

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

Department/School Fine Arts Date October 18, 2011

Course No. or level THEA 320 Title Theatre History I

Semester hours 3 Clock hours: Lecture x Laboratory _____

Prerequisites Eng 200

Enrollment expectation 15

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

modification THEA 220_content change
(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 Dawn Larsen

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2012

Date of School/Department approval October 13, 2011

Catalog description: **THEA 320 Theatre History I: Beginning to 1700 (3) (Prerequisite: English 200) AF.**
Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

- Purpose:
1. For Whom (generally?) **Sophomore to Senior Theatre Majors, Minors, Collaterals**
 2. What should the course do for the student?

The course shall equip each student with new and/or renewed critical and analytical skills in the reading and interpretation of historical events, players, and theories regarding historical theatrical practices, productions, reception, and controversies in mostly Western Theatre. As well, it will equip students with better writing and communicative skills through intensive practice over the course of the semester.

Teaching method planned:

Lecture, testing, critical thinking and writing, and presentation.

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

Wilson and Goldfarb, *Living Theater*, 3rd edition

Wilson/Goldfarb - *Anthology of Living Theatre*

Zinn/Barasamian. *The Future of History. Interviews with David Barsamian.*

Maine: Common Courage Press, 1999. OPTIONAL

The student will also be required to see a performance of the departmental production.

Course Content:

It has been written that theatre is the arena where humans attempt to make sense of their experiences, as individuals and as members of a community. Consequently, the theatre is more than the sum of its technological developments. It is intimately and sometimes immeasurably bound up with a community's history, i.e., its politics, economics, wars, celebrations and defeats, and, most emphatically, its gendered, racial, and class identities. This course will examine the known and frequently contested history of the, mostly, western European theatre, from the ancient Greeks to England, Italy, Spain. This history will survey styles of performance, theatrical architecture and costuming, and technological machinery.

Theatre history, like political history, is an act of interpretation. Every generation redefines its priorities and revises what was previously known and accepted within the community orthodoxy. This course will offer opportunities to think about how history works, and how a community responds by telling itself stories through performance and spectacle,

As well as material from the text regarding theatre history, students will read several play texts and influential critical essays, and then critically think and write about how culture and theatre intersect. The semester culminates in a performance of a Commedia scenario that the students will research and reconstruct.

THEA 320 Theatre History I: "From Ritual to Restoration"

Dr. Dawn Larsen

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Website: people.fmarion.edu/llarsen – Check this site daily

"We know what is right, we distinguish it clearly, but we don't achieve it."

Euripides

"They [playwrights] are the abstract and brief chroniclers of their time."

William Shakespeare

Course Description:

It has been written that theatre is the arena where humans attempt to make sense of their experiences, as individuals and as members of a community. Consequently, the theatre is more than the sum of its technological developments. It is intimately and sometimes immeasurably bound up with a community's history, i.e., its politics, economics, wars, celebrations and defeats, and, most emphatically, its gendered, racial, and class identities. This course will examine the known and frequently contested history of the, mostly, western European theatre, from the ancient Greeks to England, Italy, Spain. This history will survey styles of performance, theatrical architecture and costuming, and technological machinery. And we will read several play texts and influential critical essays.

Theatre history, like political history, is an act of interpretation. Every generation redefines its priorities and revises what was previously known and accepted within the community orthodoxy. This course will offer opportunities to think about how history works, and how a community responds by telling itself stories through performance and spectacle.

Course Objectives:

To equip each student with new and/or renewed critical and analytical skills in the reading and interpretation of historical events, players, and theories regarding historical theatrical practices, productions, reception, and controversies. As well, to equip students with better writing and communicative skills through intensive practice over the course of the semester.

Required reading:

Wilson and Goldfarb, *Living Theater*, 3rd edition (will be used in THEA 321 Theatre History II)

Wilson/Goldfarb - *Anthology of Living Theatre* (will be used in THEA 321 Theatre History II)

Zinn/Barasamian. *The Future of History. Interviews with David Barsamian*. Maine: Common Courage Press, 1999. OPTIONAL

You will also be required to see a performance of the current semester's FMU production. You will be writing a paper on it.

Evaluations/Grading:

Final Exam	20%
Midterm Exam	10%
3 papers	30%
6 Play sheets	20%
Commedia Presentations	10%
Class Participation	10%
Total =	100%

No W's will be given after the withdraw date

Final Grades

I will not email you with your grade close to the end of the semester. You can keep track by using the grading information given in this syllabus. Also, I will not email your final grade to you. You can check your grade as soon as I post it online.

Academic Work

Reading: You are adults. I do not believe in reading the text to you. You will be responsible for your own reading (see tentative schedule and check the website daily). You should have all assigned reading completed **on the day it is assigned**. Lectures will supplement the text. Exams will be based on both.

Exams: There will be both a midterm and a final exam given in this course. Both will have essay elements. There may be an occasional unannounced quiz on the readings. Hint: Stay current. Per the student handbook, if you do not attend the final exam, you will fail the course. If you are late to the final exam, you will only be allowed the remaining time until the last person that was on time finishes the exam.

Play review: You will attend and write a review of current FMU production, even if you are in it. Details for each review will be provided.

Writing Assignments: All assignments are due at the beginning of the class, handed in to me personally. If you are absent, you may have someone bring in your assignment for you **BEFORE class time on the day the assignment is due**. Make arrangements to print your assignments well before the day they are due. You will be given 3 writing assignments, 2-4 pages each, about a given subject. You will generally be given a week to complete the assignment. Then you will get a graded and annotated response from me. For papers one and two, you will then have up to three days to rewrite the assignment for a better grade if you choose. Paper 3 is a one shot deal (you should have learned by then).

Play Sheets: You will be required to complete a play sheet on each of the six plays you will read for the class – *Antigone*, *Lysistrata*, *The Menacchmus Brothers*, *Abraham and Isaac*, *Hamlet* and, *Tartuff*. These reports will be due the day each play is scheduled to be discussed.

Group Presentation: The class will be divided into at least 2 groups to act as professional Commedia dell'arte companies. Your group will put together a 20 minute (max) performance and presentation to be presented to me, the countess Diva de la Histoire. Each member of the group will be responsible for one area of the commedia topic (acting, staging, governance, etc.) and will provide a 1-2 page paper about their research for this area. Specific instructions will be provided on the website.

Writing: You are expected to know how to write, I will provide you with detailed instructions about what content I would like included in each paper. It is your responsibility to make sure papers are in the proper style. All papers for this class will need to be in 6th edition MLA style. For help with style and general writing concerns, please contact the writing center at 661-1528, FH 114C.

Policies

Attendance Policy:

Attendance is mandatory and is absolutely critical to your success in this course. This course has a collaborative nature and requires both your physical and your intellectual presence. Accordingly, if you miss more than two (**2**) classes, your participation grade will be lowered **ten points for each additional absence**. This does not mean that you have two "freebies." This means that you have two separate days in which to handle those inevitable days when you are sick or are otherwise unable to attend class. Use them judiciously. Likewise, perfect attendance will be favorably considered. Besides, the classes will prove to be a joy and you wouldn't want to miss them anyway. The baseline attendance policy in the Francis Marion University catalog concerning Fs and Ws will be adhered to as well.

Tardiness Policy:

The same rules apply as for attendance. Lateness is highly disruptive to the teacher and the students. You are expected to be here on time. The rule of thumb is simple: if you're not here when I take attendance, you're late. And **three lates equals one absence**. Obviously, there will be special circumstances, but they should be very few and far between.

Late Work and Extra Credit: I believe college should prepare you for the world and part of the world is learning to be responsible. For that reason, I take NO late work (except for hospitalization of you or an immediate family member). I take ANY early work.

Plagiarism and Cheating: Plagiarism and/or cheating will not be tolerated per the student handbook (pp132-135). For the first offense, the assignment will receive a 0; second offense, you will fail the course. For all instances of plagiarism and cheating, the Fine Arts Dept Chair and the Dean of Students will be notified. This is serious business. Make sure you know what plagiarism is.

My Teaching Philosophy

I am committed to the idea that theatre education needs to involve the symbiosis of practice and scholarship. I believe this philosophy is one that not only champions the liberal arts ideal (i.e., a nuanced and sophisticated *appreciation* of the practice and power of theatrical expression), but also best prepares the next generation of theatre artists and scholars (i.e., those who will *create* and *critically document and consider* theatre). Theatre training entailing at every level of undergraduate and

graduate study the complementary activities of artistry and intellectual development ensures future generations of theatre artists, scholars, and audiences the practical and critical skills necessary for producing, responding to and documenting, as well as witnessing compelling and meaningful theatre. I argue that one would be sufficiently prepared for the profession (be it in the academy or the commercial theatre) when s/he demonstrates a thorough understanding of the theoretical and historical foundations of drama, is capable of applying this knowledge in production, and who can, through speaking and writing, soundly communicate his/her thoughts about the theatre. In short, then, unlike a conservatory program in theatre – one focusing primarily on skills acquisition – , or a dramatic literature program – one focusing principally on the passive analysis of theatrical texts and contexts – , I champion a model of theatre education that seeks to train the whole person; one that teaches and encourages students to locate and engage in a continual dialogue between practice and theory. This notion that the study of theatre and performance needs to be a symbiotic endeavor is the foundation of my teaching philosophy. It is, in fact, a sentiment I carry with me into this or any classroom. It is also this belief that keeps me active in my field as both artist and academic.

Tentative Schedule Subject to Change Dr. Larsen THEA 101

Week		Assignment
1	Course Introductions, syllabus Pursuing history...	2-24
2	Origins of Western theatre Greek theatre - tragedy <i>Antigone</i> Playsheet DUE	Zinn handout 24-44 <i>Antigone</i> - R
3	Greek Comedy - <i>Lysistrata</i> Roman Theatre Playsheet DUE	44-60 & <i>Lysistrata</i> 2 - R
4	Roman theatre cont. - <i>Menacchmus</i> Asian - R	<i>Menacchmus</i> 3
5	Medieval <i>Abraham and Issaac</i> Playsheet DUE Paper #1 on <i>Lysistrata</i> DUE - R	4 <i>Abraham and Issaac</i>
6	Italian Renaissance	5
7	Comedia Group work Group Work	
8	Group Work Commedia Paper Due Review for Exam	
9	Exam 1 (intro, ch 1-4 and plays) - T & group work Group Work	
10	English Renaissance <i>Hamlet</i> Playsheet due - R Paper #2 DUE	6 <i>Hamlet</i>
11	Spain's Golden Age	7

12	French Neoclassical & comedy Playsheet due T	8 & <i>Tartuffe</i>
13	English Restoration	9
14	Paper #3 DUE Group work	
15	Commedia Presentations	

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

Department/School Fine Arts Date October 18, 2011

Course No. or level THEA 321 Title Theatre History II

Semester hours 3 Clock hours: Lecture x Laboratory _____

Prerequisites Eng 200

Enrollment expectation 15

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

modification THEA 321, content change
(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 Dawn Larsen

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2012

Date of School/Department approval October 13, 2011

Catalog description: THEA 321 Theatre History II: 1700 to the present (3) (Prerequisite: English 200) AF. Study of the Western theatre, both its physical form and literature, from 1700 to the present.

Purpose: 1. For Whom (generally?) Sophomore to Senior Theatre Majors, Minors, Collaterals

2. What should the course do for the student?

The course shall equip each student with new and/or renewed critical and analytical skills in the reading and interpretation of historical events, players, and theories regarding historical theatrical practices, productions, reception, and controversies in mostly Western Theatre. As well, it will equip students with better writing and communicative skills through intensive practice over the course of the semester.

Teaching method planned:

Lecture, testing, critical thinking and writing, and presentation.

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

Wilson and Goldfarb, *Living Theater*, 3rd edition
Wilson/Goldfarb - *Anthology of Living Theatre*
Another play provided to students.

The student will also be required to see a performance of the departmental production.

Course Content:

It has been written that theatre is the arena where humans attempt to make sense of their experiences, as individuals and as members of a community. Consequently, the theatre is more than the sum of its technological developments. It is intimately and sometimes immeasurably bound up with a community's history, i.e., its politics, economics, wars, celebrations and defeats, and, most emphatically, its gendered, racial, and class identities. This course will examine the known and frequently contested history of the, mostly, western European theatre, from the ancient Greeks to England. Italy, Spain. This history will survey styles of performance, theatrical architecture and costuming, and technological machinery.

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As well as material from the text regarding theatre history, students will read several play texts and influential critical essays, and then critically think and write about how culture and theatre intersect.

THEA 321 Theatre History II: "18c to the Present"

Dr. Dawn Larsen

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Make sure you check my website often for updates and changes

"Don't cut the rooster story! That's human interest!"

Ben Hecht and Charles MacArthur, *The Front Page*

"Yes, yes, it's the most comical thing in the world. And we laugh, we laugh, with a will, in the beginning. But it's always the same thing. Yes, it's like the funny story we have heard too often, we still find it funny, but we don't laugh anymore."

Samuel Beckett, *Endgame*

Course Description:

It has been written that theatre is the arena where humans attempt to make sense of their experiences, as individuals and as members of a community. Consequently, the theatre is more than the sum of its technological developments. It is intimately and sometimes immeasurably bound up with a community's history, i.e., its politics, economics, wars, celebrations and defeats, and, most emphatically, its gendered, racial, and class identities. This course will examine the known and frequently contested history of the, mostly, western European theatre, from the ancient Greeks to England. Italy, Spain. This history will survey styles of performance, theatrical architecture and costuming, and technological machinery. And we will read several play texts and influential critical essays.

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Course Objectives:

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Required reading:

Wilson and Goldfarb, *Living Theater*, 3rd edition

Wilson/Goldfarb - *Anthology of Living Theatre*

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Final Exam:

20%

Midterm Exam:	10%
3 papers	25%
6 Play sheets	20%
Presentation	15%
Participation	10%

No W's will be given for any reason after the student withdrawal date.

Final Grades

I will not email you with your grade close to the end of the semester. You can keep track by using the grading information given in this syllabus. Also, I will not email your final grade to you. You can check your grade as soon as I post it online.

Academic Work

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Play Sheets: You will be required to complete a play sheet each of the six plays you will read for the class - *Lilith, A Dream Play, Toby Play, The Good Woman of Setzuan, Krapp's Last Tape, Freak*.

Group Presentation: The class will be divided into at least 2 groups to act as a "happening" company modeled after happenings in the 1960s. Detailed information is found on the website.

Writing: You are expected to know how to write, I will provide you with detailed instructions about what content I would like included in each paper. It is your responsibility to make sure papers are in the proper style. All papers for this class will need to be in 6th edition MLA style. For help with style and general writing concerns, please contact the writing center at 661-1528, FH 114C.

