



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
BASIC PROGRAMS CURRICULUM COMMITTEE

Course Designator EDEL Prefix Number 591 Suffix
(Example: EDUC J999Q)

OR

Degree Program:
(For Bulletin Changes)

Course Proposer: Stephen Thompson Phone: 7-6820

Date Received

Approved By

Date Forwarded

9-9-11

Susan Schramm Pate
Chair, Department Committee

9-9-11

9-9-11

[Signature]
Chair, Department

9/9/11

Chair, Basic Programs Curriculum Committee

Associate Dean, Academic and Student Affairs

Dean, College of Education

Note: If not approved, return packet to person named at the last level of approval.



# SCHEDULE EXCEPTION REQUEST

# SER

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

**INSTRUCTIONS:** Schedule exceptions will be granted for justifiable reasons as approved by the instructor's departmental chair and academic dean. This form should be completed if the class will have an irregular meeting schedule; if the class meets over a period longer or shorter than the regular term; or if the class has a beginning and/or ending date different from the regular term. Each single credit hour must comprise 14 contact hours spread over at least one week. A 2-credit hour course must comprise 28 contact hours spread over at least two weeks; 3 credits must comprise 42 contact hours over at least three weeks. Final exams and breaks may not count as class meeting time. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

Date: 8-18-11

Campus: Columbia College/School: College of Education

Department (if applicable): Instruction and Teacher Education

Undergraduate  Graduate

## COURSE INFORMATION

Course Designation: EDEL 591 3  
4-letter Designator Prefix Course Number Suffix # Credit Hours

Section Number: 001,002,003

Course Title: Student Teaching Seminar

Cross-listed with which course?  
4-letter Designator Prefix Course Number Suffix

Course Delivery Location:  USC Campus  Off-Campus site  
*(If off-campus delivery is being requested, attach a completed Off-Campus Delivery (OCD) form.)*

Course Delivery Method:  Traditional Delivery  Distance Technology Delivery *(streaming video, web-based, CD/DVD)*  
*(If distance technology delivery is being requested for the first time, attach a completed Distance Education Delivery (DED) form.)*

Contract Course?  Yes  No *(If yes, attach OEO Contract Course Approval Form.)*

Proposed Effective Term for change to database/bulletin:

Year: 2012  Fall  Spring  May Session  Summer I  Summer II

Estimated # of students: 28 per section

Date Course begins: 1/5/12 Date Course ends: 4/27/12

Total # of Class Meetings: 12 Class Meeting Time in Minutes: 2025  
~~2240~~/2520

**INSTRUCTOR INFORMATION**

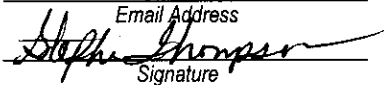
Name of Instructor: Stephen Thompson sthompson@sc.edu 777-6820  
Print Name Email Address Phone Number

If this is a graduate course, is the faculty member in the regular Graduate Faculty or Term Graduate Faculty database?  
 Yes  No


**REQUIRED ATTACHMENTS** (The following documents must be attached to this form before submission)


- Course syllabus
- List of course meeting dates and times, with tally of contact minutes
- Justification Form (JUS)
- Office of Educational Outreach (OEO) Form for contract courses (if appropriate)
- Off-Campus Delivery (OCD) Form (if appropriate) All forms are available at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

**CONTACT INFORMATION**

Contact Person: Stephen Thompson Associate Professor  
Print name Title  
sthompson@sc.edu 777-6820  
Email Address Phone Number  
 8-18-11 9-6-2011  
Signature Date

**REQUIRED APPROVALS**

Department Chair or Graduate Director: Gloria Boutte  9/9/11  
Print name Signature Date  
gsboute@mailbox.sc.edu 7-2018  
Email Address Phone Number

Academic Dean: Zach Kelehear  5/22/11  
Print name Signature Date  
dzk@sc.edu 7-3802  
Email Address Phone Number

