EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR:	**OFFICE LOCATION:**
E-MAIL:	**PHONE NUMBER:**
OFFICE HOURS:	**SEMESTER:**

I. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS**

EDG 4930 – SPECIAL TOPICS IN EDUCATION I – BS – 1 CREDIT HOUR

This course is designed to prepare individuals for the Education Program. This seminar course allows teacher candidates opportunities to explore qualitative and quantitative research skills, as related to the Education profession. Students will also explore current library and technology resources available to teacher candidates. This course also includes a survey of topics to include creating a preprofessional teacher portfolio, and issues of teacher certification in the State of Florida.

II. **PREREQUISITES FOR THE COURSE:**

Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

III. **GENERAL COURSE INFORMATION:** Topic Outline.

- Writing Sample
- Portfolio Overview
- Florida Educator Accomplished Practices
- Sunshine State Standards
- Florida Teacher Competency Exams
- Qualitative and Quantitative Research Skills
- Disposition and Reflective Writing Practices

IV. **LEARNING OUTCOMES AND ASSESSMENT:**

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCIES
The teacher candidate will critique and draw inferences as to how the interpretation of diversity relates to modern society.	Reflective Essay: Handicap of Definition	CT
The teacher candidate will develop a concept paper inclusive of teaching philosophies and characteristics of effective teachers.	Reflective Essay: Teaching Philosophy	COM
The teacher candidate will develop an on-line portfolio for to demonstrate progression until mastery of critical tasks. Critical tasks relate to state and national standards.	Live Text Portfolio	TIM

SPECIFIC COURSE COMPETENCIES:

CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS
At the conclusion of this course, teacher candidates will demonstrate competency in the following Pre-professional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC – Florida Subject Area Competencies and Skills
FEAP – Florida Educator Accomplished Practices
PEC – Professional Education Competencies
ESOL P.S. – English Speaker of Other Languages Performance Standards
 ESOL K-12 – English Speakers of Other Languages K-12 Competencies

* The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.

COURSE	FSAC	CRITICAL TASKS	FEAP/ PEC	READING	ESOL P.S.	ESOL K-12	GEN ED COMP
EDE 4930 Special Topics in Education		Reflective Essay: Teaching	2.b 2.d 5.a				COM

		Philosophy	13				
		Reflective Essay: Handicap of Definition	5.a				CT
		Live Text Portfolio	12.a				TIM

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

V. **DISTRICT-WIDE POLICIES**

PROGRAMS FOR STUDENTS WITH DISABILITIES
Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. **REQUIREMENTS FOR THE STUDENTS:**

REFLECTIVE ESSAY: TEACHING PHILOSOPHY
As many of you remember from your Introduction to Education course or other education courses, there are five well documented educational philosophies. The Teacher-Centered philosophies, Essentialism and Perennialism, place a strong emphasis on academic and classic ideas offering little flexibility in the

curriculum. The Student-Centered philosophies, Progressivism, Social Reconstructionism and Existentialism, focus on social, political and economic needs through experiential learning, such as field trips and games. Student-centered philosophies place more emphasis on individuality and flexibility in curriculum and recognize the autonomy of educators. Constructivist and Behaviorist approaches to psychology play a role in influencing each of the philosophies as do social, economical and political influences or beliefs.   There is no right or wrong philosophy. You can find support for closely adhering to one philosophy or support for pulling from all of the philosophies to create a more realistic philosophical approach to teaching. Whatever the case, your educational philosophy is personal and must come from deep within.

REFLECTIVE ESSAY: HANDICAP OF DEFINITION
You will read "The Handicap of Definition" by William Raspberry and then write a 500 - 600 word essay that **summarizes** and **reflects** on this work. You will be given "The Handicap of Definition" in the class preceding the composition of the essay in order to give you time to read and reflect on the article; during the actual composition of your essay, you may use the computer to write and edit your work. You must submit your essay according to the guidelines below.

LIVE TEXT PORTFOLIO
Teacher candidate must create their initial portfolio necessary for assessment and completion of the Secondary Education, Bachelor's of Science. Students must follow the guidelines provided in the handbook for entering all assignments and assessments. The student is responsible for updating and maintaining their portfolio throughout the duration of the program.

VII. **ATTENDANCE POLICY:**
After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
60 – 69	=	D
Below 60	=	F

*** All Critical Tasks must be passed with a 75% or better.**

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. **REQUIRED COURSE MATERIALS:**
College Livetext (may be purchased in the bookstore or online.)

X. **RESERVED MATERIALS FOR THE COURSE:**

XI.   <u>**CLASS SCHEDULE:**</u>
This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XII.   <u>**ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**</u>

CRITICAL TASK REVISION POLICY:
All critical task assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All critical task assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a critical task assignment may not necessarily result in a change in the course grade.