Policies

Attendance Policy:

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Plagiarism and Cheating: Plagiarism and/or cheating will not be tolerated per the student handbook (pp132-135). For the first offense, the assignment will receive a 0; second offense, you will fail the course. For all instances of plagiarism and cheating, the Fine Arts Dept Chair and the Dean of Students will be notified. This is serious business. Make sure you know what plagiarism is.

My Teaching Philosophy

I am committed to the idea that theatre education needs to involve the symbiosis of practice and scholarship. I believe this philosophy is one that not only champions the liberal arts ideal (i.e., a nuanced and sophisticated *appreciation* of the practice and power of theatrical expression), but also best prepares the next generation of theatre artists and scholars (i.e., those who will *create* and *critically document and consider* theatre). Theatre training entailing at every level of undergraduate and graduate study the complementary activities of artistry and intellectual development ensures future generations of theatre artists, scholars, and audiences the practical and critical skills necessary for producing, responding to and documenting, as well as witnessing compelling and meaningful theatre. I argue that one would be sufficiently prepared for the profession (be it in the academy or the commercial theatre) when s/he demonstrates a thorough understanding of the theoretical and historical foundations of drama, is capable of applying this knowledge in production, and who can, through speaking and writing, soundly communicate his/her thoughts about the theatre. In short, then, unlike a conservatory program in theatre – one focusing primarily on skills acquisition – , or a dramatic literature program – one focusing principally on the passive analysis of theatrical texts and contexts – , I champion a model of theatre education that seeks to train the whole person; one that teaches and encourages students to locate and engage in a continual dialogue between practice and theory. This notion that the study of theatre and performance needs to be a symbiotic endeavor is the foundation of my teaching philosophy. It is, in fact, a sentiment I carry with me into this or any classroom. It is also this belief that keeps me active in my field as both artist and academic.

Tentative Schedule

Subject to Change

Dr. Larsen THEA 321

Week		Assignment
1	Course Introductions, syllabus Review of history Readings - R	Readings - R
2	18c <i>Lilith</i> <i>Lilith</i> Playsheet DUE	10 <i>Lilith</i>
3	Plot Analysis DUE over <i>Lilith</i> - T 1800-1875	11
4	Ch 11 cont. 1875-1915 <i>A Dream Play</i> <i>A Dream Play</i> playsheet due	12 <i>A Dream Play</i>
5	12 cont. American Pop Ent. Performance Review DUE	
6	Toby show Toby Playsheet Due - T	<i>Toby</i>
7	Group Work Review for Exam	
8	Exam 1 (readings, ch 10-12 and plays)	
9	Group Work	
10	1915-1945 <i>Good Woman</i> Playsheet due - R	13 & <i>Good Woman</i>
11	1945-1975 Concept Paper DUE R - Group work	14
12	Group Work	
13	Happenings	
14	US Theatre 1975-present <i>Krapp's</i> Playsheet due T	15 & <i>Krapp's</i>
15	Global Theatre <i>Freak</i>	16 & <i>Freak</i>

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

Department/School Fine Arts Date _____

Course No. or level THEA 291 Title Script Analysis

Semester hours 3 Clock hours: Lecture x Laboratory _____

Prerequisites Eng 112

Enrollment expectation 15

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

modification THEA 391 content and prereq
(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 Dawn Larsen

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description: THEA 291 Script Analysis: (3) (Prerequisite: English 112) AF. Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

Purpose: 1. For Whom (generally?) Sophomore to Senior Theatre Majors, Minors, Collaterals

2. What should the course do for the student?

Students will study various critical approaches to dramatic literature available to theatre artists. These skills are necessary whether the student chooses to become director, designer, critic or actor.

1. To introduce the student to the dramatic script as the primary source of information for theatrical performance.
2. To help the student develop a system of analyzing and evaluating a variety of scripts in terms of their theatrical requirements and their aesthetic qualities.
3. To explore the role of secondary research as a tool of the analysis and interpretation of scripts.
4. To introduce the student to the interdisciplinary nature of the production process, which includes research, analysis, and interpretation.

5. To introduce the student to contemporary information resources (both electronic and print), and to the principles of evaluating and using that information effectively.
6. To introduce the student to methods of critical research, and to help develop the abilities to write and speak clearly about dramatic literature, the requirements of production, and the experience of performance.

Teaching method planned:

Lecture, testing, critical thinking and writing.

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

Current FMU production script

Anon. *Dealers in White Women*

Ball, David. *Backwards and Forwards*

Beckett, Samuel. *Happy Days*.

Brecht, Bertolt. *The Good Woman of Setzuan*.

Shakespeare, William. *Hamlet*.

Shepherd, Sam. *Buried Child*.

Treadwell, Sophie. *The Machinal*

Williams, Tennessee. *Cat on a Hot Tin Roof*.

Other readings may be assigned throughout the semester.

Optional Text - Irelan, Scott R., Anne Fletcher, and Julie Felise Dubiner. *The Process of Dramaturgy. A Handbook*. Newburyport: Focus Pulishing, 2010.

The student will also be required to see a performance of the departmental production.

Course Content:

Students will read nine plays. For eight of the plays students will analyze through writing assignments in terms of the following:

1. Structure – Suited for all theatre practitioners. Analyzes in terms of dramatic structure.
2. Dynamic – Most useful for actors, directors, dramaturges. Determines characters' objectives.
3. Functional – Most useful for designers. Asks: How do elements of the mise en scene (settings, properties, lighting, sound, and costumes) contribute to the workability of the play?
4. Imagistic – Most useful for directors and designers. The students learns to articulate the commanding image of a play and then create a visual production concept based on the question: How does it feel to live in the world of the play?
5. Thematic – Useful for all theatre practitioners. Asks: What is the play about?
6. Rhetorical – Useful for all theatre practitioners. Asks: What does this play ask us to believe?
7. Affective – Most useful for directors, actors, and dramaturges. Asks the question: What kind of emotional experience may a production of this play provide an audience?

For the eighth play, students will analyze through their favorite chosen method as their final exam.

THEA 291 Script Analysis

Dr. Dawn Larsen

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Email: llarsen@fmarion.edu

Website: people.fmarion.edu/llarsen - Make sure you check my website often for updates and changes

All the world's a stage,
And all the men and women merely players.
-*As You Like It*, II, vii

In fact it is the simplest things that are most tricky to do well. To read, for example. To be able to read exactly what is written without omitting anything that is written and at the same time without adding anything of one's own. To be able to capture the exact context of the words one is reading. To be able to read!
-Jean-Louis Barrault, *Reflections on the Theatre*.

The play has no other aim than to bind together the world of the living and the dead...The task of the dramatist who grasps the world in its mobile state must be to win recognition on stage for the changed conception of its nature.
-Walter Hasenclever, *The Task of Drama*.

Required reading: You must purchase the Ball book. Though most of the plays are available in the bookstore, you may use other versions.

Current production script
Anon. *Dealers in White Women*
Ball, David. *Backwards and Forwards*
Beckett, Samuel. *Happy Days*.
Brecht, Bertolt. *The Good Woman of Setzuan*.
Shakespeare, William. *Hamlet*.
Shepherd, Sam. *Buried Child*.
Treadwell, Sophie. *The Machinal*
Williams, Tennessee. *Cat on a Hot Tin Roof*.
Other readings may be assigned throughout the semester.

Optional Text - Irelan, Scott R., Anne Fletcher, and Julie Felise Dubiner. *The Process of Dramaturgy. A Handbook*. Newburyport: Focus Publishing, 2010.

Course Description:

(Prerequisite: ENG 112). Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

Course Objectives:

Students will study various critical approaches to dramatic literature available to theatre artists. These skills are necessary whether the student chooses to become director, designer, critic or actor.

1. To introduce the student to the dramatic script as the primary source of information for theatrical performance.
2. To help the student develop a system of analyzing and evaluating a variety of scripts in terms of their theatrical requirements and their aesthetic qualities.
3. To explore the role of secondary research as a tool of the analysis and interpretation of scripts.
4. To introduce the student to the interdisciplinary nature of the production process, which includes research, analysis, and interpretation.
5. To introduce the student to contemporary information resources (both electronic and print), and to the principles of evaluating and using that information effectively.
6. To introduce the student to methods of critical research, and to help develop the abilities to write and speak clearly about dramatic literature, the requirements of production, and the experience of performance.

My Teaching Philosophy

I am committed to the idea that theatre education needs to involve the symbiosis of practice and scholarship. I believe this philosophy is one that not only champions the liberal arts ideal (i.e., a nuanced and sophisticated *appreciation* of the practice and power of theatrical expression), but also best prepares the next generation of theatre artists and scholars (i.e., those who will *create* and *critically document and consider* theatre). Theatre training entailing at every level of undergraduate and graduate study the complementary activities of artistry and intellectual development ensures future generations of theatre artists, scholars, and audiences the practical and critical skills necessary for producing, responding to and documenting, as well as witnessing compelling and meaningful theatre. I argue that one would be sufficiently prepared for the profession (be it in the academy or the commercial theatre) when s/he demonstrates a thorough understanding of the theoretical and historical foundations of drama, is capable of applying this knowledge in production, and who can, through speaking and writing, soundly communicate his/her thoughts about the theatre. In short, then, unlike a conservatory program in theatre—one focusing primarily on skills acquisition—, or a dramatic literature program—one focusing principally on the passive analysis of theatrical texts and contexts—, I champion a model of theatre education that seeks to train the whole person; one that teaches and encourages students to locate and engage in a continual dialogue between practice and theory. This notion that the study of theatre and performance needs to be a symbiotic endeavor is the foundation of my teaching philosophy. It is, in fact, a sentiment I carry with me into this or any classroom. It is also this belief that keeps me active in my field as both artist and academic.

Evaluations/Grading: (based on 1000 points)

8 writing assignments @ 75 pts each	600
Midterm	100
Final Project/Exam	200
Peer Review	50
Participation	50
Total	<u>1000</u>

No W's will be given for any reason after the student withdrawal date.

Policies

Attendance Policy:

Attendance is absolutely critical to your success in this course. This course has a collaborative nature and requires both your physical and your intellectual presence. As you are adults and responsible for your education, it is your choice to attend class. If you choose to miss class, you and only you are responsible for getting notes and instructions from your classmates. Do NOT ask me to re-lecture to you. If you choose to be late, please be considerate of me and your fellow students. Come in quietly, sit at the back of the room, and do not ask me what you have missed. I will adhere to the baseline attendance policy in the 2010-11 Francis Marion University catalog concerning Fs and Ws, which says if you are absent more than twice the number of days that the class meets, you will be dropped from the course with an F.

Reading: You are adults. I do not believe in reading the texts to you. You will be responsible for your own reading (see tentative schedule). You MUST bring the scripts to class with you and have read them by the assigned date. If you do not have the script or are not prepared, I will ask you to leave and you will be counted absent. Lectures will supplement the texts. Exams will be based on both lecture and text.

Assignments: You will be assigned 8 analyses to complete for 8 different plays. Length varies on each type of analysis and instructions for each will be provided. You will generally be given a week to complete each assignment. On some days, we will not meet in class. Instead, I will be available in my office to help you with the analyses. Again, do NOT ask me to re-lecture to you about a topic if you have chosen to miss class. All assignments must be word-processed.

Writing: You are expected to know how to write. See the prerequisite. I will provide you with detailed instructions about what content I would like included in each analysis. It is your responsibility to make sure papers are in the proper style. All papers for this class will need to be in 6th edition MLA style. For help with style and general writing concerns, please contact the writing center at 661-1528, FH 114C. All assignments are due at the beginning of the class time handed in to me personally. If you are absent, you must give your assignment to someone to present to me by **class time** on the day the assignment is due. Make arrangements to print your assignments well before the day they are due. See "late work" below.

Exams: There will be a midterm given in this course. There may be an occasional unannounced quiz on the readings. Hint: Stay current.

Correspondence

Email

The **best way** to correspond with me one-on-one is through email. If you choose to email me, in order for you to receive a response from me within 48 hours M-F, you **must**: email me from your FMU Gmail account **only** (required for all FMU students); in the subject line put “**THEA 391 MW or TR, First Name Last Name**”; within the email, address me as Dr. Larsen; sign your full name; the email should use grammatically correct English. If these rules are not followed, I will not respond to your email.

You can activate your account here: <http://www.fmarion.edu/campustechnology/swampfoxmailhelp>.

My Webpage

Check my website EVERY DAY. I will use the website and your THEA 391 page to communicate with you as a class.

Phone Messages

You may leave a phone message, but if I can't understand you, your telephone number, your name, and/or your message, I will not return your call.

Appointments

You may make an appointment to see me face-to-face. Office hours are posted in a link on my website. To make an appointment, please send an e-mail message in the format outlined above. You must receive an email message from me confirming the appointment. If you don't, it means I didn't get your message. Keep your appointment time.

Late Work and Extra Credit

I believe college should prepare you for the world and part of the world is learning to be responsible. For that reason, I take NO late work (except for hospitalization of you or an immediate family member). I take ANY early work. To balance this policy, I provide ample opportunity for extra credit throughout the course. Therefore, I suggest that you take every opportunity to earn extra credit in case of assignments missed. You may complete one project of 50 points. You may read another script and write an analysis of your choice about it or volunteer for 10 hours on a production crew for an academic or professional theatre company (I will need a note from the production crew chief noting your hours and work for this choice). All written extra credit will be due by **xxxx** - no exceptions.

Plagiarism and Cheating

Plagiarism and/or cheating will not be tolerated per the student handbook and the FMU Honor Code. For the first offense, the assignment will receive a 0; second offense, you will fail the course. For all instances of plagiarism and cheating, the Fine Arts Dept Chair and the Associate Dean of Students will be notified. This is serious business. Make sure you know what plagiarism and cheating are.

Midterm Deficiencies

At Midterm, grades will be averaged. Any student with a D average or lower will receive a Midterm Deficiency via email and/or letter. Make sure the email you list with FMU is correct.

Cell Phones & mp3 players

All cell phones and mp3 players must be turned **OFF** during this class. Vibrate mode is a distraction. The entire class gets one warning. After that warning, you will be asked to leave class and counted absent for that day regardless. After 2 warnings, you will be reported to the chair of the department and the Dean of Students and withdrawn from the class with an F.

Behavior

Though you are adults, it is necessary in some cases, to have strict behavior guidelines. Please see the “Groundrules for Discussion” link on my website for more information. **Please read the following carefully:** If you should choose to engage in behavior that is disruptive or offensive to others; talking, reading, doing other classwork, daydreaming; you will receive one warning from me. For your second offense, you will be asked to leave class for that day and be counted absent. For your third offense you will be asked to leave class for that day and directed to see the Dean of Students before you are allowed to return to class. Any missed time will be counted toward absences. After 3 warnings, you will be withdrawn from the class with an F. This class may be videotaped for disciplinary purposes. All attendance rules apply.

