ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION
"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS
EDF 4781
Educational Issues for the 21st Century

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix: EDF 4781
Section #: 1613
Credit Hours: Two Credits
Co-requisites: None
Pre-requisites: Admission to Secondary Science Education BS, Middle Grades Science Education BS, Secondary Math Education BS, Middle Grades Math Education BS, Elementary Education with Infused ESOL and Reading BS, Exceptional Student Education with Infused ESOL and Reading BS, or Educational Studies BS

Day, Time and Campus: Online
Modality: Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.
Professor: Terri L. Mossgrove, Ed.S.
Office Hours: Monday, Wednesday, & Thursday
Office Location: Tarpon Springs
Office Phone: 727-712-5416
Email Address: Mossgrove.terri@spcollege.edu

ACADEMIC DEPARTMENT: College of Education
Dean: Kimberly Hartman, Ph.D.
Office Location & Number: Tarpon Springs BB 101

I. COURSE DESCRIPTION

This course is a compendium of four concepts to enhance specific professional skills that are necessary for success as an educator: educational law, principles of professional conduct of the education profession in Florida as outlined in The Code of Ethics, character education and teacher resiliency. 32 contact hours.

II. MAJOR LEARNING OUTCOMES

1. The student will explain the legal rights and responsibilities of teachers, parents, and students in the school and classroom environment by:

   a. reviewing legislation and landmark court cases, including the Florida Consent Decree of 1990 and corresponding English for Speakers of Other Languages (ESOL) and Exceptional Student Education (ESE) requirements.
2. The student will synthesize ethical issues which arise in school and classroom environments by:
   a. identifying ethical and legal responsibilities of teachers and students including those defined in the Florida Professional Code of Ethics for Teachers.
   b. writing a reflection on a Code Of Ethics workshop.
   c. creating a personal code of ethics based on the Florida Code of Ethics.

3. The student will describe the role of the teacher in guiding K-12 students towards good citizenship through character education by:
   a. reviewing and discussing societal, personal and family values commonly included in major character education programs.
   b. critiquing the role of character education in public schools.
   c. comparing and contrasting current character education plans/programs.

4. The student will analyze mental toughness (resiliency) which prepares teachers to become effective educators for the 21st century when working with at-risk student populations by:
   a. defining resiliency and mental toughness and providing synonyms and antonyms.
   b. developing communication strategies that are appropriate for K-12 students from diverse backgrounds.
   c. identifying aspects of mental toughness in terms of teacher attitudes, beliefs and patterns of behavior.
   d. identifying strategies and methods for managing stress.
   e. describing how school policies may conflict with culturally and linguistically diverse students.
   f. describing how school policies may conflict with ESE students.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Required</th>
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Recommended :
• None

Students using eBooks must have access to the eBooks during class sessions.

B. Supplemental Material

<table>
<thead>
<tr>
<th>Resources:</th>
<th></th>
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<tbody>
<tr>
<td>Materials:</td>
<td></td>
</tr>
<tr>
<td>Library:</td>
<td><a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a></td>
</tr>
</tbody>
</table>

C. Technology
Technology is an essential tool for receiving and developing instruction. Students are expected to reference MyCourses continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.

The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.

All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

B. ALL Course Assignments

1. 6 Reading Quizzes, 5 points each (Strike and Soltis text)
2. 1 Textbook Test, 25 points (Walker Tileston and Darling text)
3. 6 Discussion Postings, 4 points each
4. * 7 Assignments
   - *Code of Ethics Assignment, 24 points (Paper): Submit in MyCourses only
   - *Personal Culture Assignment, 24 points(Paper): Submit in MyCourses and Chalk and Wire
   - *Consent Decree Reflection, 25 points (Paper): Submit in MyCourses and Chalk and Wire
   - *Cultural Differences and School Policy Paper, 24 points: Submit in MyCourses
   - *Educational Law Assignment, 25 points (Quiz): Only take in MyCourses
   - *School Safety (Bullying) Assignment, 30 points (Quiz): Only take in MyCourses
   - *Ethics Workshop Quiz, 48 points: For this assignment you will attend a face-to-face ethics workshop and complete a quiz per the directions of the workshop instructor.

UCC Assignments: Teacher candidates must demonstrate UCC competencies and earn a ‘C or above (at least 75%)’ on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.

FEAP Assignment Rubrics: In addition to a ‘C or above’, a teacher candidate must also earn a ‘minimum’ score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.

Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table below.

* Assignments labeled with an (*) denote required assignments that must be passed at 75%.

