Instructor Information

Instructor: Dr. Tasha Laman  
Office: Wardlaw 107L  
Office hrs: by appointment  
Email: laman@mailbox.sc.edu  
Phone: 777-2595  
Course Number & Title: EDEL 591 Seminar on Teaching  
Class Hours: Please see dates and locations below  
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:  
There will also be a number of course readings posted on Blackboard

*You must also purchase a journal, and a three-ring binder with designated tabs (discussed in class) and bring it to class each week.
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.

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. Action Research Project (150 points). 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 applied action research project that employs research, assessment practices, and responsive teaching. Documentation of this work, which is the exit requirement from the Elementary Education Professional Program, includes three components:

1. The first is a research notebook (Data Collection Notebook-worth 50 points) that details the semester long action research project, following the guidelines provided in seminar. This notebook is key to your ability to systematically collect and analyze data as well as a space to hold your ongoing learning. The data notebook should contain the following tabs: Observations, Data Collection, Data Analysis, Reflections, Relevant Articles and Notes from Readings, Notes and Handouts from seminar. Due April 19th.

2. The second is an action research paper (Action Research Paper-worth 50 points) that discusses the action research process, situates your work in the larger educational landscape, and findings that emerged in your study, as well as implications for your future teaching practices. Due April 19th.

3. The third is a public presentation (Action Research PowerPoint Presentation-worth 50 points) designed to highlight your current professional knowledge, dispositions and skills. Due April 22nd.

B. Research Communities (25 points). Using reading responses and class notes, you will meet regularly in small groups to articulate your understanding of action research in theory and in practice. Together, you will participate in brainstorming sessions in which you discuss questions, concerns, big ideas, and “a-ha” moments as you learn from each other. Through these collaborative meetings, you will have the opportunity grow in your understanding about research through dialogue with your research community. In each class session, your group will meet and record your group’s work for the day. These research community exit slips will be turned in at the end of each class. If one of your members is absent, that partner does not receive the group’s points for that day.
Research Community class reports: Members, Discussion Topics, Questions addressed, possible answers, any aha moments, connections to readings and course discussions. For full points, these research community class reports must contain details from your conversation, thoughtful links to readings that demonstrate a depth of understandings rather than a recitation of facts.

C. **Action Research Project Progress Reports (55 points).** These progress reports are designed to ensure the ongoing nature of this work. These progress reports are due at the beginning of designated class meetings. Questions (5 points), Research Plan Draft and Final draft (15 points), Literature Review and Annotated bibliography (25 points), Research update (10). See Course outline for specific due dates.

D. **Showcase Passport (20 points).** It is essential that action researchers make their learning public either through public professional presentations, publications, and/or professional learning communities. This assignment offers you the opportunity to actively participate, celebrate, and engage in meaningful dialogue with your peers during the Spring Showcase regarding their action research projects. You will attend a number of presentations and provide peer feedback for two of the presentations you attend. The guidelines for your feedback are posted on Blackboard. This assignment is due April 24.

E. **Preparation and Participation in Seminar (60 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, 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 written responses in class.
- Complete all assignments on time. Late papers will affect your grade, and you must receive approval to turn in any assignments late. 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 research communities.
- Complete a teacher research action project.
- Attend all classes and be punctual in attendance.
- Bring textbooks and readings to class each week.
- 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 5th 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 and dividing by the total number of points possible. You can check your grades regularly on Blackboard.

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100 A</td>
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<tr>
<td>86-92 B+</td>
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<td>80-85 B</td>
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<td>75-79 C+</td>
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<td>70-74 C</td>
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<td>65-69 D</td>
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<td>64 and below F</td>
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You will also complete a self-evaluation of your performance for all assignments including and end-of-semester evaluation.

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
   E. Reflective Practitioner
   F. Development of a Teaching Portfolio
   G. Information Literacy and Problem Solving
   H. 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!!!!