THEA391 VERY Tentative Schedule Check website for changes

Week	Topic	Readings
1	<i>Backwards and Forwards</i>	
2	Ball and <i>Hamlet</i> Hamlet Ball analysis DUE	Ball & <i>Hamlet</i>
3	Peer Reviews due	
4	Hamlet Ball analysis rewrite due 9/15 Structural	
5	Hamlet structural analysis due 9/22 Dramatic Action/Dynamic/scoring	Ball 60 <i>Dealers in White Women</i>
6	Dealers dynamic analysis due 9/29 Functional	<i>Happy Days</i>
7	Happy Days functional analysis due 10/8 Image Midterm Review	Ball 68 <i>Cat on a Hot Tin Roof</i>
8	Midterm	
9	Cat imagistic analysis due 10/18 Theme – FMU production	Ball 76 FMU production
10	Spoon River thematic analysis due 10/27 Rhetorical	<i>The Good Woman of Setzuan</i>
11	Good Woman rhetorical analysis due 11/8 Affective	<i>The Machinal</i>
12	The Machinal affective analysis due 11/19	
13	Dramaturgy	
14	<i>Buried Child</i>	<i>Buried Child</i>
15	<i>Buried Child</i> review	

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

Department/School Fine Arts Date October 18, 2011

Course No. or level 209 Title Introduction to Costume Technology

Semester hours 3 Clock hours: Lecture 2 Laboratory 2

Prerequisites None

Enrollment expectation 12

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

Modification THEA 209 Costume Crafts

(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 Allison Steadman

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2012

Date of School/Department approval October 13, 2011

Catalog description: Basic training in costume craft and construction technologies. Lecture, demonstration and practical application of costume technology that may include sewing, pattern making, millinery, and fabric dyeing.

Purpose:

1. Theatre Majors and Minors
2. Prepare them for practical work in Costume Shops in professional theatres. These skills will benefit theatre technicians and performers alike by increasing their marketable skills. It will also employ analytical and creative development on the part of the students to create their projects for existing or created characters.

Teaching method planned: Lecture/Demonstration/Practical application

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

- *The New Complete Guide to Sewing: Step-by-Step Techniques for Making Clothes and Home Accessories Updated Edition with All-New Projects and Simplicity Patterns*, Readers Digest; Updated edition (November 11, 2010), ISBN-10: 1606522086, ASIN: B005EP1QRC

- *Costume Craftwork on a Budget: Clothing, 3-D Makeup, Wigs, Millinery & Accessories*, Tan Huaixiang, Focal Press (August 9, 2007), ISBN-10: 0240808533, ISBN-13: 978-0240808536
- *Basic Millinery for the Stage*, Tim Dial, Heinemann Drama (July 12, 2002), ISBN-10: 032500336X, ISBN-13: 978-0325003368
- *The Costume Technician's Handbook 3/e*, Rosemary Ingham, Heinemann Drama; 3rd edition (July 24, 2003), ISBN-10: 0325004773, ISBN-13: 978-0325004778
- Supplies:
 - Sewing Shears
 - Sewing Box
 - Tape Measure
 - Sewing Gauge
 - Disappearing Fabric Marker
 - Straight Pins
 - Pin Cushion or Magnet
 - TBA Supplies for Projects
 - Sewing Machine

Course Content: In this course students will learn entry level costume technology skills that will prepare them to be able to work in a professional costume shop. These skills include sewing, basic pattern making, millinery (hat making), fabric dyeing/modification. For each skill set students will create or modify a costume piece using demonstrated methods. The projects generated by the students will also require them to analyze characters and apply that analysis to design choices. The course will culminate in a student-directed project where the student will use advanced techniques inspired by classroom demonstrations, or will explore a technology and/or method not covered in classroom. The course will also require the students to do a practicum in the FMU Costume Shop where they will experience proper costume shop procedures and practices.

THEA 209 Introduction to Costume Technology

HFAC 223/Costume Trailer

**TURN OFF/SILENCE ANY AND ALL ELECTRONIC DISTRACTIONS* PRIOR TO ENTERING CLASS.
ANY CLASS DISRUPTION WILL BE REFLECTED IN YOUR CLASS PARTICIPATION GRADE.**

Required Text:

- *The Costume Technician's Handbook 3/e*, Rosemary Ingham, Heinemann Drama; 3rd edition (July 24, 2003), ISBN-10: 0325004773, ISBN-13: 978-0325004778

Recommended Texts:

- *The New Complete Guide to Sewing: Step-by-Step Techniques for Making Clothes and Home Accessories Updated Edition with All-New Projects and Simplicity Patterns*, Readers Digest; Updated edition (November 11, 2010), ISBN-10: 1606522086, ASIN: B005EP1QRC
- *Costume Craftwork on a Budget: Clothing, 3-D Makeup, Wigs, Millinery & Accessories*, Tan Huaixiang, Focal Press (August 9, 2007), ISBN-10: 0240808533, ISBN-13: 978-0240808536
- *Basic Millinery for the Stage*, Tim Dial, Heinemann Drama (July 12, 2002), ISBN-10: 032500336X, ISBN-13: 978-0325003368

Supplies:

Sewing Shears	Sewing Gauge	Pin Cushion or Magnet
Sewing Box	Disappearing Fabric Marker	1 yard 30" or 45" Muslin
Tape Measure	Straight Pins	TBA Supplies for Projects

Course Description:

Course will consist of theoretical and practical study of sewing and costume craft techniques and tools through reading, lecture, discussion, demonstration, and practical application. This course will use **Blackboard** to post information, assignments, and grades. You are expected to check **Blackboard** regularly for updates.

Course Objectives:

This course is intended to create a basic understanding of sewing and costume craft techniques with specific application to costume production through the study of fabrics, sewing machines & sergers, sewing terminology, pattern instruction and interpretation, hand and machine sewing techniques, costume vs. garment construction, common costume craft materials and techniques, costume shop procedures, and interpretation of designs for production.

Grading:

Class Participation	50pts.	Final Exam	100pts.
Projects	400pts.	Final Project	150pts
Practicum (Shop Hours)	200pts.	Total	1000pts
Midterm Exam	100pts.		

Grading Scale:

A Excellence, Superior Quality	900-1000
B+	880- 899
B Consistent, Better than Average	800- 879
C+	780- 799
C Average work	700- 779
D+	680- 699
D Below Average	600- 679
F Failing	0- 599

Coursework Expectations:

Students are expected to complete all assignments in a complete and timely manner. Any late assignments will have a full letter grade per day (not class meeting) late be deducted from the grade *earned* on the assignment. For example, an assignment that *earned* a B will receive a D if it is turned in 2 days late, etc. Quizzes and exams missed due to absences cannot be made up unless the student has made arrangements with Professor Steadman before missing the class concerned. Quizzes, exams, and assignments missed due to informed absences may be made up at the professor's discretion with a one letter grade deduction. **Midterm and Final Exams:**

The Midterm Exam will cover course material covered in class up to the date of the exam. This includes class discussions, demonstrations, and lectures. The Final Exam will be cumulative and will cover course information from the whole semester. Both the Midterm and Final Exams may consist of a combination of Short Answer, Fill-in the Blank, Multiple Choice and/or Practical Application. There will be Review Sheets provided prior to each exam.

Projects:

The bulk of this class will consist of projects done in class. You may arrange to work on projects outside of class with Professor Steadman during scheduled Costume Shop Hours: M-TH from 1-5pm, and Fridays from 1-5pm unless otherwise posted. Projects will be graded primarily on effort and ability to follow instructions. Quality of work will be considered; sloppiness will result in a lower grade. We have limited machines available, so make sure you schedule plenty of time to complete your projects. "I couldn't get to a sewing machine" is not an acceptable excuse for a late or missing assignment. The Final Project will be a self-directed project using a technique of your choosing: either using a material or technique not covered in class or taking a classroom technique much farther.

Practicum:

Learning how to sew is only part of the process. Students are expected to work 20 hours in the Costume Shop over the course of the semester. Shop assignments may include, but not be limited to: sewing costumes for shows, cleaning costume spaces, re-stocking costumes, repairing show costumes, doing show laundry, and/or any other costume and sewing related projects. Shop hours are M-TH from 1-5pm, and Fridays from 1-5pm unless otherwise posted. In order to get credit for hours worked, students must sign in on the Shop Hour Log Sheet and have that time verified by a shop worker or Professor Steadman. I strongly recommend that you set a schedule to complete these hours early and keep up with them throughout the semester, as there may not be sufficient work to do at the end of the semester to meet the practicum requirement should you fall behind. All shop hours must be completed by the last day of classes.

Extra Credit:

Up to 100 extra credit may be earned in the form of additional shop hours. You may work up to 10 extra hours at 10 points per hour. These hours must be completed by the last day of classes. Additional extra credit may be given at the discretion of the professor, but the total number of extra credit points for any one student cannot exceed 100pts.

Attendance Policy:

Attendance in class is mandatory as most of the coursework for this class will be done during class time. Students are allowed **four** absences without penalty. Two tardy, leaving class early, cell phone ringing, or any other disturbance occurrences will count as one absence. Being more than 10 minutes late for class, or leaving more than 10 minutes early counts as an absence instead of a tardy. Once the fourth absence occurs, the student may be withdrawn from the class. In the event of an *emergency* the student is expected to make every effort to contact the professor *before* the class is missed. Unexpected circumstances and advanced knowledge of future absences will be given consideration. If a student misses a class, it is the student's responsibility to find out what has been missed *before* the next class meeting and will be responsible for all work due on the day missed and the day they return. Being absent when called on, sleeping, or doing non-class related activities in class will be considered an absence. The professor reserves the right to dismiss any student from any class meeting for inattentive or disruptive behavior.

Academic Honesty:

Each student is expected to be honest in his or her work for the course and to guard against any appearance of dishonesty on the part of other students. Examples of violation of academic honesty include, but are not limited to, the following: the supplying or receiving of unauthorized information about the form or content of an exam; copying or allowing the copying of assigned work; the submission of the same or essentially the same work or paper on two different occasions; the supplying or receiving of completed research, outlines or papers for submission by any person other than the author; plagiarism, i.e. presenting as one's own the work, words, or opinions of someone else. In this course any evidence of academic dishonesty will result in 0 credit on the assignment/exam for all parties involved and loss of all accrued and potential Extra Credit. A second act will result in failure of the course.

Disability-Related Information:

It is the responsibility of the student to notify the instructor at the first class session of any disability which will make it difficult for the student to participate in class activities outlined in this syllabus in the location specified. A student

with a visible or non-visible disability who requests “reasonable accommodation to his or her condition should provide medical and/or physiological documentation of the disability to the Office of Counseling and Testing. It is preferable and recommended that documentation be provided immediately after acceptance to the University. Notice of a disability and the requested accommodations, but not the medical documentation, may be provided by the Office of Counseling and Testing to any administrator, dean, and/or professor on a need-to-know basis, but only after consultation with the student.

Students with documented learning disabilities are advised to notify the professor of the course concerned during the first week of the semester and must do so no later than the second week in order for the instructor to be best able to accommodate the specific needs of the student. Students who wish to be tested or reevaluated may arrange for testing through the Office of Counseling and Testing at the student’s expense.

This Syllabus is subject to change according to student progress and academic opportunity.**

THEA 209 Schedule (Subject to change based on needs and progress of the class)

T	Intro To Class Structure and Syllabus Assignment: Set up Blackboard Account
TH	Sewing Lecture
T	Closures Demo Assignment: Sew closures
TH	Machine Training Assignment: Paper Stitching Deadline to create Blackboard account
T	Machine Testing Due: Closures and Paper Stitching
TH	Seams Demo Assignment: Sew sample seams
T	Curves Demo Assignment: Fish pillow Due: Sample seams
TH	Gathers/Pleats Demo Assignment: Gather and Pleat Samples
T	Cut out Aprons Due: Fish and Gather/pleat samples
TH	Apron Pockets
T	Apron Tie and Straps
TH	Apron Hem Finishes
T	Midterm Exam Due: Apron
TH	Craft Lecture
T	NO CLASS MEETING-FALL BREAK
TH	Pattern Making Demo
T	Pattern Making Demo Continued Assignment: Drape/Draft Sloper
TH	Pattern Making Classwork
T	Millinery Demo Assignment: Design Tiara Due: Slopers
TH	Millinery Classwork Due: Tiara Design
T	Millinery Classwork
TH	Millinery Classwork
T	Dyeing/Distressing Demo Due: Tiara
TH	Dyeing/Distressing Classwork Due: Jacket to Distress
T	Dyeing/Distressing Classwork
TH	Dyeing/Distressing Classwork

T	TBA Craft Demo Due: Distressed Jacket & Final Project Proposals
TH	NO CLASS MEETING- THANKSGIVING HOLIDAY
T	Class time for Final Projects
TH	Class time for Final Projects
T/TH	Final Exam Due: Final Projects

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

Department/School Education **Date** November 2, 2011
Course No: EDUC 310 **Title** Using Technology Effectively In The Classroom
Semester Hours: 45 **Clock Hours:** 3 **Lecture:** 3 **Laboratory**

Prerequisites: None

Enrollment expectation: 40 per semester

Name of the person preparing course description Daljit Kaur

Department Chairperson's /Dean's Signature

Provost's Signature

Date of Implementation Fall 2012

Date of School/Departmental approval

Catalog Description

Designed for education majors, this course is a hands-on approach for using instructional technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards—ISTE Standards.

Purpose:

1) For whom (generally?)

This course is specifically designed for undergraduate students in the School of Education.

2) What should the course do for the student?

This course is designed for students to learn how to use microcomputer software applications, hardware and web applications in a classroom setting. Students also learn how to use the ISTE standards with different projects and assignments that they have to create during the semester.

Teaching method planned:

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Students will have opportunities to work independently and collaboratively with other students. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

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

O'Bannon, Blanche & Puckett, Kathleen (2009). Preparing to Use Technology: A Practical Guide to Curriculum Integration, Second Edition, Allyn and Bacon.

Students will also use LiveText, Blackboard, SMARTBoard and Microsoft Office Tools.

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

Included in the course syllabus

EDUC ____ Section-1 and EDUC ____ Section -2

Instructor: Dr. Daljit Kaur
 Office, Phone: CEMC 205, 843-661-1478
Office Hours: Tues 11:10-12:10, Weds 2:00-4:00 Thurs 11:10-12:10
 Office Hours are also available upon request. **E-mail:** dkaur@fmarion.edu

Pre-requisites: EDUC 190 & EDUC 191 or Permission from the School of Education

Meeting Times: EDUC ____ Section 1 Tuesdays and Thursdays 8:30-9:45

Meeting Times: EDUC ____ Section 2 Tuesdays and Thursdays 9:55-11:10

Meeting Locations: **CEMC 208-A**

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

Dispositions statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well he/she feels you are demonstrating these behaviors.

If your professor or your program committee feels that there is a problem or even a potential problem with your professional dispositions, they will begin the **Teacher Candidate Disposition Resolution Policy**. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students. The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude.
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn.
3. Upholding ethical and professional standards
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Course Description

Designed for education majors, this course is a hands-on approach for using instructional technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing variety of software, hardware, and web applications.

