8
Student will develop strategies and procedures for the teaching of middle level language arts to include reading, writing,	CK, IL, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9

speaking. and listening.		
Student will examine the teaching of middle level language arts through an integrated approach.	CK, IL, PI, A, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will develop strategies for integrating the teaching of language arts across the content areas	CK,, IL, PI, A, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will investigate ways to use technology to teach and assess language arts.	CK, IL, TI, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will read and critique current literature relevant to the design and implementation of a reading/language arts curriculum	CK, IL, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will explore the value of an integrated, holistic approach to the teaching of language arts.	CK, IL, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will investigate the theoretical and practical aspects of interdisciplinary language arts instruction.	CK, IL, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will relate acquired knowledge of current issues in teaching language arts to their own philosophies about teaching language arts.	CK, IL, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will build a repertoire of strategies for the teaching of reading, speaking, listening, and writing.	CK, IL PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will investigate a literature based language arts programs.	CK, IL, PI, R	1, 2, 3, 4, 5, 6, 7, 8, 9
Students will learn to integrate spelling and grammar through language arts instruction.	CK, IL, PI, R	
Students will develop a thematic based, interdisciplinary language arts unit, placing literature at the center of the planning process, that includes at least one other content area. Students will become familiar with the South Carolina language	C, IL, PI, R	

arts curriculum standards for grades 6-8 as well as standards outlined by organizations such as the IRA, NCTE, SCTE, and SCIRA.

**Textbooks:**

Finders, Margaret and Susan Hynds (2005). *Literacy Lessons: Teaching Middle Level Language Arts*. (1st Edition) ( Pearson. ISBN: 0-13-030384-4).

Articles as given in class

Novel as denoted by professor for in class novel study

**Course Overview:**

- I. Reading Act
  - A. reading process
  - B. reading theory
  - C. principles of teaching reading
  - D. standards for teaching reading
- II. Introduction to Middle Schoolers and the Middle School Philosophy
- III. Teaching Middle Level Language Arts
  - A. Literature based program
  - B. Reading
  - C. Writing
  - D. Listening
  - E. Speaking
- IV. Theoretical/Practical aspects of Middle Level Language Arts Program
  - A. Key theorists
  - B. Theory to Practice
- V. Thematic Language Arts Program
  - A. Integrated approach
  - B. Across content areas
  - C. Development of unit plan
- VI. Aligning Planning and Instruction
  - A. NCTE, SCCTE, IRA, SCIRA
  - B. South Carolina Curriculum Standards

**Methods of Presentation**

During this course, a variety of instructional activities will be used. These will include lecture, questioning, discussion, videos, demonstration/modeling, simulation/role play, whole and small group activities, analysis of diagnostic reports, and individual problem solving activities. Students will have opportunities to work independently and collaboratively with other students.

**Course Requirements**

- 1. Attendance and participation in all classes
- 2. Completion of textbook readings before class
- 3. Successful completion of all assignments and projects

4. Successful completion of quizzes, exam, and presentations

**Course Policies**

**1. Attendance/Tardiness**

- a. As this is a course preparing you for your profession, you are expected to be in class on time. Class attendance and punctuality are extremely important and expected.
- b. Since tardiness reflects your lack of preparation for class, excessive tardiness will also affect your grade. Two tardies will count as an absence.
- c. If a medical necessity or family crisis requires that you miss a class, you are to notify me in advance. Material presented in class should be obtained from a member of the class or me prior to the following class. Missed quizzes or tests may only be made up if prior arrangements are made.

**2. Classroom Courtesy**

- a. You have a right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversation, studying for another class, or being inattentive is not professional behavior and could affect your final grade.
- b. Please turn off cellular telephones prior to entering class

**3. Class Participation**

- a. It is vital that you read all materials prior to class so that you may contribute to discussions about the material. It is also important that you read material, as it may not be covered in class, but may be tested. It is your responsibility to have clarified in class any material not understood.
- b. Mere attendance to class does not ensure that you receive all participation points.