FacSenate Cours&Curric/ Dean of the Graduate School (as appropriate): \_\_\_\_\_  
Print name Signature Date  
Email Address Phone Number

Graduate Council  Faculty Senate

Date of Faculty Governance Approval (if appropriate)



# JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

# JUS

**INSTRUCTIONS:** Please attach a statement explaining the justification for the proposed program or course action. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

Date: 8-18-11

Campus: Columbia College/School: Education

Department (if applicable): Instruction & Teacher Education

Undergraduate

Graduate

EDEL 591, Seminar on Teaching, is the final course that Elementary Majors take during their student teaching semester. It is necessary for EDEL 591 to meet before the Spring Semester begins so that students may complete the state required ADEPT training. In addition to ADEPT training, seminar instructors spend a day prior to student teaching informing elementary majors about student teaching requirements and providing career counseling by connecting students with resources on campus and within school districts.

EDEL 591 introduces students to action research. Elementary interns conduct action research during their student teaching, collecting and analyzing student data to inform instruction. The proposed course schedule allows elementary interns with sufficient time to formulate a research question, read extant literature, collect, analyze, and interpret data, as well as revise instruction to meet students' learning needs. In addition, this schedule is sensitive to cooperating schools which require elementary interns to engage with the school community as faculty. Many elementary interns participate in evening events in schools. The modified schedule accounts for these student teaching requirements.

Finally, the Elementary Interns present their action research on April 26, 2012 at the Elementary Showcase. This showcase allows students to share their learning with the larger community including schools, teaching colleagues, professors, and community members.

**EDEL 591 Section 001  
Seminar on Teaching  
Spring 2012  
Syllabus**

**Instructor Information**

Instructor: Dr. Stephen Thompson  
Office: Wardlaw 107E

Office hrs: Tuesday and Thursday 2:00-5:00,  
by appointment

Email: sthompson@sc.edu  
Phone: 777-6820

The best way to reach me☺

Course Number & Title: EDEL 591 Seminar on Teaching

Class Hours: Please see dates below (Locations TBA)

Catalog Description: Exploration of the principles and theories about teaching and learning as they apply to the field of practice in the context of schools in democratic societies.

**I. Statement of Learning Outcomes:**

A. Goal: To provide an opportunity for students to reflect on their experiences during the internship in light of principles, theories, and policies that influence P-12 schools.

B. Objectives

1. Describe and demonstrate practices and behaviors of developing career elementary teachers.
2. Integrate and apply knowledge to analyze and critique experiences in the internship setting.
3. Describe meaningful connections between the elementary school curriculum and students' lives outside of schools. Describe connections in the elementary school curriculum that can be used to motivate elementary students and support their making connections to life outside the classroom.
4. Implement and evaluate acquired knowledge of curriculum, standards, instruction, learning, and assessment in the context of actual school practice.
5. Explore the interrelationships between learning and teaching through practice.
6. Analyze various approaches and techniques of classroom management, including caring, problem solving, building classroom communities, rituals, and routines.
7. Examine strategies for establishing and maintaining collaborative relationships with parents, school-based colleagues, and agencies in the larger community.
8. Analyze and understand cultural patterns of communication, culturally responsive teaching, and teacher influences in a multicultural classroom.
9. Describe different ways students learn and how teachers address the diverse student needs that exist in elementary classrooms.
10. Critically analyze instructional strategies that facilitate critical thinking and problem solving abilities in elementary students.

**II. Required Texts:**

Hubbard, R. S. & Power, B. M (1999). *Living the Questions: A guide for teacher-researchers*. York, ME: Portsmouth, NH.

Allen, J. B. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York: Teachers College Press.

There will also be a number of course readings posted on Blackboard

**NOTE: CELL PHONES & OTHER ELECTRONIC ITEMS**

You must **turn OFF** all cell phones, pagers, etc. for the entire time that you are in class unless you make previous arrangements with me beforehand in emergency cases. If you text while I am talking or talk on your cell phone, I will deduct points from your participation grade and ask you to meet with me for a conference. This is a non-negotiable policy.

