

# EDISON STATE COLLEGE

Division of University and Baccalaureate Programs

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## COMMON COURSE SYLLABUS

PROFESSOR:

OFFICE LOCATION:

E-MAIL:

PHONE NUMBER:

OFFICE HOURS:

SEMESTER:

### I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

#### **EDG 4935 – SPECIAL TOPICS II IN MIDDLE AND SECONDARY SCHOOL EDUCATION – BS – 2 CREDITS**

This course is designed for baccalaureate level students interested in engaging middle and secondary school students in experiential and service learning opportunities. The course focuses on historical learning theorists and learning theories as related to service and experiential learning. The experiential learning curriculum developed during this course will entail three tenets: The knowledge gained through concepts, facts, and information acquired through the formal learning process and past experiences; the application of knowledge to a real world setting; and the analysis and synthesis of knowledge to create meaning for 6-12 students. The course will focus on careers associated with middle and secondary school Science, Technology, Engineering and Math curriculum.

### II. PREREQUISITES FOR THE COURSE:

Students must have written permission from the instructor. Students must be able to work in a high school setting one hour a day five days a week throughout the semester. Students must complete a level II background check and be fingerprinted through the Lee County School District.

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

- Learning Theories
- Experiential and Service Learning Theories
- Career Pathways Exploration through High School Education
- Community Relations
- STEM career exploration

### 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
Investigate the historical foundations of learning (i.e. Erikson, Jung, Maslow, Perls, Piaget, and Vygotsky)	Learning Theory Digital Scrapbook	
Investigate the learning theories as related to service and experiential learning such as those of John Dewey, Malcolm Knowles, David Kolb, Kurt Lewin, Edward Thorndike, Peter Senge, and Thomas Stewart	Learning Theory Digital Scrapbook	
Design, implement and aggregate data on pre-post test career survey instruments	Pre and Post Career Pathways Survey	
Design and implement lesson plans appropriate for 9 <sup>th</sup> or 10 <sup>th</sup> grade level students that introduce career pathways	Lesson Plan: Career Pathways	
Produce and implement at least one Career Insight activity designed to promote understanding of a variety of career paths and various lines of business	Lesson Plan: Career Pathways	
Engage in specific guest experiences to identify the value of and relationship between 9-12 education and STEM career paths	Lesson Plan: Career Pathways	
Evaluate skills and knowledge of 9-12 learners regarding STEM focused career paths	Community Based Project	
Identify, organize or participate in a community service activity as it relates to a given STEM career path	Community Based Project	
Critique the value of diversity in 9-12 settings	Lesson Plan: Career Pathways Community Based Project	
Identify and problem solve specific situations related to high school students	Reflective Journal: Career Exploration	

At the conclusion of this course, teacher candidates will be able to demonstrate competency of pertinent state and national standards, and course objectives.

**SPECIFIC COURSE COMPETENCIES:**

**CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional 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 (EE- Elementary Education)**

**FEAP – Florida Educator Accomplished Practices**

**ESOL – English Speaker of Other Languages**

**PEC – Professional Education 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 PERFORMANCE STANDARDS	ESOL K-12 COMPETENCIES
EDG 4935 Special Topics II in Middle and Secondary		Learning Theory Digital Scrapbook	7d			
		Pre and Post Career Pathways Survey	11c			
		Lesson Plans: Career Pathways	5a 10c			
		Community Based Projects	5a			
		Reflective Journal: Career Exploration	10c			

**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:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

**VII. ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

**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

(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:**

(In correct bibliographic format)

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

Other special learning resources.

**XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.**

**XII. CLASS SCHEDULE:**

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.

**XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class)