**4. Course Assignments**

- a. Assignments are to be submitted at the beginning of class. Any assignment turned in late will be penalized a letter grade for every day late. This is not intended as a punishment, but to maintain fairness in the evaluation of the work of all students.
- b. If you have any questions regarding an assignment, please contact me prior to the due date.
- c. Assignments for the course will include:
  1. Novel study with in class activities (20%) – This assignment will be one in which the instructor chooses a novel of choice to model and discuss some of the language arts techniques discussed in class.
  2. Brief Inquiry into language arts question (20%) – This assignment is one in which the student will seek to answer questions he/she may have about language arts instruction (i.e. How can I make sure students are doing the required reading?, What do I do about spelling?, How do I help students who are non-readers?, How do I motivate middle schoolers to read?, How do I put a number grade

on writing?, How do I integrate curriculum with others on my teaching team?

3. Quizzes: 2 @ 15 points each (305) – These will be administered to ensure that students understand the material necessary to each middle school language arts.
4. Unit plan development to include a text set and microteaching of lessons (30%) – This assignment will allow students to develop a unit plan. Within the unit plan development, students will demonstrate their ability to pull a text set on the topic as well as integrate at least one other content area into the unit of study.

**Please note that all assignments should be free of typographical and grammatical errors. Please be aware that excessive errors will result in a loss of points.**

Grade	Description	Points per semester hour	Grading scale
A	Distinction	4.0	93-100
B+	Somewhat below distinction	3.5	90-92
B	Above average	3.0	85-89
C+	Somewhat above average	2.5	80-84
C	Average	2.0	77-79
D+	Somewhat below average	1.5	75-76
D	Below average	1.0	70-74
F	Unsatisfactory (no credit)	0	Below 70

**Special Note: This class requires that you spend time in schools. However, there will be release time form class for classroom observations.**

**The Instructor reserves the right to make any changes to the syllabus as necessary.**

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

Department/School Education Date January 2006

Course No. or level MLE 422 Title Middle Level Curriculum and  
Organization

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites Education 300 and admission to the professional education program

Enrollment expectation 12-15 per semester (as a cohort)

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 J. F. Lee, Jr.

Department Chairperson's /Dean's Signature \_\_\_\_\_

Date of Implementation Fall 2006

Date of School/Department approval 8/17/05

### Catalog description.

422 Middle Level Curriculum and Organization (3) (Prerequisites: Education 300 and admission to the professional education program). **A study of school organization and curriculum developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, activity and advisory programs, and community building.**



- Purpose:**
- 1. For Whom (generally?)  
Students seeking middle school certification**
  - 2. What should the course do for the student?  
Familiarize students with developmentally appropriate curriculum for middle level students.**

**Teaching method planned: Lecture, discussions, case studies, readings**

**Textbook and/or materials planned (including electronic/multimedia):  
Introduction to Middle School, Powell**

**Course Content:  
See attached proposed syllabus.**

**When completed, forward to the Office of the Provost.**

**9/05**

# Middle Level Curriculum and Organization

MLE 422

Pre-/Co-requisites: Admission to MLE Program Meeting Times: Meeting Location:
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Instructor: Dr. Jeff Lee

E-mail: jlee@fmarion.edu

Office: CEMC 212 C

Phone: 661 - 1465

## Conceptual Framework:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21<sup>st</sup> Century.

## Course Description

The Course provides an overview of the essential elements of middle level grades education including philosophy, student development and diversity, school organization, middle level curriculum, instruction assessment, planning, classroom management and involvement of family and community.

## Program Evaluations Collected in This Course

### Objectives/Course Outline

#### I. Philosophy, History and Goals -- I am able to

Recall the key elements of the purpose, philosophy, goals and history of middle level education.

#### II. Student characteristics and Development. I am able to

1. Recall the essential emotional, social, physical and intellectual characteristics and needs of the middle grades student.
2. Use characteristics of the middle level student to explain best practices in teaching and managing middle grades students.
3. Recall the variety of ways young adolescents exemplify diversity.