Course Objectives

This course is designed to introduce students to different computer applications that they can use both as students and as teachers.

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

CK = content knowledge CP = children of poverty T I = technology integration
SL = student learning PI = planning and instruction A = assessment R = reflection

ADEPT Performance Dimensions:

- PD 1: Long-Range Planning
- PD 2: Short-Range Planning of Instruction
- PD 3: Short-Range Planning, Development, and Use of Assessments
- PD 4: Establishing and Maintaining High Expectations for Learners
- PD 5: Using Instructional Strategies to Facilitate Learning
- PD 6: Providing Content for Learners
- PD 7: Monitoring and Enhancing Learning
- PD 8: Maintaining an Environment that Promotes Learning
- PD 9: Managing the Classroom
- PD 10: Fulfilling Professional Responsibilities beyond the Classroom

Book	Conceptual	ADEPT
	<u>Framework</u>	<u>Performance</u> <u>Dimension</u>

At the completion of each chapter, the participant will be able to:

- | | | |
|--|----------------|------|
| – describe the state of computers in education and become familiar with the National Educational Technology Standards. | CK, SL, CP | 8, 9 |
| – discuss basic computer terminology and concepts. | CK | 9 |
| – explain the basic concepts of computer networks. | CK, TI | 9 |
| – locate appropriate resources on the Web that would be useful to teach a lesson. | CK, TI, SL, A | 9 |
| – develop lessons using programs like word and SMARTBoard | CK, TI, SL, PI | 2, 5 |

– construct a database using Access.	CK, TI, SL	2, 5, 7
– construct a gradebook using specific spreadsheet functions.	CK, TI, SL, R	2, 5, 7
– determine potential uses of software and hardware for students to communicate.	CK, TI, SL, R	2, 5, 7
– determine additional software and hardware tools to enhance teaching and learning effectively.	CK, TI, SL, R	2, 5, 7
– describe several uses of interactive multimedia for content.	CK, TI, SL, R	2,5,7,8
– discuss technology integration concepts.	CK, TI, R	8, 9
– discuss the concept of computer competence as it relates to computer literacy and curriculum integration.	CK, TI, R	8, 9

The objectives of this course are also aligned with the components of the National Educational Technology Standards and Performance Indicators for Students (**ISTE NETS-S**). A complete listing of these standards is in blackboard and can also be found at the following web site: http://cnets.iste.org/teachers/t_stands.html. Students are required to complete a technology portfolio in LiveText that aligns with the ISTE NETS-S.

Text

O'Bannon, Blanche & Puckett, Kathleen (2009). Preparing to Use Technology: A Practical Guide to Curriculum Integration, Second Edition, Allyn and Bacon.

Course Materials

You will need a USB drive/flash/jump drive. Always keep a backup of your work as insurance against any unforeseen problems.

Content Outline

1. Preparing to Use Technology
2. Hardware Basics
3. Software Basics
4. Portfolios
5. The Internet
6. Word Processing
7. Digital Images
8. Diagrams, Maps, and Webs
9. Databases
10. Spreadsheets
11. Multimedia Tools
12. Web Authoring

Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Students will have opportunities to work independently and collaboratively with other students. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

Course Requirements

1. Attendance and participation in all classes.
2. Completion of textbook readings before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes.

Course Policies

Attendance/Tardiness

- As this is a course preparing you for your profession, you are expected to be in class on time. Since this is a “hands-on” class, class attendance and punctuality are extremely important and expected. **There are no automatic “cuts.”** Absences will affect your participation grade for the course which is 25% of your final grade. Obviously, if you are not here, you cannot participate in nor contribute to class activities.
- Since tardies reflect your lack of preparation for arriving to class, they will affect your grade also. Two tardies will constitute one absence. Therefore, it is strongly suggested that you set all of your time pieces with the website www.time.gov for official time.
- If a medical necessity or family crisis requires you to miss a class session, you are to notify me in advance. Before the next class, you are to see me to determine what you will be allowed to make up. **Missed quizzes will be allowed to be made up in case of emergency only if prior notice is given regarding an absence. Completion of all technology integration projects is required for a passing grade in the course.**
- If you are absent more than four times, for whatever reason, you will be automatically dropped with a failing grade.

Classroom Courtesy

- 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 will be taken into consideration for your final grade.
- Respect others by not talking during instruction. Often, missing one small step in a computing task can adversely affect the success of that task.
- Arriving late to class is considered a disruption and a diversion from the class session already in progress.
- All cell phones and personal electronic devices should be turned off and put away before coming to class. If you leave the classroom to take a call, you will not be able to return that class period and will be counted absent.
- **Be advised that you may be asked to leave class if you violate any of the above classroom courtesy policies.**

Class Participation

- It is vital to study (not just read) the reading assignments in preparation for class. This provides you the background information needed for your active participation in class discussions and activities.
- Attending class and occasionally offering tidbits during discussions, does not qualify for a grade of an “A” for class participation.
- **All information in the textbook will not necessarily be repeated in lecture/discussions.**
- Lectures and discussions offer information and interpretations not found in the textbook.
- **If absent on a day in which there is a cooperative activity, the grade for that activity will be a 0.**

Computer Lab Policy

- Food and drink are **NOT** permitted in the computer/media labs.
- Programs on the computer’s hard drive are not to be altered, erased, copied or downloaded from the Internet.

- **During in-class time, participation in instant messaging, chat rooms, discussion boards, games, etc. is prohibited both on computers and cell phones.**
- Students must abide by the Acceptable Use Policy of Francis Marion University.

Course Assignments

Completing Assignments

- Assignments will be done in class **and** on your own time. Expect to spend some time outside of class time to work on computer related assignments. Computers are available for your use with an FMU ID card in the Rogers Library, Media Center, and the Academic Computer Center. Check available times.
- If you have any questions about an assignment, please contact me before the due date.

Collaboration

- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own. Please refer to the "Academic Integrity" section of the Student Handbook available at <http://www.fmarion.edu/students/handbook>

Due Dates

- Assignments are due at the beginning of class unless otherwise indicated. I **DONOT** accept late assignments. If you don't turn in your assignment on time you will receive a grade of 0.

Submitting Assignments/Quizzes

- Assignments are to be submitted as directed
- **Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English.**
- Most of the assignments and projects will be submitted through LiveText.
- Make sure you keep all assignments/projects returned to you after they have been graded. If there is any discrepancy between grades received and recorded, these assignments/projects will be used to resolve any disputes.

Evaluation

<i>Code</i>	<i>Activity</i>	<i>Assigned Percentage</i>
CK, TI, R	Class attendance/participation, professionalism, and dispositions	25%
CK, PI.SL, TI, R	Technology Integration Projects	50%
CK, TI, R	Reflective Quizzes/Demonstrations	25%

The candidate's grade is determined as follows:

<i>Grade</i>	<i>Description</i>	<i>Qty Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Indicates achievement of distinction	4.0	93-100
B+	Indicates achievement somewhat below distinction	3.5	89-92
B	Indicates above average achievement	3.0	85-88
C+	Indicates achievement somewhat above average	2.5	82-84
C	Indicates average achievement	2.0	77-81
D+	Indicates achievement somewhat below average	1.5	73-76
D	Indicates below average achievement	1.0	70-72

CHILDREN OF POVERTY OPERATIONAL DEFINITION

OPERATIONAL DEFINITION:

The term “Children of Poverty” is defined by the *Francis Marion University School of Education Center of Excellence to Prepare Teachers of Children of Poverty* as those young persons who currently live (or whom have lived a significant period of their childhood) in an environment in which one or more of the resources identified as important for one to develop potential and function effectively in society is unavailable.

FINANCIAL and OTHER RESOURCES:

Typically resources are income-related. Financial poverty can be measured by 1) the national poverty threshold (in 2005, the poverty threshold for a household of four people in the continental U.S. was approximately \$19,350 in household income) or 2) the common federal school lunch designations of free and reduced lunch eligibility.

The absence of other resources may also place children at risk and should be considered. Those ‘other resources’ may include, but should not be limited to emotional and psychological resources, such as the presence of important positive support systems, role models, and physical and health resources. It is important to note that the absence of these other critical resources may be indicated even when families have access to financial resources that exceed the poverty threshold. Children with adequate financial resources, but without these ‘other resources’ can also be identified as children of poverty. Similarly, families without adequate financial resources may have other non-financial resources available to them. The presence of those ‘other resources’ can decrease their children’s risk.

RISK FACTORS:

Research indicates that being raised in poverty (without necessary resources) places children at higher risk for a wide range of problems. Poor children are disproportionately exposed to risk factors that may impair brain development and affect social and emotional development. A few of these risks include exposure to environmental toxins, inadequate nutrition, maternal depression, parental substance abuse, trauma and abuse, violent crime, divorce, low quality child care, and decreased cognitive stimulation and vocabulary exposure in infancy. Children of poverty often experience significantly less success in school because they lack the middle-class social skills and perception of the value of formal education upon which school cultures are most often based.

SC-EEDA2007: Education and Economic Development Act

All educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the preK-12 curriculum:

SC-EEDA2007.1 Career Guidance

SC-EEDA2007.2 The use of the cluster of study curriculum frameworks

SC-EEDA2007.3 The use of individual graduation plans

SC-EEDA2007.4 The instruction of students with diverse learning styles

SC-EEDA2007.5 The elements of the Career Guidance Model

SC-EEDA2007.6 Contextual teaching

SC-EEDA2007.7 Cooperative learning

SC-EEDA2007.8 Character education

LIVETEXT

During Fall 2007, the Francis Marion University School of Education joined hundreds of other colleges and universities in the US in the use of LiveText, an online assessment and accreditation management system. LiveText is a program-improving tool that will help the School of Education gather data to make sure our teacher preparation programs are the very best they can be.

All undergraduate and graduate education degree-seeking students are required to purchase accounts with LiveText beginning with the Fall 2007 semester. Purchase instructions and pricing information can be located at <http://www.fmarion.edu/academics/article87284.htm> for those who need to purchase an account. If you purchased a LiveText account during the Fall 2007 semester, you may continue to use the same account.

Brief training in the use of LiveText is conducted during class time in the EDUC 190 course for undergraduates and by professor request in graduate courses. Other LiveText assistance is available on the School of Education portion 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 must purchase and register their accounts.

Description and Purpose of LiveText

LiveText is an assessment and accreditation management system with data collection capabilities that is accessible through the internet. Teacher candidates are able to create and design course assignments, projects, lesson plans, and portfolios to show their teaching abilities and clinical experiences, and the School of Education is able to generate and review data to prove that students are able to do what they are supposed to do to become teachers.

Unlike Blackboard, which manages course documents and allows teacher candidates to upload completed work, **LiveText allows teacher candidates to complete some of their course assignments, projects, and portfolios online.** Additionally, many projects and assignments will be completed using **fill-in-the-blank templates** to guide teacher candidates in meeting the requirements of the assignment or project. Once the assignments are completed online, teacher candidates can submit their work directly to their professors, who grade and comment on their work online via LiveText and return the work electronically via LiveText (not email or Blackboard) to the teacher candidate.

From all of the teacher candidate work completed in the LiveText system, the School of Education will select certain assignments or projects in particular courses from which to gather data to assess the quality of our degree programs, courses, and teacher candidates. Some of this data will be extracted from course assignments and their corresponding grades. The School of Education will also be collecting data at various intervals on the knowledge, skills, dispositions, and professional growth of our teacher candidates as they progress through their degree programs. To monitor a teacher candidate's growth, the School of Education will implement the **Candidate Observation, Research, and Evaluation (CORE) system. CORE rubrics will be designed to measure a teacher candidate's knowledge, skills, dispositions, and professional growth, but will not affect course grades.** Finally, a third set of data available through the FMU computer system on our teacher candidates (grade point averages, course grades, Praxis scores, etc.), will also be used to assess the quality and effectiveness of education courses, programs, and teacher candidates.

Using the data capabilities of LiveText and the campus computer system, the School of Education will create reports from both the campus computer data, LiveText data from completed teacher candidate work, and the **CORE** data in LiveText to assess the quality of our degree programs, courses, and teacher candidates. The

School of Education faculty will review these data reports and make data-driven decisions for program and course improvements. Individual professors will also be able to create reports based on assignments created, completed, and graded online via the LiveText system to monitor and improve their own instruction.

EDUC ____ TECHNOLOGY INTEGRATION PROJECTS

(This is only a general description of each project. Examples, specific oral and written instructions, and scoring rubrics regarding each project will be given in class.)

Internet/E-mail: Using a standard from a subject in your area of certification, you will search the World Wide Web for an Internet site that would be useful to you to teach a lesson. You will send a message to the instructor specifying how you would use this site in a lesson.

Develop a Lesson: Develop a lesson based on the subject/grade level you intend to teach . See scoring rubric for specifics regarding content of lesson plan.

Inspiration: Create a graphic organizer using *Inspiration* to gather information for a lesson plan and a PowerPoint presentation. See scoring rubric for specifics regarding the content of the concept map.

PowerPoint: Create a presentation for a subject/grade level you intend to teach. See scoring rubric for specifics regarding content of lesson.

SmartBoard: Create a SmartBoard activity that you can use for a subject/grade level you intend to teach. See scoring rubric for specifics regarding the content of the presentation.

Newsletter: Create a newsletter to be sent to parents the second week of school describing events in your classroom. See the scoring rubric for specifics regarding content of newsletter.

Web Site: Create a home page and two additional pages for a web site you would use for your classroom. See scoring rubric for specifics regarding content of web site.

Database: Create a database to include a list of students' addresses and pertinent information. See scoring rubric for specifics regarding content of database.

Spreadsheet: 1) Create a spreadsheet to average students' grades. 2) Create a bar graph displaying information. See scoring rubric for specifics regarding content of spreadsheet. 3) Create an additional spreadsheet using multiple functions.

Technology Portfolio: Create a portfolio documenting your expertise for each of the National Educational Technology Standards. See scoring rubric for specifics regarding content of portfolio.

EDUC ____ TENTATIVE COURSE SCHEDULE

MTG	DATE	TOPICS
1	Tues., Aug. 23	Overview of course, course information sheet, course syllabus, state technology requirements, attendance and textbook, BB & LiveText Account, USB Drive
2	Thurs., Aug. 25	Chapter 1, "Preparing to Use Technology" Reflective Quiz: Chapter 1 – in class.

