EDSE 584 Spring 2009 Course Syllabus
Tuesday 4:30—7:15 PM Wardlaw 109

Instructor: Mary E. Styslinger, Ph.D.
Office: 232 Wardlaw
Office Hours: Tuesday 12:00—4:00 PM; 7:15-8:00
Additional hours by appointment
Email: mstyslin@mailbox.sc.edu

Course Description: This course is designed to synthesize the skills and instructional techniques learned during coursework and field experiences. Emphasis will be placed on those qualities necessary to promote professional development and success during the high school teaching internship. A seminar format that includes class discussions, small group activities, and guest speakers will be used.

Intended Audience: This course is designed to serve MT, MAT, and undergraduate students who are student teaching in English, Theatre, and Foreign Language classrooms.

Co-requisite: Enrollment in Internship B

Course Credit: 3 credit hours

Course Goals and Objectives

Goals

- To promote and strengthen professional attitudes needed by English language arts, Theatre/Drama, and Foreign Language teachers.
- To enable teaching interns to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of content, students, teaching, and practice.
- To broaden professional educators' knowledge base of effective and appropriate practice.
- To explore applications of learning theories to classroom teaching.
- To develop an understanding of the multiple responsibilities of a classroom teacher and
- To develop an appreciation of the diversity of the student population and to recognize resources and techniques helpful to teaching diverse populations.
Students will

- Develop a general philosophy of teaching;
- Utilize national and/or state standards to guide curriculum development;
- Recognize the policies and legal responsibilities of the professional educator;
- Demonstrate an understanding of the ADEPT teaching and evaluation model;
- Exhibit professional ethics in their relationship with students, parents, professional educators, and the public;
- Utilize appropriate assessment and evaluation tools;
- Implement appropriate classroom management and discipline procedures;
- Demonstrate an awareness of resources and methods for the teaching of exceptional students and diverse populations;
- Demonstrate an understanding of how to utilize technology for classroom instruction, reflection of best teaching practices, and general professional development.

Required Readings, Text, and Materials

**Required**

USC ADEPT Handbook (available at Quick Copy in basement of Russell House).
An additional text will be introduced on 1/27 and purchased/acquired by 3/3.
Additional articles will be posted on Blackboard or provided in class.

**Suggested—highly recommended actually**

Administrative Course Requirements

Attendance

Attendance is required for success in this professional course. Any absence will affect the participation grade. Absence from class is not a valid excuse for failing to meet deadlines or fulfilling course requirements. Participation may not be made up except in extreme cases of illness or loss. The university bulletin specifies that students may miss up to 10% of class time without penalty. Upon the second absence, a student’s grade will be lowered by one letter grade. **Students who miss more than 4.5 hours will fail the course.** Deductions will be made in your class participation/attendance points if you are persistently or excessively tardy to class—or for leaving class early. Please follow the procedures outlined in class for recording your attendance, and please let me know in advance any time you will miss class.

Completion of Assignments and Course Requirements

You are responsible for the completion and quality of all work for this course. **All assignments are due on the designated date; late work will not be accepted.**

Additionally, you are responsible for any work announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or to fulfill course requirements. University catalogue guidelines are followed for the granting of an incomplete.

Because I typically handle administrative tasks and announcements at the beginning of class, you will need to be here on time. If you are late, please enter quietly and be sure to see me following class for any announcements, reminders, changes, or handouts that you may have missed. Again, frequent or excessive tardiness will result in a deduction from your class participation grade.

Please note: All work completed outside of class must be word-processed, carefully edited, and accurate with regards to conventions of Standard English. Points will be deducted for submitting poorly edited work.

Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester. Students with disabilities must verify their eligibility through the appropriate campus office.
Academic Course Requirements

1. Complete any readings and assignments prior to the designated class meeting.
2. Participate in and contribute to class activities and discussions.
3. Prepare and present a letter of introduction.
4. Articulate and submit a written statement of your teaching philosophy.
5. Develop and submit a professional resume.
6. Participate in the USC Education Recruitment Fair.
7. Explore an area of professional concern.
8. Prepare a description of a teaching or management strategy to share with peers.
9. Complete and submit a written reflection on instruction and student learning.
10. Create and submit a professional teaching portfolio.
9. Complete the online course evaluation.

Assignment Descriptions

Class Participation and Attendance (40 points)

This class will use a workshop or seminar design in which all participants—students and instructor—will share with and learn from each other. Class discussion, small group activities, and guest speakers will be regular components of this seminar. Students are expected to take part in all class activities.