#### III. Middle Level School Organization. I am able to

1. Explain selected facets of programs for the middle grades including exploratory programs, advising, scheduling, grouping, team teaching, inquiry, individualization of instruction and interdisciplinary teaching.
2. Explain the common and recommended structures for middle schools.
3. Describe the characteristics of effective middle grades teachers.

#### IV. Middle Level Curriculum. I am able to

List and explain the basic features of an effective curriculum for middle grades.

#### V. Planning, Instruction and Assessment. I am able to

1. Demonstrate a variety of instructional strategies and articulate the theoretical basis for instructional choices
2. Analyze student work to improve instruction.
3. Create assessments for a variety of middle grades settings.

#### VI. Classroom Management. I am able to

Recognize and analyze the relative effectiveness strategies of managing the learning environment

**VII. Family and Community Involvement. I am able to**

1. Present strategies for increasing involvement of families and communities with middle level education.
2. Present a statement to support the importance of having family and community involvement in middle level settings.

**Textbooks:**

*Introduction to Middle School*, Pearson Merrill Prentice Hall, 2005

**Grading Policy:**

Raw Score Weightings for Course Assessments	Points
1. Middle Level Autobiography	40
2. Technology Support for instruction	40
3. Midterm Examination	60
4. Final Examination	70
5. Lesson Plans showing a variety of strategies	40
6. Candidate developed assessments	60
7. Collaboration and participation	20
8. Complete portfolio demonstrating skills and knowledge	30
<b>Total course points</b>	<b>360</b>

1. All assignments are to be handed in on time and should represent the student's best work.
  - a. All papers should demonstrate neatness, accuracy, and attention to project requirements.
  - b. Unless otherwise instructed, papers should be stapled and submitted without a cover. **Stapling should be done before class.**
  - c. Unexcused late papers will have points deducted from them based of the submission date and the point value of the assignment. Late papers should be submitted by the next class meeting unless otherwise arranged. Unsubmitted or incomplete papers may result in a penalty equal to from one to one-half of a letter grade on the final course grade.
2. Since the development of group teaching techniques is a significant part of MLE 422, each student is expected to cooperate completely with his or her peers in completing class projects and assignments when such is appropriate. Each group member is expected to participate equally and attend all meetings scheduled by the group. Special problems related to group participation should be brought to the attention of the instructor as soon as possible.
3. Opportunities for extra credit will be available throughout the semester at the

4. The student's grade is determined by the percentage of the total number of available course points earned.

Grade	Grade Description	Cutoff
A	Indicates achievement of distinction.	93-100%
B+	Indicates achievement somewhat below distinction has demonstrated thorough mastery of course content and skills.	89-92%
B	Indicates above average achievement. Student should be able to teach science to students at an acceptable level of skill.	85-88%
C+	Indicates achievement somewhat above average.	81-84%
C	Indicates average achievement. Student is minimally proficient in most content areas.	77-80%
D+	Indicates achievement somewhat below average (grades below 2.0 will not count toward certification)	73-76%
D	Indicates below average achievement. (Grades below 2.0 will not count toward certification)	70-73%

**Attendance Policy and Appropriate Dispositions:**

7. Candidates should demonstrate a professional demeanor in the school and class: This should include professional dress, language, and overall deportment. Their behavior should reflect positively on them as individuals, teacher candidates and FMU students.
8. Candidates are expected to attend **each class** and to be **on time**. Candidates who miss class may be required to complete make-up work related to the experiences missed.
9. Due to the concentrated and applied nature of this course, candidates who miss more than 2 classes will be dropped from the course unless special provision has been made.
10. Two "tardies" will be the same as an absence. Candidates who are late for class must inform the instructor that they are present when they get to class.
11. Candidates facing special problems related to attendance or meeting scheduled course requirements should consult with the instructor at the earliest possible date.

**Office Hours:**

Dr. Lee is available in the School of Education Office during most school hours. It is recommended that you call for an appointment whenever possible to avoid missing him.