- 3 Tues., Aug. 30 **Chapter 2, “Hardware Basics”**
Reflective Quiz: Chapter 2 – in class.
- 4 Thurs., Sep. 1 **Chapter 3, “Software Basics”**
Reflective Quiz: Chapter 3 – in class.
- 5 Tues., Sep. 6 **Chapter 5, “The Internet”**
Reflective Quiz: Chapter 5 – in class.
Extra credit: FMU’s Acceptable Use Policy—due next class.
- 6 Thurs., Sep. 8 Internet and E-mail Activity--- **attendance required**
Examples / Instructions / Scoring Rubric
- 7 Tues., Sep. 13 **Chapter 6, “Word Processing”**
Reflective Quiz: Chapter 6 – in class.
Internet project due via LiveText.
- 8 Thurs., Sep. 15 Word Processing Practice Activity -- **attendance required**
Examples / Instructions / Scoring Rubric
- 9 Tues., Sep. 20 Word Processing Assessment -- **attendance required**
Instructions / Scoring Rubric – no notes
- 10 Thurs., Sep. 22 **Chapter 8, “Diagrams, Maps, and Webs”**
Designing a lesson in word -- **attendance required**
Reflective Quiz: Chapter 8 – in class.
- 11 Tues., Sep. 27 Constructing a concept map using Inspiration
***Inspiration* concept map due in LiveText-- attendance required**
Examples / Instructions / Scoring Rubric
- 12 Thurs., Sep. 29 **Session I: Creating a PowerPoint Presentation**
Intro to PowerPoint project (discuss presentation tips, design features of sample projects)-- **attendance required**
Construct a storyboard for your presentation
- 13 Tues., Oct. 4 **Session II: Creating a PowerPoint Presentation**
Discussion: PowerPoint Scoring Rubric
PowerPoint Presentation Guidelines
Internet Sites for Clipart
How to Download Graphics
Copyright Issues
Format for Bibliographic Citations
Adding graphics, background, animation, transitions
PowerPoint Master Slide Layout Sheet Due
Class time for PowerPoint content -- **attendance required**
- 14 Thurs., Oct. 6 **Session III: PowerPoint Reflection Paper**
PowerPoint Slides Visual Check
PowerPoint Presentation Due
PPT Reflection Paper Examples/Instructions/Scoring Rubric
attendance required

	Tues., Oct 11	Fall Break NO CLASS
15	Thurs., Oct.13	PowerPoint Reflection Paper Due SmartBoard Session I: Create a SmartBoard activity that you can use for a subject/grade level you intend to teach-- attendance required.
16	Tues., Oct.18	Chapter 7, “Digital Images” Reflective Quiz: Chapter 7 – in class. SmartBoard Session II : Complete SmartBoard Activity Due
17	Thurs., Oct. 20	Newsletter Construction Examples / Instructions / Scoring Rubric Class time to begin newsletter -- attendance required
18	Tues., Oct. 25	Newsletter DUE by beginning of class Chapter 12, “Web Authoring” Reflective Quiz: Chapter 12—in class. Web Page Design and Construction Examples / Instructions / Scoring Rubric Class time: Web Site Construction -- attendance required
19	Thurs., Oct. 27	Web Page Construction--- attendance required Web Page Due by the end of the class
20	Tues., Nov. 1	Chapter 11, “Multimedia Tools” Reflective Quiz: Chapter 11 – in class.
21	Thurs., Nov. 3	NETS-S Technology Portfolio: -- attendance required Examples / Instructions / Scoring Rubric
22	Tues., Nov. 8	Chapter 9, “Databases” Reflective Quiz: Chapter 9 – in class. Plan a Database Examples / Instructions / Scoring Rubric
23	Thurs., Nov. 10	Create a Database in Access Database project due via LiveText at end of class
24	Tues., Nov. 15	Chapter 10, “Spreadsheets” Reflective Quiz: Chapter 10 – in class. Plan a Spreadsheet Gradebook -- in class assignment Examples / Instructions / Scoring Rubric Attendance required
25	Thurs., Nov. 17	Create a Spreadsheet Gradebook with Functions: SUM, MIN, MAX, AVG, IF, -- in class assignment Examples / Instructions / Scoring Rubric Attendance required

- 26 Tues., Nov. 22 **Chapter 4,"Portfolios"**
Reflective Quiz: Chapter 4 – in class.
- 27 Thurs., Nov. 29 **In class time to work on your portfolio**
- 28 Thurs., Dec. 1 **Technology Portfolio in LiveText DUE by beginning of class**
 SOE / FMU Evaluations
 Scoring Rubric and Tips for Oral PowerPoint Presentation

Exam Schedule – Attendance Required

Thurs., Dec. 8	8:30-10:30 a.m.	Final Exam for CS 150 -- 8:30 class
Thurs., Dec. 8	3:00-5:00 p.m.	Final Exam for CS 150 – 9:55 class

Writing Center (FH 114-C) 661-1528

Visit the writing center in FH 114-C if you need help with academic writing. They have a list of workshops that you might be interested in.

Center of Excellence Student Organization and other Student related Activities

You are encouraged to participate in the COE Activities and Professional Development Seminar Series. Upcoming events will be posted under “Announcements” section in Blackboard.

You will receive **extra credit points** for **each activity** you attend and the points will be added to your lowest quiz score **provided** if you bring me the **PROOF** of attendance in the **very next class period** and do the required assignments (**if required**) related to the activities.

School of Education 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.

MEMORANDUM

TO: All Education Students
FROM: Dr. Wayne Pruitt, Professor, School of Education
RE: Dispositions
DATE: Annual

Starting Fall 2009, the School of Education is placing a special emphasis on what you will come to know as “dispositions”. In a nutshell, the “dispositions” are attitudes and behaviors we expect of all education majors and/or certifiers.

These “dispositions” are in some cases more important to your present and future success as teachers than content knowledge proficiency. All professors in the School of Education want you to know that we value these behaviors, not only in your growth towards professionalism but in our own example as good professors as well.

Dispositions will be emphasized in every education class. They will be formally evaluated in specific classes. Your instructor will inform you if his/her class is a class where you will be formally evaluated.

If you receive low ratings, you may be subject for review by a School of Education committee. If you continue to display behaviors (dispositions) below the expected level, you may be asked to withdraw from the program.

I am sure that you would agree that good teachers must demonstrate professional behavior. We feel that good teacher candidates should also demonstrate professional behaviors in their classes at Francis Marion. Coming to class everyday and on time is important. Turning work in on time is important. Treating professors and fellow students with respect is important. Acting professionally while in the public schools is important.

We know you will want to start now and work hard on all these dispositions. They will always serve you well.

Acknowledgment of EDUC_____Course Syllabus

Name _____

Term _____

I have received and read an electronic copy of the course syllabus for EDUC ____, Using Technology Effectively In The Classroom. I have been informed of the course requirements and policies and understand that failure to successfully complete course requirements and violation of the course policies may negatively affect my final grade, lead to withdrawal from the course, or cause me to fail EDUC ____.

Any questions or concerns I may have:

Student Signature

Date

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

Department/School Education Date September 12, 2011

Course No. or level MLE 314 Title Teaching English Language Arts To Middle Level Students

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites 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 MLE 321
(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 J. F. Lee, Jr.

Department Chairperson's /Dean's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description.

314 Teaching English Language Arts to Middle Level Students (3) (Prerequisite: 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 English

Teaching method planned: Readings, case studies, discussion, clinical experiences

Textbook and/or materials planned (including electronic/multimedia):
Teaching Language Arts, Cox

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

When completed, forward to the Office of the Provost.

9/05

Course Content

See Course Syllabus

**Methods of Instruction for Language Arts
MLE 314
Fall 2012**

Instructor: Ms. June Strickland

Office: CEMC 202 **Office Phone:** 661-1479

Email: JStrickland@fmarion.edu

Office Hours: Monday (11 am - 4 pm) Because I will be traveling with the Teacher Cadet Program as well as observing student teachers, I will meet with you on an “as needed” basis. If you need to see me, please make an appointment, and we will arrange a time for us to meet.

Hours: ELEM 314 meets Mondays throughout the semester from 8 -11 am, including 8-12 hours of clinical experiences designed to give participants the opportunity to explore and apply concepts and strategies learned in class.

Locations: Francis Marion University—FH 213B
Clinical Site(s)—assigned classrooms

Conceptual Framework: The Francis Marion University’s School of Education prepares caring and competent teachers.

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Dispositions statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors to assist you in becoming the best teacher you can be.

If your professor or your program committee feels that there is a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Disposition Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students. The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude;
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
3. Upholding ethical and professional standards;
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Course Description

MLE 314 is a middle level methods course designed to provide students with an applicable understanding of modern practices, techniques, and trends in teaching integrated writing, speaking, listening, viewing, and visual representing.

Course Content

The following topics will be covered in MLE 314:

Objectives
By the end of the course, you will have an understanding of ...
Basic understanding of the fundamentals of standard American English
Best practices for teaching language arts
Effective and authentic assessment – Revisiting the Revised Bloom’s Taxonomy
Differentiated instruction
Specific methods for the effective teaching of the language arts in the elementary school
Integrating multicultural content in teaching
Roles of listening, talking, and drama
Relationship-driven classroom management
The reading process; Lexiles; Informal assessments
The writing process; writing rubrics
Writing conventions and ways of teaching those conventions
Viewing and visually representing
The role of technology in the classroom
Instructional Theory into Practice
Effectively discussing your school’s language arts program with parents

Class Policies

- Francis Marion Attendance Policy:** 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 Francis Marion Attendance Policy will be strictly followed for MLE 314. The attendance policy, from the Francis Marion Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent ...more than 15 percent of required sessions during accelerated 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 MLE 314, 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 will equal an absence. ALL absences, whether excused or not, will impact your participation grade (see below)
- If an emergency** should occur that requires you to miss class, EMAILED NOTIFICATION IS REQUIRED (prior to or within 24 hours of the absence). Please contact Ms. Strickland *via email* at jstrickland@fmarion.edu or at Jayecarol51@gmail.com
 Failure to provide written notification will impact your participation grade (see Participation Grade Policy below).
- Attendance** is recorded according to the sign-in sheet for each class. It is each student's responsibility to personally sign in EACH AND EVERY class period. Failure to sign in on time or at all will result in an unexcused absence and will impact your participation grade (see Participation Grade Policy below). You cannot readily "make up" the class if you are absent because so much rests on what we do together as we work. Students who arrive after the sign-in sheet has been removed must sign in at the break. No student will be allowed to sign in after the break; therefore, an absence will be recorded. Students who miss class are responsible for the content and information covered in class. Please contact another student to obtain this information.
- Punctuality:** I expect that you are committed to learning and will attend every class on time and ready for a prompt start. Class attendance and punctuality are expected professional behaviors, so please get to class on time, including after the break mid-way through the class period. We will start and end on time. In addition, punctuality will impact your participation grade (see Participation Grade Policy below).
- Participation:** You are expected to actively participate in class. Active participation assumes that you come to class with any reading or other assignments completed so that we will start with the common foundation of background reading. If you choose not to complete your reading, you will be less than fully prepared, and that choice will affect your peers as we discuss and build on the concepts that were presented in the reading. Active participation also means that you will concentrate on this class during our class time and will not work on ANY other assignments that EVERYONE is not working on (i.e., completing homework during class or "catching up" on past assignments). In addition, asking questions, volunteering to participate in discussions, taking notes, and demonstrating an active interest in the contributions of the other class members will positively impact your overall participation grade.
- Participation Grade Policy:** Your participation grade will be based on earning a total of 100 points for the course. To earn all points, you must: 1. *sign in on time* for each class session (as indicated on the sign-in sheet being signed prior to the start of class); 2. stay the entire time (as indicated by leaving after professor's dismissal); 3. actively participate in all class activities (as indicated by the professor's daily observations and documentation of students as they participate in daily class activities); 4. ask questions/contribute to class discussions (as indicated by

the professor's daily observations and documentation checklist); and, 5. provide WRITTEN notification prior to or within 24 hours of any absence/tardy. **Five points EACH will be deducted if any of the above is not documented/observed and an automatic 10-point deduction will be given for any absences.** As participation is a sign of a candidate's professionalism and dedication to his/her career, a lack of active participation (as described above) can easily result in a candidate's grade being dropped one to two letter grades. Although some documentation is available, the level of participation is based on the sole discretion of the professor and the final participation grade will not be negotiated.

- **Spelling, Grammar, Neatness, etc.:** You are preparing to be teachers, and teachers are models to their students. To encourage you to achieve high standards of professionalism in all of your work, spelling, grammar, punctuation, presentation, etc. will count on every assignment. (1 point deduction for each error). If you need to develop your skills in these areas, I urge you to visit the Writing Center for assistance (www.fmarion.edu/academics/wcenter).
- All **written assignments** should be typed in a standard 12-point font, printed in black ink. All multiple page assignments should be stapled and all pages should be numbered. ALL other directions should be followed completely. Failure to follow these procedures/directions will result in an automatic 5-point deduction.
- **Your peers** can serve as valuable resources for you throughout the course. However, the work you submit must be your own. Any duplicate work will not be scored. In addition, see the FMU student handbook for other ethical guidelines related to this.
- **All assignments** are to be completed and submitted on time even if you are absent. Assignments are due within the first five minutes of the class period and should be placed in the folder provided for grading/scoring. Assignments not submitted in the correct folder will be considered late. If you are going to miss class, ask another student to place your assignment in the folder. An automatic 5-point deduction will be earned for EACH DAY an assignment is late (beginning after the folder is collected at the beginning of class).
- **Graded work** will be kept and maintained by the professor, but the scoring rubric will be provided to the candidate, either in his/her folder or via *LiveText*. As adult learners, if a candidate has a question concerning his/her grade, s/he is expected to schedule a private meeting with the professor within one week of receiving the grade to discuss his/her questions/concerns. Emailed questions will not be entertained and failure to follow this graded work policy will indicate a candidate's acceptance of his/her grade and a complete understanding of how the grade was earned.
- **Cell phones** must be turned off prior to the beginning of class. It is distracting to me and to your classmates for you to check your cell phone, pager, etc. for messages while we are learning. **In addition, cell phones, laptops and any other electronic devices are NOT ALLOWED at clinical sites.**
- Any exemption to the above will be determined on a case-by-case basis at my discretion.