**PLAGIARISM**

The Academic Responsibility Code in the *Carolina Community: USC Columbia Student Handbook and Policy Guide* prohibits you from “unauthorized use of another person’s work without proper acknowledgement of source.” Unauthorized use that involves passing off someone else’s written work as your own is called plagiarism.

**PLAGIARISM WILL NOT BE TOLERATED**

For detailed information about USC’s regulations and procedures for dealing with academic dishonesty, see the section on “Academic Responsibility” in the *Carolina Community: USC Columbia Student Handbook and Policy Guide*.

**USC DISPOSITIONS**

All students will treat each other and the instructor with respect. All students are expected to execute the USC Dispositions. You may find these dispositions at this link:

[http://www.ed.sc.edu/facinfo/docs/Dispositions\\_Rubric\\_4-22-06.pdf](http://www.ed.sc.edu/facinfo/docs/Dispositions_Rubric_4-22-06.pdf)

**General Student Responsibilities:**

**III. Academic Course Requirements and Assessments:** Additional details about all assignments will be provided during seminar and made available on the course Blackboard site.

- A. The best educators we know continually study their practice in systematic ways that support thoughtful curricular decisions as well as inform the larger field of education. This assignment offers you the opportunity to highlight your ability to synthesize the understandings, skills, and dispositions characteristic of the Elementary Education Program at USC. To complete this project you will engage in a semester-long project where you will participate in a professional learning community with your class colleagues. This project entails learning to describe student learning, to examine student data and identify patterns, and to make

curricular decisions that respond to your students' needs. Documentation of this work, which is the exit requirement from the Elementary Education Professional Program, includes three components:

1. Collecting student data such as student writing samples, students' conceptions of science ideas, students' responses to science prompts (i.e. plant in a jar), samples of students' math, video tapes of student social studies performances, children's literature discussions and literature responses, miscue data, etc.
2. Twice during the semester you will bring in student data and participate in a group conversation regarding your students' work. Your group will follow a protocol for this project (See Assignment description for Protocol)
3. **Short Assessment paper (15 points)**  
Following the presentation of your students' data, you will write a 3-4 page paper that captures your evolving understanding of students' learning in light of your initial analysis and group feedback. (See Assignment description for short data analysis.) Your paper will be due one week after your presentation date.

**B. Final Assessment of Student Learning Paper (80 points)**

At the end of the semester, you will submit a 7-10 page academic paper. You will synthesize and discuss your student data according to relevant performance groups (i.e. race, class, gender, language, exceptionalities). You will then make connections to the professional literature, and describe how this information will impact your future teaching.

**C. Professional Learning Communities (15 points)**

Each week you will be asked to examine student data that your colleagues bring to class. You are expected to use the protocol described in class as a guide for your professional conversations. One person will act as a facilitator each week. The person presenting data will take thorough notes regarding the group's conversation.

**D. Preparation and Participation in Seminar (15 points)**

- Your attendance and active participation are essential to your learning as well as your peers' learning. It is our vision that seminar offers you the opportunity to experience a professional learning community that will sustain you as a life-long professional learner.  
In order to meet course goals, each student is expected to:
- Work cooperatively within the learning community, interacting in a way that facilitates a positive and productive learning experience for all. For example, you ask meaningful questions of your colleagues, you make suggestions and pose ideas that push your colleagues' current thinking, and you provide support for one another by sharing resources, ideas, and similar experiences. This does not mean that you engage in complaining, rather that you support others in ways that help them grow into the colleague that you want to work with in the future.
- Read all assigned materials carefully, take notes, and be prepared to discuss readings in class.