In order to document attendance and participation at the Education Recruitment Fair and 5 hours minimum attendance at a professional conference (e.g. SCCTE, Winter Literacy, or Celebration of Latino Children’s Literature), students will write a one-page summary of personal experiences per event and submit this to the instructor, along with proof of attendance such as registration badge, within one week of the event. Students who fail to meet either of these course requirements will have missed more than the 4.5 hours of course attendance and will subsequently fail the course.

Letter of Introduction (20 points)

Your first assignment is to write a letter of introduction for your cooperating teacher, university supervisor, and potential employer. Once you have briefly introduced yourself, focus your letter on your decision to become an English teacher—and your expectations, hopes, concerns for your student teaching semester. Let me know where you will be searching for a job and about your plans after graduation.
<table>
<thead>
<tr>
<th>Community Inquiry Project (25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be grouped according to the school or district in which you are student teaching and conduct a collaborative analysis of the community. You will collect data from and about the community by searching government websites, studying a map, going on a walking tour, having a conversation with students, gathering community resources, finding a newspaper, and collecting at least 3 artifacts. You will then be given class time in which to prepare a narrative report that describes the community in which you teach and to make suggestions as to how the knowledge of your classroom impacts how you will teach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resume (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the presentation in the USC Career Center, you will develop a professional resume to use during the USC Education Recruitment Fair on February 23rd and during other career fairs and interviews with school districts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Philosophy of Teaching (25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many school districts and school administrators will ask you to describe your teaching philosophy as part of the application/interview process. To that end, this assignment provides you with the opportunity to articulate your personal philosophy of teaching in your content area. The literal meaning of philosophy is “a search for wisdom” or a “speculative search for a general understanding of values and reality”. We commonly refer to a philosophy as a set of the “most general beliefs, concepts and attitudes of an individual or a group” regarding a particular sphere of activity; therefore, your philosophy of teaching would include a set of personal statements which reflect the above definition concerning who, what, where, how, and how well as related to teaching. Areas to consider include the school, students, curriculum, teaching methods, teaching, and the teaching profession. Remember, this philosophy needs to engage your reader and should convey what it is you have come to believe about the teaching of your content area and about working with students in the English, foreign language, or theatre classroom. This assignment should be no longer than 2 pages double-spaced or 1 page single-spaced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Inquiry (25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student will be asked to lead the class in a discussion concerning an area of professional concern related to teaching, especially one associated with the teaching of your content area. Students should plan activities to facilitate discussion around their chosen concern for 10 minutes. Students might locate topics from local or national newspapers, media sources, professional journals, and/or teaching experiences. Evidence of planning for this assignment should include the use of an informative handout for all classmates which includes at least 4 references cited in APA or MLA format.</td>
</tr>
</tbody>
</table>
Teaching Portfolio (100 Points)—
Comprehensive Examination for the MT and MAT Programs in Secondary English

Not a requirement for undergraduate students

You will create a professional portfolio that includes reflections, artifacts, and samples of work completed during your teacher preparation program. These work samples taken from your course work, your field experiences, and your professional collaborations must document and demonstrate your attainment of the following standards established by the National Council of Teachers of English:

- Attitudes for English Language Arts
- Knowledge of English Language Arts
- Pedagogy for English Language Arts

Note: Theatre and Foreign Language MAT students will develop a professional portfolio reflecting their attainment of standards in their content area. These portfolios may be organized around the ADEPT Standards or the National Board for Professional Teaching Standards.

Shared Teaching or Management Strategy (25 points)

As you enter the teaching profession, you will discover that colleagues are one of the best resources of teaching ideas—offering sage advice on content, activities, motivating students, and classroom management. For this assignment you will reflect upon your own teaching during Internship B and share one of your own teaching or management successes with your colleagues. This assignment will include a one page handout including a purpose for the strategy, a summary/description of the idea, practical advice for its implementation, and a list of any needed materials or resources. You will present this information to the class on the assigned date and supply a copy of the handout for each class member.
## Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and attendance</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Letter of Introduction</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Resume</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Philosophy of Teaching</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Community Inquiry</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Professional Inquiry</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Teaching Portfolio</td>
<td>100</td>
<td>N/A</td>
</tr>
<tr>
<td>Shared Teaching or Management Strategy</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>280</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

### Grading Scale

#### Graduate
- **A** 93 to 100% (260-280 points)
- **B** 85 to 92% (238-259 points)
- **C** 77 to 84% (215-237 points)
- **D** 69-76 (193-214 points)
- **F** 75% or below (213 or fewer)

#### Undergraduate
- **A** 93 to 100% (167-180 points)
- **B** 85 to 92% (153-166 points)
- **C** 77 to 84% (138-152 points)
- **D** 69-76 (124-137 points)
- **F** 75% or below (123 or fewer)