Course Expectations

What I expect of you:

- You will act in a professional and ethical manner as befits the teaching profession. The effort, detail, and thoughtfulness you put into your work should reflect the standards of performance you will be expected to meet as a teacher. In addition, our discussions should be open and reflective AND should be professional in nature. Therefore, it is not appropriate to discuss teachers or other school personnel in a negative manner during class. Negative comments should be worded appropriately and addressed privately with the instructor.
- You will come to class ready and excited to expand your knowledge of language arts and how it should be taught to young learners.
- As an adult learner, you will work hard and take initiative in your OWN learning, as well as the learning of others. You will work actively with your peers, sharing, taking and giving, listening and explaining, questioning and answering. You will be genuinely curious about others' ideas, take responsibility for being prepared to participate in class discussions and group work, and assist your peers in coming to a better understanding of language arts. You should expect the same from your classmates.
- You will come ready to ask questions, explore, make mistakes, reflect and grow.
- You will stay organized, keep up with the work, and get help/ask questions if you feel lost. The usual rule of thumb for college courses is a minimum of two hours of study other than class time for every hour in class. **Expect to spend at least 3-6 hours per week studying/preparing for this college-level course.**
- Because your knowledge of language arts content is vital to selecting appropriate language arts methods and best instructional practices, if you feel that your language arts background needs strengthening, budget several more hours per week to fill in the gaps. **Use the Writing Center, if necessary, to polish your grammar skills.**

What you can expect of me:

- I will provide the learning environment and opportunities for you to improve, broaden, and deepen your understanding of language arts instruction. If you have a desire, I will provide the support necessary, both in and out of class, for you to succeed in this course. I am available during my office hours and by appointment.
- **I will treat you as the adult learner that you are.** Even though we will sometimes "play" in class (as we practice appropriate language arts instruction for elementary students), I know that you are mature students who are capable of:
 1. Asking questions to the professor, if you have them;
 2. Seeking help from the professor, if you need it;
 3. Following directions, both written and oral;
 4. Completing assignments on time and at the level expected of a candidate fully admitted to the FMU Education Program;
 5. Keeping a record of grades received; and,
 6. Representing yourself, your family, and FMU in a positive, professional manner at all times.

Course Evaluation Procedures

- **This is a professional course.** The standards of performance are tied to those you will be expected to meet as a teacher. Thus, you should demonstrate:
 - ✓ meticulous preparation,
 - ✓ the appropriate use of professional knowledge,
 - ✓ careful consideration of alternatives,
 - ✓ genuine curiosity about ideas and about learners,
 - ✓ collegial work on teaching,
 - ✓ analysis and reflectiveness,
 - ✓ skills of ongoing professional learning and behaviors,
 - ✓ clear expression,
 - ✓ organization, and
 - ✓ timeliness.

Assignments: Each of the following will count toward your total MLE 314 grade:

- **Articles from Professional Journals (100 total points)**—Each candidate will be required to read 4 professional articles about the teaching of language arts **particular to your grade** during the course of the semester and be prepared to fully participate in class discussions about the content. An abstract will be required of each article which will be scored based on completion and thoroughness of each response. As the final exam is an application test, information from the articles may be used during the final exam. Please note: Each candidate must complete his/her own assignments. Duplicate responses will not be accepted.
- **Grammar Quizzes (10 @ 20 points each = 200 points)** – Each of you is going to teach English/language arts to young children. You will be expected to have a mastery of the subject content and to model that mastery to your students. A part of this class will be dedicated to helping you polish or develop those skills. You will be expected to know basic punctuation, usage, and sentence structure.
- **ELA Autobiography (50 points)**—Each candidate will write and submit an English Language Arts Autobiography about his/her attitudes and experiences with language arts. Details will be shared in class.
- **Presentation of Teaching Technique (100 points)** – You will research and present a teaching strategy to the class. This technique should be based on best practices for teaching language arts and should have documentation to its effectiveness.
- **Summaries of Book Excerpts (100 points)** – You will be assigned a selection from the book that you were asked to purchase for this class and write a summary of that portion. You will lead a brief discussion of that selection for your classmates. Be prepared to answer questions posed to you about that material.
- **Field Experience Reflections (100 points)** – You will write a reflection on each of your clinical experiences. You will be given specific directions on what you are expected to observe later.

- **Lesson Plans**

Lesson Plans (100 points each)--Teachers are expected to write thorough lesson plans for each lesson they teach. Therefore, a candidate's ability to create quality lesson plans meeting both FMU and ADEPT guidelines is imperative to his/her success as a future teacher. For ELEM 314, you will write a detailed and thorough lesson plan for each of the four descriptions listed below. Detailed directions and scoring rubrics will be provided and discussed during class.

1. **Interactive AND Written reflection (LiveText Assignment and class presentation)**-- Students will be asked to create a lesson plan and present one interactive to your peers in class (approximately 20 to 30-minutes in length). Each candidate's lesson plan and lesson reflections will be evaluated using rubrics that will be discussed in class. Each candidate's presentation will be evaluated using an observation rubric specific to the task and discussed in class.
2. **Reading-based Lesson Plan**--You will select a piece of children's literature and use it as part of a standards-based lesson plan you will create. If time permits, you will present this lesson to your classmates.

- **Final exam (200 points)**--A final exam based on readings, class notes, discussions, and content quizzes. The final exam will be December 12, 2011.

- **Attendance/participation (100 total points)**—See “Participation Grade” policy under Professional Expectations.
- **Professional Disposition (50 points)**—At the end of this course, the professor (and a cooperating teacher, if available) will complete a Profession Disposition Form for each candidate based on your behavior at the clinical site where you do your clinical hours. You are expected to dress and act professionally when you complete your observations at the assigned schools.
- **Ready Reserve Points:** Ready Reserve points may be used to supplement total points. Candidates may earn Ready Reserve points by participating in the following:
 - Up to 20 bonus points may be earned for attending the Center of Excellence Workshops.
 - Up to 20 points for attending each of the Polishing Your Performance seminars.
 - Up to 20 points may be earned for presenting at an FMU-sponsored conference.
 - Up to 20 points may be earned for attending a state conference.
 - Up to 20 points for entering the Center of Excellence Essay Contest.
 - A deduction of 20 points will be made if you do not attend at least one seminar/workshop.

All deadlines are absolute. No extensions will be allowed. Papers turned after the due dates will not be considered!

Assignment Value

Course grade determined by performance on the following assessments:

Activity	Weight (point value)
Abstracts of 4 Articles (25 points each)	100
Weekly Grammar Quizzes (10 lessons – 20 points each)	200
ELA Autobiography	50
PowerPoint on a Teaching Technique	100
Field Experience Reflections (Daily) – 10 hours	100
Presentation/demonstration to class of one teaching technique	100
Teaching Reading Lesson to the Class (COR Rubric - 96 points)	100
Lesson Plan for the Reading Lesson in Live Text	100
Final Exam	200
Attendance/Participation	100
Professional Disposition	50
Total points possible	1200

Grading Scale

Final grades will be based on the scale designated below:

Grade	Description	Qty Pts per Sem. Hr.
A	Distinction (≥ 1116 points)	4.0
B+	Somewhat below distinction (1068-1115 points)	3.5
B	Above average (1020-1067 points)	3.0
C+	Somewhat above average (984-1019 points)	2.5
C	Average (924-983 points)	2.0
D+	Somewhat below average (876-923 points)	1.5
D	Below average (840-875 points)	1.0
F	Unsatisfactory (< 840 points)	0.0

Please note: This is a professional education course. Therefore, a "C" or better must be EARNED. A candidate should work to maintain a record of his/her grades and complete available ready reserve assignments if s/he sees that s/he may not be achieving this minimum level of performance. No other grade adjustments will be made.

ELEM 314 Materials: *Worksheets Don't Grow Dendrites*

LiveText

All undergraduate and graduate education degree-seeking students are required to purchase accounts with *LiveText*. Purchase instructions and pricing information can be located at <http://www.fmarion.edu/academics/article87284.htm> for those who need to purchase an account. If you purchased a *LiveText* account during an earlier semester, you may continue to use the same account.

Brief training in the use of *LiveText* is conducted during class time in the EDUC 290 course for undergraduates and by professor request in graduate courses. Other *LiveText* assistance is available on the School of Education portion 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.

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

Department/School Education Date September 12, 2011

Course No. or level MLE 315 Title Teaching Social Studies To Middle Level Students

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites 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 MLE 320

(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 J. F. Lee, Jr.

Department Chairperson's /Dean's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog 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.

Purpose:

1. For Whom (generally?) MLE majors
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: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/05

Course Content

See attached syllabus

Middle 315: Teaching Social Studies to Middle Level Students

Fall 2012

Instructor: Carol M. McClain, PhD
 Office: CEMC 215 Phone: 843-661-1474 cmccclain@fmarion.edu
 Location: FH213B and Timrod Elementary School
 Meeting Times: 8:00 – 11:00 AM, Tuesday and Thursday
 Prerequisites: A student must be admitted to the Professional Education Program before enrolling in Elementary Education courses above 301.

Course Description

This course is designed to prepare the prospective teacher of intermediate-level students to teach social studies. The course will focus on content, methods, and materials.

Conceptual Framework

The School of Education prepares competent and caring teachers.

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

Caring teachers possess:

- C. Professional Dispositions
 - 1. Instructional/assessment flexibility and accommodations to individual differences reflect the belief that regardless of their backgrounds all students can learn.
 - 2. Demeanor toward students consistently reflects a sense of fairness.
 - 3. Exhibits a consistently high level of professionalism on campus, in the community, and in schools.
 - 4. Works cooperatively with peers, university faculty, parents, and school faculty and staff.

Dispositions Statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you on how well he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

If your professor or your program committee feels there is a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may

prevent you from providing excellent teaching to your students. The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude.
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn.
3. Upholding ethical and professional standards.
4. Demonstration of respect for families, cultures and communities and a sense of fairness and respect.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

Course Policies

- ◆ 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.)
- ◆ Cell phones and other messaging devices must be turned off before entering the public school building. Calls or messaging during class or while in the partner school building is unprofessional and prohibited.
- ◆ It is vital to complete reading assignments in preparation for class. This provides you the background information needed for active participation in class discussions and activities.

Professionalism

Francis Marion University interns are expected to conduct themselves in a professional manner at all times while participating in the block course. Professional dress is required and school and district dress codes must be followed. Tardiness for any activity should be avoided. Interns must maintain confidentiality in terms of student performance and exercise discretion when discussing school and classroom experiences. Appropriate relationships with students, peers, parents, and school personnel must be developed and maintained.

Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques, and microteaching with FMU peers and middle school students. MLE 315 students will work independently and collaboratively with other FMU students. Peer coaching and peer review techniques will be used to facilitate instructional improvement. Rubrics used to evaluate planning and implementation of instruction will be the same as those used for those purposes in student teaching. Students will use the Internet to download NCSS standards and state academic standards, and to search for primary source documents, websites, and resources related to content areas for both teacher and student use.

Course Objectives

MLE 315 students will:
Examine South Carolina State Standards for appropriate grade level.
Identify Internet, literature, media, and other resources relevant to Social Studies.
Participate in cooperative learning with FMU peers.
Plan and teach social studies lessons to small group(s) of elementary students.
Demonstrate knowledge of the themes of the social studies.
Demonstrate knowledge of the organizational structure of the social studies.
Demonstrate knowledge of the sources of content for teaching the social studies.
Demonstrate knowledge of socioeconomic, language, and cultural differences among students.
Reflect in writing on interaction with students, relevancy of content, and teaching strategies.

Course Assessment

Lesson Plan Development and Presentation (Timrod)	50
Lesson Plan (Live Text)	5
Local History Assignment	5
Reflections/Assignments (10 -15)	30
Final (written evaluation)	5
Total Points Available	95

Professional Development

Proof of current membership in a state/national professional organization earns one point. Exception: NCSS membership earns 3 points. Proof of attendance at a professional meeting earns .5 point.

Grading Scale:

The following grading scale will be used to determine the student's final grade:

A	B	C	D	F
93-100	85-92	77-84	70-76	69 below

Course Materials

Zinn, H. (1995). *A People's History of the United States*. New York, NY: Harper

Effective Elementary Social Studies by John D. Hoge. This text is only available at the following website
<http://www.digitaltextbooks.biz/order/index.html>

Either the download (\$20) or CD version (\$24.95 + S&H) is acceptable. If you choose the download, please ensure that you note the location of the file created through the download process.

Students will use materials available at Timrod Elementary School and in the Education Resource Center at Francis Marion University to prepare lessons and instructional materials. They may access appropriate information on the Internet to support instruction

Conceptual framework objectives are coded as follows:

A = assessment

C = collaboration

P = Poverty

CT = critical thinking

D = diversity

K= knowledge

T = technology

R = reflection

ADEPT Performance Dimensions are coded as follows:

PD1 = Long-range planning

PD2 = Short-range planning of instruction

PD3 = Short-range planning, development, and use of assessments

PD4 = Establishing and maintaining high expectations for learners

PD5 = Using instructional strategies to facilitate learning

PD6 = Providing content for learners

PD7 = Monitoring and enhancing learning

PD8 = Maintaining an environment that promotes learning

PD9 = Managing the classroom

PD10 = Fulfilling professional responsibilities beyond the classroom

Standards Alignment	Conceptual Framework Component(s)	ADEPT Performance Dimension(s)
Microteaching with a small group of Timrod Elementary students	A, C, CT, D, K, P, TR	2, 3, 4, 5, 6, 7, 8, 9
Preparation of an integrated instructional unit (assignment)	A, CT, D, K, P, T, R	1, 2, 3, 4, 5, 6
Demonstration of cooperative learning strategy with FMU peers (activity)	A, C, CT, K, R	2, 3, 4, 5, 6, 7, 8, 9

Professional Dispositions

An important aspect of the becoming a highly qualified educator is the demonstrating appropriate professional dispositions or behaviors. These behaviors will be clearly identified and monitored throughout your educational program for those seeking professional licensure) in all courses and experiences. If you are in an education licensure program, you will be informed if a pattern of problematic behavior is noted and an intervention plan will be implemented.

School of Education Diversity Standards

Teacher candidates' course assignments and clinical experiences demonstrate that they...

1. value and appreciate students with diverse learning abilities and from diverse family, language, cultural, ethnic, and religious backgrounds.
2. understand the impact of gender, race, ethnicity, language, culture, learning ability, and sexual orientation on student diversity, identity, and educational experience and/or plan instructional strategies and opportunities based on these factors.
3. understand how students are diverse in their approaches to learning and/or plan diverse instructional strategies and opportunities.
4. understand how to and/ or adjust instruction to accommodate the learning differences or needs of diverse students.
5. understand how to and/or use knowledge of diverse contexts (e.g. family, cultural, ethnic backgrounds) to engage diverse learners through various types of interaction and assignments.
6. understand how to and/ or create a learning community that respects individual differences.

The following resources may be useful resources for planning lessons in social studies and in other areas:

Books

Jarolimek, J., Parker, W. C., Martorella, P. H., Tompkins, G. E., & Hoskisson, K. (1995). *Integrating Language Arts and Social Studies for Intermediate and Middle School Students*. Englewood Cliffs, NJ: Merrill/Prentice Hall.

Loewen, J. W. (2007). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. (2nd ed.) New York, NY: Simon and Schuster.

Obenchain, K. M., & Morris, R. V. (2009). *50 Social Studies Strategies for K-8 Classrooms*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Roberts, P. L., & Kellough, R. D. (1996). *A Guide for Developing an Interdisciplinary Thematic Unit*. Englewood Cliffs, NJ: Merrill/Prentice Hall.

Rodriguez, E., & Bellanca, J. (1996). *What is it about me you can't teach? An Instruction guide for the urban educator*. Arlington Heights, IL: Skylight .

Takaki, R. (1993). *A Different Mirror: A History of Multicultural America*. Boston, MA: Little, Brown and Company.

Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Websites

<http://www.ncss.org/> - Site for the National Council for the Social Studies, links to annotated bibliographies related to Social Studies themes and topics

http://www.myschools.com/offices/assessment/PACT_ssbpt.doc – contents of PACT social studies tests by grade level

www.teachingushistory.org – website designed to help tie broader themes of American History to South Carolina events and people.

School of Education 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.

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

Department/School Education Date September 12, 2011

Course No. or level MLE 316 Title Teaching Mathematics To Middle Level Students

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Admission to the Professional Development Program

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

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

Modification MLE 318 Teaching of Middle Level Mathematics
(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 J. F. Lee, Jr.

Department Chairperson's /Dean's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description.

The purpose of this course 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.

- Purpose:
1. For Whom (generally?) Students seeking middle level certification and who are specializing in mathematics.
 2. What should the course do for the student? Prepare the student to teach middle level Mathematics.

Teaching method planned: Readings, case studies, discussion, clinical experiences

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

Guiding Curriculum Decisions for Middle-Grades Mathematics

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

The course content and syllabus for the proposed MLE 316 will be identical to the former MLE 318 with the exception of the loss of the clinical experience. See attached syllabus.

When completed, forward to the Office of the Provost.

9/05

Teaching Mathematics To Middle Level Students

MLE 316

Pre-/Co-requisites: Admission to MLE Program
 Meeting Times:
 Meeting Location:

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 21st 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 316 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. Students 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 MLE 316 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 September 12, 2011

Course No. or level MLE 317 Title Teaching Science To Middle Level Students

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites 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 MLE 319

(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 J. F. Lee, Jr.

Department Chairperson's /Dean's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description: 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, hands on teaching experiences.

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

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

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

When completed, forward to the Office of the Provost.

9/05

Course Content

See attached Syllabus

Teaching Science to Middle Level Students

Middle Level Education 317

Pre-/Co-requisites: Admission to the MLE Program
 Meeting Times:
 Meeting Location:

Instructor: Dr. Jeff Lee
 Office: CEMC 212 C

E-mail: jlee@fmarion.edu
 Phone: 661 - 1465

Conceptual Framework:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st 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 suggestions based on those observations.

Textbooks:

Readings Posted in Blackboard

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
Total course points	460

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 317, 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. 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 _____ September 12, 2011 _____

Course No. or level _MLE 394_ Title __Clinical Experience: Middle Level _

Semester hours ___2___ Clock hours: Lecture ___10___ Laboratory ___40___

Prerequisites___ At least one of the MLE methods courses must be a corequisite or a prerequisite.

Enrollment expectation _____ 5-10 per semester _____

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

modification __MLE 318, 319, 320, 321_____
(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 _____ J. F. Lee, Jr. _____

Department Chairperson's /Dean's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description.

This clinical course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools.

- Purpose:
1. For Whom (generally?)
This will be a required course for all candidates in the Middle Level Education Program. This course provides the clinical experiences required by Middle Level Education majors that were previously subsumed within the MLE methods courses. Each middle level education major is required to complete two methods courses. One semester hour credit has been removed from each of the middle level methods courses and placed in this course.
 2. What should the course do for the student?
This course will provide middle level education majors with three integral components of their program:
 - a. Targeted and supervised clinical experiences at the middle level.
 - b. Additional focus on content and its presentation at the middle level.
 - c. Indept preparation for the Teacher Candidate Work Sample

Teaching method planned: Clinical observation/participation, reflection and preparation of key documents.

Textbook and/or materials planned (including electronic/multimedia): Teacher Candidate Work Sample Manual.

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

When completed, forward to the Office of the Provost.

9/03

See attached syllabus

**MLE 394 – Clinical Experience: Middle Level Methods
Syllabus (Fall 2012)**

Instructor:	Cheryl O. Lane, Ph.D.
Office:	212 Founders Hall
Office Phone:	661-39
Office Hours:	Monday: 11:30 - 1:30 pm Tuesday: 11:30 -12:30 and 1:30- 2:00 pm Wednesday: 11:30-12:30 pm and 1:30-2:00 pm Other times are available by appointment.
E-mail:	clane@fmarion.edu
Prerequisites:	Prerequisite: Admission to the Professional Education program, at least one middle level methods course (MLE 314, 315, 316, or 317 as a prerequisite or a corequisite)
Class Time:	TBA.
Meeting Location:	213-B FH

Conceptual Framework of the Francis Marion University School of Education:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st Century

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 work with children of poverty
 5. Ability to use technology

II. Caring teachers possess professional dispositions with the ability to:

- A. Exhibit professional attributes
- B. 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.
- 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 Description:

Designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools.

Description of Course Activities and Strategies of Instruction:

The clinical field experience will be assigned at a local middle school in a math classroom by Mrs. Brandis.

Clinical class hours will be held on campus. A work sample will be completed in Live Text as a part of the clinical experience.

Text:

Research articles will be provided by the instructor. See Live Text template.

Class Policies:**Attendance:**

Attend all classes. Be on time and in class for the entire class period. Francis Marion University's School of Education stresses class attendance and punctuality as professional dispositions.

The official university attendance policy will be enforced for MLE 394 as follows: "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than ...15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor" (FMU Undergraduate Catalog).

Notification of your absence or intended absence from the class does not automatically classify the absence as excused. Absences should be discussed individually with the instructor. It is the student's responsibility to make an appointment and discuss any class absence.

Two tardies will count as one absence. It is the student's responsibility to notify the professor that he/she is present at the conclusion of class if he/she is late to class. Also, early departures will not be allowed.

After the second class absence, a mandatory conference will be scheduled with the professor to address attendance issues. An out of class assignment will be completed for these first two absences.

If a student persists in the habit or tardiness or early departures, the first step of the disposition resolution process will be initiated within the FMU School of Education. The process will conform to the approved FMU School of Education protocol.

If an emergency should occur that requires you to miss class, contact Dr. Lane at 843-661-1439 and leave a message. Do not email about an absence, tardy, or early departure.

Plagiarism:

The work that you submit for class assignments must be your own. Any violation will result in the FMU policy enforcement on cheating.

Assignments:

Assignments are due at the beginning of the class period unless otherwise indicated. Late assignments will earn a 10% penalty for each day late (including weekend days).

No assignments will be accepted after the second day of class.

All assignments must be completed on a word processor. The only exception is the daily assignment portion of the course. Remember to keep electronic copies of class work in **three** accessible places. Email a copy to yourself, use a memory stick, and save work to your computer's hard drive.

The work sample in the methods class will be completed in Live Text.

Use of communication devices:

Cell phones, pagers, and any other communication devices must be turned **off** (including the vibrate option) prior to the beginning of class. Laptops are not to be used to check email or surf the internet during class.

Final Examination:

There is no final examination. All documentation for the clinical hours and the work sample must be complete for course credit.

Missed Test Policy:

All students are required to attend class on the test day. Students must provide a physician's excuse for missed test days. The students will be required to take all scheduled tests on the day he/she returns to class. *Failure to do so will result in an F for the test. It is the student's responsibility to come to the professor for the make-up test. The professor reserves the right to change the format of the retest. Make-up tests cannot be completed during regular class time.

Accommodations:

If you have a disability that qualifies you for academic accommodations, please provide your letter of certification from the Office of Counseling and Testing. If you have questions about the disability accommodations process, please do not hesitate to talk with me.

Course Evaluation Procedures

The final course grade will be determined by individual student performance on the following assignments/assessments:

1. Formative TCWS	40 %
2. MLE Research Articles/Critique	15 %
3. Portfolio Entry (Working with Early Adolescents)	15 %
4. Evaluations of Clinical Experience	<u>30 %</u>
	100 %

All candidates must successfully complete 40 semester hours of clinical work working with middle level students. Cooperating Classroom Teachers will also evaluate students using the FMU SOE rubric for dispositions. A satisfactory score on the CT's rubric is necessary for course credit.

Grading Scale

Grade	Percentage Range
A	93-100%
B+	85-92%
B	80-84%
C+	75-79%
C	70-74%
F	Below 70%= No credit for the course

School of Education Information: 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

MLE 318 Field Experience Notes

1. Provide a Sled Check "all clear" form. This service can be accessed through the FMU SOE New and Announcements link. Follow these instructions carefully. Do not make any classroom/school visits until the FMU School of Education (Mrs. Brandis) has a "clear" status on file for you. If you are new to the FMU School of Education, you will need to purchase a Live Text account.

2. The field placement request form will be available in Live Text from **August 30- Sept. 9, 2012**. It is your responsibility to check Live Text for the form. You will not receive any reminders.
3. Go to your Live Text account and complete the field placement request form by **Sept. 9, 2012**. **Remember, often the early bird gets the worm.** If Ms. Brandis gets your form early in the process, you have a greater chance of getting the placement you desire. Your placement process will not be started by Ms. Brandis until she has this information.
4. Recheck your Live Text account for your returned placement information daily. **If Ms. Brandis has a question for you or if you need to resubmit the form, this process is the way that she will communicate with you.**
5. You should plan to start your field experience by contacting your classroom teacher as soon as possible after you receive your placement. All placements will be assigned by **September 23, 2012**, in Live Text.
6. Disposition rubrics will be completed on EDUC 313 students by the Cooperating Teacher and the FMU professor of record for the class.
7. Appropriate dress is professional attire. Even if teachers at your school wear jeans on a certain day, you are not allowed to wear jeans.
8. A schedule of planned observations/class times should be discussed with your cooperating teacher by **October 3, 2012**. You will turn in a copy of this planning documentation sheet in class. **Also, provide the name of your CT, email address, school name, and school phone number with this planning sheet to Dr. Lane at this time.**
9. Falsification of documents will be handled as an academic integrity issue and will be handled according to the FMU Student Handout/Catalog 2012-2013, eg. hours of time in the field placement or signatures.
10. Plan your hours so that they are evenly distributed throughout the semester.
11. At mid-term students will provide documentation of completed hours on the original planning and completion sheet. Bring the original planning documentation and completion sheet for this check.
12. The weekly documentation sheets and the signed documentation must be given to Dr. Lane by December 5, 2011 (last day of regular classes).
13. Weekly documentation forms are available for you to download and print from your Live Text account.
14. Check the FMU School of Education *News and Announcements* online link weekly for updates and new information for clinical experiences and important deadlines.
15. Note on your calendar that **ALL** field experience hours must be completed by **November 30, 2012**, to receive credit for this course. Planning to log hours on the last day is a risky plan!

Steps to having a successful field experience:

1. Contact your Cooperating Teacher as soon as possible after **September 23, 2012**. Email and ask when you could come to meet him/her to set up a schedule or call the school for contact information. Remember to ask for a convenient time to meet with your Cooperating Teacher to plan your experience. I have a letter prepared for your first visit explaining the requirements of the class to your CT.
2. Follow through on your plans for the initial visit.

3. Take your personal calendar with you and have a discussion about what schedule will work. Think ahead about your other class commitments, job responsibilities, family plans, and other foreseeable dates. Set up a schedule for your clinical hours.
4. Ask your CT to give you any dates that you will not be able to observe/participate in the class due to field trips, professional development days, or holidays. This information could have a major impact on finishing your hours.
5. Find out the best way to contact your Cooperating Teacher...Email, cell phone, text messaging, home phone? Best time to call?
6. If you are not able to attend your placement on a planned day, be sure that you contact the cooperating teacher and the main office prior to the classroom time.
7. Sign in at the school in an official place. Often the main office has a sign-in notebook. You may also use your visitor badges as extra verification of your attendance. Attach them to your observation notebook.
8. Remember that often the small “things” will have a huge impact on your CT’s recommendation of your participation and observation in the classroom.

YOUR SIGNATURE IS CONFIRMATION THAT YOU UNDERSTAND THE ABOVE INFORMATION.

Student Signature

Date

* This document will be available in Live Text for future reference.

*The signed copy will be retained on file by Dr. Lane.

**Francis Marion University
Internship Weekly Hours**

For: _____
Intern

Date	Time In	Time Out	Total Hours
Total Weekly Hours			

Intern's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Comments on absences, if any:

Date	Time In	Time Out	Total Hours
Total Weekly Hours			

Intern's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Comments on absences, if any:

Clinical Field Experience Planning and Completion Sheet (Fall 2012)
MLE 394

Forty Hours minimum per class

Conference Date: _____ Student Intern: _____

Week of:

	Planned Hours	Completed Hours	
Sept. 26 - 30	_____	_____	
Oct. 3-7	_____	_____	
Oct. 10- 14	_____	_____	
Oct. 17 -21	_____	_____	
Oct. 24-28	_____	_____	_____Hours* (Weeks 1-5)

Check point: Student Signature _____ CT Signature _____

Oct. 31- Nov.4 _____

Nov. 7- 11 _____

Nov. 14-18 _____

Nov. 21- 25 _____

Nov. 28-30 _____ Hours
(Weeks 6-10)

Total Hours Planned: _____ Total Hours Completed: _____

Planning Conference: (signed at initial conference)

Cooperating Teacher _____ Date _____

Final Verification of Hours: (signed at the completion of the hours)

Cooperating Teacher _____ Date _____

(Teachers are to be given at least 24 hours to sign the form for verification of hours.)

End of Semester Student Intern Signature: _____ Date: _____

SAMPLE LETTER for your Cooperating Teacher (I will provide an original on FMU letterhead for you to take when you visit your classroom for the first time.)

September 23, 2012

Dear Cooperating Teacher:

Thank you for your assistance in supervising a Middle Level Education candidate from Francis Marion University. The student assigned to you will need your assistance with the following assignments for *MLE 394*:
Clinical Experience: Middle Level

1. Documentation of 20 hours of observation/participation in your class
2. Data collection for an ADEPT-style work sample
3. Assistance in conducting a small group interview assignment with 3-5 students
4. Teach a mini-lesson (15-20 min.) on a social studies misconception in a unit you plan to cover.

I suggested to the students that they have a conversation about an upcoming topic/theme/lesson in your curriculum and a connected misconception. They will use this misconception as the “centerpiece” of a written mini-unit as a course assignment. This lesson will need to have a very simple pre and post test.

You will receive information near the end of March from Mrs. Janey Brandis, FMU Field Placement Coordinator, regarding your electronic evaluation of the student’s dispositions and performance in this clinical experience. Your prompt response will allow us to complete our documentation records.

I appreciate your assistance with these assignments. If you have any questions, please call me at 843-661-1439. Mrs. Brandis can be reached at 843-661-1461.

Sincerely,

Cheryl O. Lane, Ph.D.
Assistant Professor
Francis Marion University

EDUCATION 191
PROGRAM ADMISSION

SYLLABUS SPRING 2012

WE PREPARE CARING AND COMPETENT TEACHERS

DR. PRUITT

I. OVERVIEW

Education 191 is an introductory education course designed to acquaint the beginning candidate with topics related to the profession and requirements for entering the profession and the School of Education. A major portion of this class is devoted to a mandated 25 hour internship. The internship is the major requirement of the course. Placements are made in schools in the Pee Dee region of the state. To receive credit for the course, the internship must be completed.