- Complete all assignments on time. Late papers will affect your grade, and you must receive approval to turn in any late assignments. All late assignments will receive a grade reduction of 10% if turned in within the first 24 hours, and 5 percent each 24 hour period afterwards. No assignments will be accepted after 72 hours unless there are extreme circumstances.
- Prepare for and participate in professional learning communities.
- Bring textbooks and readings to class each week.
- Attend all classes and be punctual. Timeliness is essential. Being tardy to class will impact your grade. Each tardy will result in a one point reduction from the possible point total. A tardy of more than fifteen minutes will result in a two point reduction from the possible sixty point participation grade.

All written work should be edited and proofread. All written work must be submitted according to the APA 6<sup>th</sup> edition. Please see “APA in a Nutshell posted on Blackboard for APA guidelines.” This means that attention needs to be paid to spelling, punctuation, and other conventional aspects of your work, as well as to the content. Submitting work with substantial numbers of grammatical, spelling, and punctuation errors will have a negative effect on your grade. Please type/word process (double space) your work.

#### IV. Administrative Course Requirements:

- A. You are expected to attend all scheduled class meetings on time. Be here for every class, on time, no slipping out early, or sliding in late. Unsatisfactory class attendance (including tardiness) limits learning opportunities and affects academic performance. *In the case of absence from class* it is expected that Interns will communicate directly with the professor about the absence as soon as possible prior to, or after, the absence. It is the Intern’s responsibility to communicate in a timely and professional manner. Acceptance of excused absences is at the discretion of the professor. The university attendance policy will be enforced.
- B. **In this class, the final grade will be lowered by one grade for absences more than 10% of class time with or without an excuse.**
- C. In the event that you are absent, make sure that you email me *beforehand* and that you have previously arranged for a *responsibility partner* to pick up any handouts for you. Students are responsible for familiarity with all material covered during absences. This is to be accomplished in the manner deemed most effective by the student: meeting with a fellow student, sending in a tape recorder, studying a fellow student’s notes, etc. Note that according to the university policy on attendance missing one class may result in a grade reduction.
- D. Assignments will be accepted on the specified due date unless arrangements have been made with the professor ahead of time. Any late assignments will not be accepted without a grade penalty (see note above regarding grade reductions). While late assignments will receive a penalty and may not be accepted, any assignment may be submitted early.

V. EVALUATION and GRADING: Your grade will be determined by dividing the points you earn throughout the semester by the total number of points possible. You can check your grades regularly on Blackboard.

#### **Percentage Grade**

93-100 A  
86-92 B+

- 80-85 B
- 75-79 C+
- 70-74 C
- 65-69 D
- 64 and below F

You will also complete a self-evaluation of your performance at the end of the semester.

**Modes of Instruction:**

Participants in this course will participate in small and whole group discussions, collaborative assignments, lecture, and student presentations.

**IV. Major Topics in the Course:**

Professional Dimensions of Teaching

- A. Reflective Practitioner
- C. Information Literacy and Problem Solving
- D. Establishing and Maintaining Collaborative Relationships

The Elementary School Setting: An Analysis

- Policies and Procedures
- Issues and Trends
- Home-School-Community Relations
- Creating a Learning Community
- Building on children’s cultural and linguistic resources

Curriculum and Planning

- Use of Frameworks for Planning
- Use of South Carolina state standards for curriculum planning
- Internal and External Influences on teaching and learning
- Assessment/Evaluation Strategies
- Curriculum and the Inquiry Process

Instruction and Management

- Managing Climate, Routines, Roles and Community Rituals
- Interpersonal Relations and Cultural Influences
- Issues of Equity and Diversity
- Ethical Dilemmas

**Tentative Course Schedule**

**\* PLEASE NOTE: WE ARE MEETING IN MANY DIFFERENT CAMPUS LOCATIONS. CHECK THE SCHEDULE EACH WEEK TO MAKE SURE YOU KNOW WHERE WE ARE MEETING!!!!**

Date	Course Topic/Engagements	Readings and Assignments due	Location and Time
January 5th	Why Teacher Research?  Seminar Overview	Introduction and Chapter 1 in <i>Creating Welcoming Schools</i>	Wardlaw 126 10:00-4:00