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic/Engagements</th>
<th>Readings and Assignments due</th>
<th>Location and Time</th>
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</thead>
<tbody>
<tr>
<td>January 7th</td>
<td>Why Teacher Research?</td>
<td>Chapter 1 Hubbard &amp; Power- Why Teacher Research</td>
<td>Wardlaw 126 8:30-3:30</td>
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<td>Seminar Overview</td>
<td>Research Journal</td>
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<td></td>
<td>What is action research?</td>
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<td>Career Center</td>
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<td>Observations vs.</td>
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<td>interpretations</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>January 8th</td>
<td>ADEPT TRAINING</td>
<td>8:30-3:30</td>
<td>Wardlaw 126</td>
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<tr>
<td>January 14th</td>
<td>Celebrations, New Questions, Theoretical connections</td>
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<td></td>
<td>Beginning to Wonder</td>
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<td></td>
<td>Principal Panel</td>
<td>3:30-6:30</td>
<td>Jones Physical Sciences Building (PSC) 201</td>
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<tr>
<td>January 28th</td>
<td>Making Plans for Research</td>
<td>3:30-6:30</td>
<td>Jones Physical Sciences Building (PSC) 201</td>
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<td>Research Workshop: Working together to refine plans</td>
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<td>Chapter 3 (Research Plans)</td>
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<td>Research Journal</td>
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<td>Rough Draft of Research Plans</td>
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<td>(*These should be typed and follow the format provided)</td>
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<tr>
<td>February 11th</td>
<td>Celebrations, New Questions, Theoretical connections</td>
<td>3:30-6:30</td>
<td>Jones Physical Sciences Building (PSC) 201</td>
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<td></td>
<td>Workshop Session: Harvesting Data</td>
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<td></td>
<td>Beginning Teacher Panel</td>
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<td>Chapter 4 Harvesting Data</td>
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<td>Final Research Plans due</td>
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<tr>
<td>February 25th</td>
<td>Celebrations, New Questions, Theoretical connections</td>
<td>3:30-6:30</td>
<td>Jones Physical Sciences Building (PSC) 201</td>
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<td>Workshop Session: Data Analysis</td>
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<td>Chapter 5: What likes what</td>
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<td>* Teacher Research Article</td>
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<td>Begin collecting articles about your research topic. Write annotated</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Due Details</td>
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<tr>
<td>March 17th</td>
<td>Data Analysis</td>
<td>Chapter 5 continued Data analysis Research Update due 3:30-6:30 HUMANITIES 303</td>
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<tr>
<td>March 25th</td>
<td>Reading and Writing up Research</td>
<td>Chapter 6 &amp; 7: When Researchers Read and writing up research Literature Reviews and annotated bibliography Due 3:30-6:30 Jones Physical Sciences Building (PSC) 201</td>
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<tr>
<td>April 14th</td>
<td>Critical Collaborations Peer response groups</td>
<td>Rough draft of research paper due 3:30-6:30 HUMANITIES 303</td>
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<tr>
<td>April 19th</td>
<td>Critical Collaborations Presentation preparation</td>
<td>Final papers due 3:30-6:30 PSC 006</td>
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<td>April 22nd</td>
<td>Presentation Preparation</td>
<td>Presentation rehearsals and uploads 3:30-6:30 PSC 201</td>
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<tr>
<td>April 24th</td>
<td>SHOWCASE</td>
<td>Public Presentation 8:30-12:30ish</td>
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EDEL 591 - Course Expectations and Self Evaluation

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.

<table>
<thead>
<tr>
<th>EDRD 345</th>
<th>Did not meet</th>
<th>Partially met</th>
<th>Met expectations</th>
<th>Exceeded expectations</th>
<th>With distinction</th>
</tr>
</thead>
</table>

**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

**Course Textbooks:**
You purchased the textbooks in a timely manner and carefully read all chapters and other texts (such as articles) as assigned.

**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.

**Action Research:**
You were present for each class and brought required materials, data, and assignments with you.
You completed your action research proposal draft and made suggested revisions to your final proposal.
You were prepared with necessary materials each week for our research community time.
You completed Reflection forms and made thoughtful connections between theory and practice by connecting to course readings, class conversations and new professional understandings.
You wrote your action research paper in a professional ways that captured your thorough understandings, were professional, and captured children’s
strengths, and new learning

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

Literature Responses
You read all assigned professional texts, took
notes, and turned in responses when
required.

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

Totals for each column

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.

____________________________________
EDRD 345 Student Signature

____________________________________
EDRD 345 Student Signature

______________________________
Professor’s Signature