II. GOALS AND OBJECTIVES

The student will be able to:

1. State the guidelines for the internship
2. State in writing (Biography) reasons for entering the profession (omit)
3. Explain the SOE Dispositions process
4. Describe and explain components of the SC Safe Schools Act
5. Define and give examples of bullying
6. State the requirements for each of the Checkpoints for admission to programs and student teaching (Teacher Candidate Handbook)
7. Demonstrate knowledge of the Teacher Candidate Handbook as it relates to resolving student conflicts and the requirements of specific programs
8. Describe and know how to apply components of EEDA

EDUCATION 191 SYLLABUS DATES
SPRING 2012

January 11 (W)*	CLASS ORIENTATION AND GUIDELINES FOR INTERNSHIP, LIVETEXT, SLED CHECK
January 16 (M)	MARTIN LUTHER KING HOLIDAY - NO CLASS
January 23 (M)	INTERNSHIP GUIDELINES
January 30 (M)	COE
February 6 (M)	"ENTERING THE PROFESSION" PANEL <u>ASSIGNMENT #1: REFLECTIONS ON PANEL DISCUSSION</u>
February 13 (M)	FOLLOW-UP DISCUSSION ON ASSIGNMENT #1 <i>ASSIGNMENT #1 DUE ALL PLACEMENT FORMS DUE TO DR. PRUITT</i>
February 20 (M)	REVIEW OF PROGRAMS BY PROGRAM COORDINATORS
February 27 (M)	EEDA
March 5 (M)	EEDA
March 19 (M)	EEDA OR INTERNSHIP DISCUSSION
March 26 (M)	REVIEW OF TEACHER CANDIDATE HANDBOOK (DISPOSITIONS AND CHECKPOINTS)
April 2 (M)	EEDA LIVETEXT ASSIGNMENT #2: EEDA (Test)
April 9 (M)	INTERNSHIP DISCUSSION
April 16 (M)	ASSIGNMENT #3: INTERNSHIP REFLECTION DUE: CORRIDOR OF SHAME
APRIL 23 (M)	LAST DAY OF CLASS: VERIFICATION FORMS DUE; COE AND CLASS EVALUATIONS

III. GRADING POLICY AND CALCULATION OF FINAL GRADES

Final grades will be determined by adding the total points received on assignments. The assignments and point totals are listed below:

Assignment	Due	Point Value
Assignment #1: Panel Reflection	February 13 th (M)	25
Assignment #2: EEDA	TBA	20
Assignment #3: Internship Reflection	April 9 th (M)	25
Assignment #4: Internship Verification Forms	April 23 rd (M)	10
Final Exam		22
Attendance #6	Borderline Grade Adjustment	Up to .5
COE Extra Credit		

TOTAL POINTS = 102

All grades will be posted on Blackboard.

Grade Scale: A 90-102

B 80-90

C 70-80

D 60-70

F Below 60

Recommendation from school:

R= No reductions

R with R= -5 point deduction

NR= F

IV. ATTENDANCE POLICY

Students are to attend every class. The only excused absences are medical absences accompanied with a doctor's excuse. Students are encouraged to schedule doctor visits, family outings, vacations and other social events around the class schedule. Students who miss class will be asked to drop the class. No tardies!

CLASSROOM COURTESIES AND OTHER POLICIES AND PROCEDURES

1. Students should not leave class before the class period ends.
2. Students are to turn off all electronic devices upon entering the classroom and leave them turned off until they leave the class. **Zero Tolerance!**
3. All assignments are due on the days stated in the syllabus. No credit will be given for late assignments.

	Dos	Don'ts
Getting to your placement	<ul style="list-style-type: none"> • Leave early to allow time for parking • Report to the office and sign in • Introduce yourself to the principal (if available) • Get to your classroom early • Wear a visitor's badge, if required 	<ul style="list-style-type: none"> • Get to school right on time • Go straight to the classroom • Neglect to introduce yourself • Arrive late • Forget to wear a visitor's badge
Being Punctual	<ul style="list-style-type: none"> • If going to be late, call school and leave message for CT • Plan to arrive at least 10 minutes early 	<ul style="list-style-type: none"> • If going to be late, just show up
Showing up as expected	<ul style="list-style-type: none"> • Be dedicated to attending every scheduled day • Come even if you are feeling a little sick • In an emergency, call ahead to provide an explanation to your teacher • Make plans to make up any absences 	<ul style="list-style-type: none"> • Disappoint the teacher/students by not showing up as expected • Show up if you are very sick (but do call first to let them know)
Being aware of the school's calendar and closings	<ul style="list-style-type: none"> • Discuss school's calendar with your CT and plan for school closings • Check local radio/TV stations for closings and reschedule days 	<ul style="list-style-type: none"> • Show up when students are not present • Assume that there isn't school and not show up
Arriving in the classroom	<ul style="list-style-type: none"> • Enter quietly and discreetly • Log the time of arrival (to the class, not the school) • Look for ways to help from the beginning or look at what the teacher may have left for you to do • Record departure time from the classroom (not when you leave the building) 	<ul style="list-style-type: none"> • Make noise or disturb the class when entering • Forget to log in/out time or log in school in/out time, not classroom time • Just sit there
Displaying a professional attitude	<ul style="list-style-type: none"> • Be positive • Be enthusiastic • Be outgoing • Be supportive of the CT 	<ul style="list-style-type: none"> • Be negative • Be apathetic • Be reserved/shy/ withdrawn • Be indifferent to the CT/students
Dressing for Success	<ul style="list-style-type: none"> • Conservative • Neat • In clean clothes • In ironed clothes • With appropriate footwear • With appropriate length skirts (slightly above knee or below) • With collared shirts, sweaters, turtle necks (men) • Have well groomed hair/neat facial hair 	<ul style="list-style-type: none"> • Dress unprofessionally • Clothes are too tight • Clothes are too revealing • Clothes are too short • Clothes are torn/tattered • Clothes are wrinkled • Clothes are dirty • Clothes are excessively faded • Clothes have visual/written/ implied messages that are likely to disrupt • Wear sweat/wind/ jogging suits • Wear denim (of any color) • Wear noisy/distracting jewelry • Show facial piercings • Show tattoos • Wear Flip-flops/tennis shoes • Wear T-shirts • Wear Shorts • Wear tank tops, backless, midriiffs, tops with straps less than 2 inches, sleeveless tops that are too revealing (deep or low cut) or see-through blouses

Being discreet	<ul style="list-style-type: none"> • Be thoughtful in conversations and actions (everywhere) • Keep personal names out of conversations • Monitor social websites for inappropriate content 	<ul style="list-style-type: none"> • Post inappropriate comments on <i>Facebook</i> • Friend your students and/or parents • Be negative about teacher/student/ parent • Have personal conversations with students
	Dos	Don'ts
Being Prepared	<ul style="list-style-type: none"> • Have paper/pencil for notes • Have lesson materials • Know what is expected 	<ul style="list-style-type: none"> • Come empty-handed • Ask for materials once you arrive or at the last minute • Be clueless about what is expected
Being responsible	<ul style="list-style-type: none"> • Be there! • Return materials • Know what is being borrowed and what you can keep • Discuss lesson plans with the teacher and present plans for final approval at least one week before teaching 	<ul style="list-style-type: none"> • Be inconsistent • Keep/damage materials
Being an active participant in the classroom	<ul style="list-style-type: none"> • Engage in meaningful ways with the students • Be mindful that you are a guest, so seek permission and don't interrupt the learning • Volunteer to help in small ways 	<ul style="list-style-type: none"> • Be a passive observer • Interrupt or cause a distraction
Visiting with others while in the room/hallway		<ul style="list-style-type: none"> • Disturb the class by having conversations with others (students, teacher, others) • Talk loudly in the hall with others
Having Cell phones	<ul style="list-style-type: none"> • Leave cell phones in the car • Wear a watch to tell time 	<ul style="list-style-type: none"> • Have cell phone in school or check it while in class • Forget a watch for telling time
Bringing materials	<ul style="list-style-type: none"> • Bring only necessary materials 	<ul style="list-style-type: none"> • Bring extra things (bookbags, computers, textbooks, etc) • Drink and eat in class
Problem Solving	<ul style="list-style-type: none"> • Keep Course professor informed of any problems or concerns. • Seek solutions, not excuses. 	<ul style="list-style-type: none"> • Talk negatively about the CT/School/District • Keep your problems to yourself and then use them as an excuse for not earning a positive recommendation

EDUCATION INTERNSHIP PLACEMENT

To: Student Intern Cooperating Teacher

From: Dr. K. Wayne Pruitt
School of Education
Francis Marion University

Date: January 23, 2012

Re: Guidelines

Thank you for agreeing to supervise an education intern this semester. Ms. Janey) Brandis, our Coordinator of Clinical Experiences, has either been in contact with you or the site coordinator at your school. You have been asked to supervise the student internship and help establish a suitable schedule for the intern.

You should hear from your intern between the dates of January 27th and February 10th. You and the intern should establish the intern schedule at this time. The intern should schedule 25 total hours at your school. The guidelines given them require that they do not schedule more than four (4) hours per week. The hours should not be scheduled during recess periods and/or when little is happening in your classroom. The hours should be scheduled during instructional time between February 13th and April 18th.

The intern is enrolled in his/her first education course. Since the intern has not learned requisite teaching skills, I recommend the following as applicable experiences:

1. Calling roll if applicable
2. Handing out and taking up papers
3. Leading instructional games/activities
4. Reading to a group(s)
5. Tutoring individual students
6. Grading objective tests
7. Chaperoning field trips (without added internship hours or credit)
8. Providing helping hands for CT and completing tasks requested by the CT.
9. Teaching one class with permission and guidance from the CT.

If the intern does not follow the suggestions of the teacher and does not follow the established schedule, the CT should e-mail me IMMEDIATELY (kpruitt@fmarion.edu). Also, let me know if the student does not follow any of the guidelines of the attached "Guidelines for Student Interns". You will be asked to complete a short evaluation form at the end of the internship. It is helpful if we receive feedback prior to this point, particularly if the student is not performing as expected. This is particularly true with regard to adhering strictly to the established schedule.

I appreciate your professional contributions to our profession by accepting an intern. I hope that the experience will be as rewarding to you as it will be to our intern!

GUIDELINES FOR EDUCATION 190 INTERNS

The guidelines below are very important. You are expected to follow all the guidelines. Failure to follow the guidelines may result in your withdrawal from Education 190. The instructor of the course should be immediately notified if you cannot meet the requirements set forth in these guidelines.

TIME REQUIREMENTS AND ATTENDANCE

1. The intern will request a school placement in an area school. After the placement has been confirmed by the Coordinator of Clinical Experiences, the student will call either the site coordinator or CT at that school and establish a schedule for the internship.
2. The internship schedule takes into account school and university holidays. The internship can take place between the posted dates but the student cannot schedule more than four (4) hours per week.
3. The intern should schedule his/her time when instructional activities are occurring. The hours for the internship should not be scheduled during recess periods, general activity periods, study hall, yearly testing periods and holidays.

DRESS

The intern is to dress appropriately at all times. Appropriate dress will be discussed in class but the intern should generally follow the dress code of most of the teachers in the building.

PROFESSIONAL ATTRIBUTES

1. All electronic devices will be turned off during the hours of the internship.
2. The intern will not question or refuse to do any of the tasks/activities requested by the CT.
3. The intern will avoid all contact with students outside the school
4. The intern should avoid all conversations about students and teachers in and out of the school setting unless the CT engages the intern in professional dialogue about a student and his /her academic progress.
5. The intern should arrive on time and depart at the scheduled time. The internship should be scheduled so that it does not interfere with doctor's appointments, vacations, family commitments or any other social events. If the intern is sick and cannot arrive at the scheduled time, the internship should call the CT before school starts. Any missed time must be made up.

2011-2012 Internship Timeline

	Fall	Spring	Comments/Notes
Classes Begin	Tuesday August 23 rd	Tuesday January 10 th	
SLED Checks completed and submitted to Coordinator of Clinical Experiences (for new interns) and LiveText Purchased (if applicable)	Tuesday August 23 rd through Tuesday August 30 th	Tuesday January 10 th through Wednesday, January 18 th	Please encourage all candidates to go ahead and take care of these tasks before the placement forms are available. This will allow them to be ready to complete the placement request process in a timely manner.
Placement Request Forms Available for submission in LiveText	Tuesday, August 30 th through September 9 th	Wednesday, January 18 th through January 27 th	Although requests cannot always be guaranteed, Candidates will be allowed to provide three (3) requested cities during this time period.
Last day to REQUEST a placement for an internship	Friday, September 9 th at 5:00 p.m.	Friday, January 27, at 5:00 p.m.	After this date, candidates may submit their placement forms (with your permission) but will only be assigned to an already available slot.
All placements will be finalized by the Coordinator of Clinical Experiences and made available in LiveText	On or before Friday, September 23 rd	On or before Friday, February 10 th	Placements will be released to the candidates as soon as they are available. All candidates will need to check their LiveText accounts each day from the submission of their form until their placement is finalized. Therefore, if a form has been returned to them for any reason, they will be able to quickly make the necessary adjustments. <i>Please note: in order for enough time to be allotted to complete the required hours, no placements can be changed or initiated after this date.</i>
Candidates will complete the required hours	Monday, September 26 th through Wednesday, November 30 th	Monday, February 13 th through Wednesday, April 18 th	If at all possible, please have some form of documentation (including Time Logs) that you review periodically. If a candidate is not completing his/her hours regularly and/or is having any problems (which could result in a "not recommended"), please encourage him/her to drop the course.
Last Day to complete hours	<i>Wednesday, November 30th</i>	<i>Wednesday April 18th</i>	Please emphasize this important date to your candidates.
CT Evaluations Sent Out and Collected	Thursday, December 1 st through Friday, December 9 th	Thursday, April 19 th through Friday, April 17 th	Based on past experience, I need to provide more than one week for CT evaluations. If at all possible, please help expedite this process by asking your candidates to communicate with their CT's and follow up, if necessary.

Available CT Evaluation Information sent to Course Professors	On or before Tuesday December 13th	On or before Tuesday, May 1st	As soon as I receive all of your class evaluations, I will forward the list to you. If at all possible, hopefully this can be done before the date provided here.
Course Professors will complete their internship dispositions/ratings and send their EARC reports to Caroline. Program Committee meetings held to discuss Checkpoint decisions	On or before Thursday December 15th (12:00 noon) Friday December 16th (decisions submitted back to Caroline before leaving for the semester)	On or before Thursday, May 3rd (12:00 noon) Friday, May 4th (decisions submitted back to Caroline before leaving for the semester)	This only gives two (2) days for course professors to complete their reports, but this will allow the data to be sent to programs for review on the Friday before the end of the semester.