	Following a protocol Career Center		
January 6 <sup>th</sup>	ADEPT TRAINING		Wardlaw 126 9:00-3:00
January 12th	Professional Learning Community #1  What concerns do you have?  Professional Reading Discussion  Entering the Profession	Presenter #1 Data due  Chapter 2& 3 due <i>Creating Welcoming Classrooms</i>	4:00-7:00
January 26th	Professional Learning Community #2  Professional Reading Discussion  Entering the Profession: Interviewing	Presenter #2 Data due  Chapter 4&5 <i>Creating Welcoming Classrooms</i>	4:00-7:00
February 9th	Professional Learning Community #3  Professional Reading Discussion  Entering the Profession: NCLB (2 articles opposing views)	Chapter 6 & 7 <i>Creating Welcoming Schools</i>	
February 23rd	Professional Learning Community #4  Professional Reading	Chapter 8 & 9: <i>Creating Welcoming Schools</i>	

	<p>Discussion</p> <p>Entering the Profession: English Language Learners</p>		
March 1st	<p>Professional Learning Community #5 Everyone will bring data to class today and participate in 3 rounds of data analysis.</p>	<p>Chapter 10 &amp; 11 <i>Creating Welcoming Schools</i></p>	
March 15th	<p>Professional Reading Discussion</p> <p>Entering the Profession: Principal Professional</p> <p>Entering the Profession: Principal Panel</p>	<p>Writing Workshop Day</p> <p>2<sup>nd</sup> data paper due*</p>	
March 29th	<p>Professional Reading Discussion</p> <p>Open topics</p> <p>Entering the Profession New Teacher Panel</p>	<p><i>Creating Welcoming Classrooms</i>, Chapter 12</p> <p>Academic Paper Due</p>	
April 19th	<p>Entering the Profession</p>		
April 27th	<p>LEARNING CELEBRATION Focus groups &amp; surveys Presentations...</p>		8:00-2:00

**EDEL 591 - Course Expectations and Participation Rubric**

Student's Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

At the end of the semester, please turn in a copy of this with your initials in the box that best represents your self-evaluation! Please add comments about your critical and creative thinking.

**EDEL 591**

Did not meet expectations (0 points)	Partially met expectations (.5 points)	Met expectations (1 point)
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**Attendance**

You were in class prepared, dressed professionally, and on time. In case of illness or emergency you e-mailed beforehand at [laman@mailbox.sc.edu](mailto:laman@mailbox.sc.edu)

**Communication:**

You checked your USC *e-mail* and blackboard at least four times a week.

**Responsibility:** When you were confused, you asked questions and sought help from your peers and your professor.

**In-class activities:**

You actively participated in discussions, contributed to dialogues, and completed other learning engagements.

**Professional Learning Communities:**

You were present for each class and brought required materials, data, and assignments with you.

You were prepared with necessary materials each week for your professional learning community time.

You completed your mini-data analysis paper following your presentation of class data to your class colleagues.

You wrote your academic paper in a professional way that captured your thorough educational understandings, were professional, and captured children's strengths, and new learning, and made

clear the implications for future teaching

**Professional literature participation:**

As a participant, you were always prepared for discussions, brought readings to class, contributed and helped other people grow

**Entry into the professional Program**

You were present for each professional program presentation. You asked thoughtful questions and used information you learned to inform your professional growth.

**OVERALL COURSE EVALUATION**

	Did not	Partially	Met
	Meet Add	Met Add	Add
<b>Totals for each column</b>	0-1 point	2-3 points	4-5 points

**What letter grade did you earn for this course according to your self assessment and your class assessments?**

**→→→ Meeting all expectations with distinction means evidence of critical and creative thinking in your work, not only exceeding expectations.**

Final course grade:

- A = Exceeded all expectations, most of them with distinction.
- B+ = Exceeded most expectations with many distinctions.
- B = Met all expectations with many distinctions.
- C+ = Met all expectations with some distinctions.
- C = Met most expectations.
- D = Met or partially met most expectations.
- F = Did not meet most expectations.

**Comments (add additional pages as needed):**



### Responsibility Partner Contact Information

Student name \_\_\_\_\_

Phone number \_\_\_\_\_

Email \_\_\_\_\_

Student name \_\_\_\_\_

Phone number \_\_\_\_\_

Email \_\_\_\_\_

We have agreed to get information, handouts, etc for one another. We have agreed to turn in assignments that are due for our partners in their absence. Please note: The person who is going to be absent is responsible for getting all work to their responsibility partner.

\_\_\_\_\_

EDEL 591 Student Signature

\_\_\_\_\_

EDEL 591 Student Signature

## PROFESSIONAL LEARNING COMMUNITY ASSIGNMENT

The following items describe what you need to do to prepare for, participate in, and reflect on your professional learning community experiences.

- a. Prior to your assigned data day, you need to collect samples of student work preferably with student's names removed or covered. You should have a class set of student work. This project is designed to help you look at trends in student data rather than individual student data. Both kinds of assessment are necessary, and in this assignment we want you to look at more than one student's work.
- b. After you collect student data, record your initial impressions (without judgment) and analysis of student work. After you write an initial observation, sort the data according to student demographics (race, class, gender, special needs) in order to identify patterns and/or areas of need. Write another brief description (without judgment).
- c. After conducting your own initial analysis, think of a focusing question that you would like your professional learning community partners to focus on.
- d. On the day you present data, you will do a quick presentation which describes the context for the student work (the task or project) and you will be uninterrupted. (Approximately 5 minutes). You may also present your focusing question.
- e. After you present the data, participants have a couple of minutes to ask clarifying questions. Then with the presenter listening but silent, participants look at the student data quietly and make notes. After they have examined the data, the participants offer "warm" and "cool feedback" (See Tuning Protocol document on BB). You will take notes during this time and not respond. Things participants may consider:

Looking at the assessment...

- 1) Is it a good question?
  - 2) What is being measured by the way it is graded?
  - 3) What are the students' doing well?
- f. After this feedback is offered, you will reflect on the feedback and address any comments or question you want.
  - g. Debrief

You and your colleagues will then participate in a debriefing of this tuning experience.

Following your presentation of data, you will write an Analysis Brief (3-4 double spaced pages) that includes the following:

**ANALYSIS BRIEF PAPER RUBRIC (15 Points possible)**

Paper contains an initial analysis of class data set as a whole and demographic trends	3 points
Paper contains a summary of professional learning community members' feedback and discussion	2 points
Paper highlights insights gained from listening to group members and new understandings gained.	3 points
Author identifies next steps in terms of further professional reading (BE SPECIFIC) needed and how professional learning community feedback impacts future teaching	2 points
Writing is well organized and free of academic grammatical and spelling errors.	2 points
A copy of Student Data is provided	2 points
All components are present and designated page lengths are honored	1 point

## EDEL 591 Spring 2012 Meeting Dates

		Tally of Contact Minutes
January 5 <sup>th</sup>	9:00-3:00	275/330 minutes
January 6 <sup>th</sup>	9:00-3:00	275/330 minutes
January 12 <sup>th</sup>	4:00-7:00	150/180 minutes
January 26 <sup>th</sup>	4:00-7:00	150/180 minutes
February 9 <sup>th</sup>	4:00-7:00	150/180 minutes
February 23 <sup>rd</sup>	4:00-7:00	150/180 minutes
March 1 <sup>st</sup>	4:00-7:00	150/180 minutes
March 15 <sup>th</sup>	4:00-7:00	150/180 minutes
March 29 <sup>th</sup>	4:00-7:00	150/180 minutes
April 19 <sup>th</sup>	4:00-7:00	150/180 minutes
April 27 <sup>th</sup>	8:00-2:00	275/330 minutes

Total Contact Hours: 2,025/2,520