For courses with lesson planning:
Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then
reread and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS
   https://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktd-BtneMQutl5khNzQ/edit?usp=sharing

B. SPC SYLLABUS STATEMENTS
   http://www.spcollege.edu/addendum/index.php

   Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

   If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

| Topics                  | Week: Mon to Sun | Readings                                                                 | Assignments Due: A. Quizzes, tests, and assignments are due by 11:30 PM on SUNDAY unless otherwise noted by your instructor. Initial discussion postings are due by Wednesday, and two replies by Saturday.
|-------------------------|------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Unit 1: School Law      | 1                | ALL readings Located in MyCourses on Educational Law                     | • *Introductory Discussion Posting (5/20 & 5/23)*
| 5/18-5/24               |                  |                                                                          | • *Ring the Bell Quiz (5/24)*
|                          |                  |                                                                          | • *Educational Law Quiz (5/24)*
| Unit 1: School Law      | 2                | ALL readings Located in MyCourses on 1990 Florida Consent Decree         | • *Consent Decree Reflection (also submit in Chalk & Wire) (5/31)*
| 5/25-5/31               |                  |                                                                          |
| Unit 2: Ethical Issues  | 3                | ALL readings Located in MyCourses on Florida Code of Ethics for Teachers | • *Code of Ethics Paper (6/7)*
| 6/1-6/7                 |                  | READ: Strike & Stoltis, Ch. 1: What This Book Is About                  | • *Strike & Stoltis Chapter 1 Reading Quiz (6/7)*
| Ethics Workshop         |                  | REQUIRED participation in Face to Face Workshop                         |
| 6/2, 6/4, 6/5, 6/11, or 6/12 |                  |                                                                          | • *Ethics Workshop Quiz*
| Unit 2: Ethical Issues  | 4                | READ: Strike & Stoltis, Ch. 2: Punishment and Due Process               | • *Strike & Stoltis Chapter 2 Reading Quiz (6/14)*
| 6/8-6/14                |                  |                                                                          | • *Ethics Discussion Posting (6/10 & 6/13)*
| Unit 2: Ethical Issues  | 5                | READ: Strike & Stoltis, Ch. 3: Intellectual Freedom &                   | • *Strike & Stoltis Chapter 3 Reading Quiz (6/21)*
| 6/15-6/21               |                  |                                                                          |
Unit 2: Ethical Issues
6/22-6/28

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Ch. 4: Equal Opportunity and Democratic Community

READ: Strike & Stoltis, Ch. 5: Multiculturalism and Religion & Ch. 6: Democracy, Professionalism, and Teaching with Integrity

• Chapter 4 Reading Quiz (6/21)

• Strike & Stoltis Chapter 5 Reading Quiz (6/28)

• Chapter 6 Reading Quiz (6/28)

Unit 3: Character Education
6/29-7/5

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Character Education Readings from Florida School Districts are located in MyCourses.

READ: Walker Tileston & Darling, Introduction AND Ch. 1, Culture and Poverty

Unit 3: Character Education (complete)

Unit 4: Mental Toughness/Resiliency (begin) 7/6-7/12

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Review website, slideshow, and four page article in MyCourses.

Review information in MyCourses on Mental Toughness.

READ: Walker Tileston & Darling, Ch. 2, Motivation from Within

Unit 4: Mental Toughness/Resiliency 7/13-7/19

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READ: Walker Tileston & Darling, Ch. 3, Resiliency – Why It Matters, Ch. 4, Teaching Declarative Knowledge, AND Ch. 5, Teaching Procedural Knowledge (or Process)

Unit 4: Mental Toughness/Resiliency 7/21-7/24

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READ: Walker Tileston & Darling, Ch. 6, The Role of Leadership in the Poverty School AND Ch. 7, Closing the Achievement Gap

VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>UCC</th>
<th>Specific Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Ethics</td>
<td>OE</td>
<td>i</td>
</tr>
<tr>
<td>Education Law Assignment</td>
<td>OE</td>
<td>j</td>
</tr>
<tr>
<td>Ethics Workshop Quiz</td>
<td>FEAP</td>
<td>6.a</td>
</tr>
<tr>
<td></td>
<td>FEAP</td>
<td>6.b</td>
</tr>
<tr>
<td></td>
<td>FEAP</td>
<td>6.c</td>
</tr>
<tr>
<td></td>
<td>FEAP</td>
<td>6.d</td>
</tr>
<tr>
<td></td>
<td>OE</td>
<td>i</td>
</tr>
<tr>
<td>School Safety Assignment</td>
<td>OE</td>
<td>h</td>
</tr>
</tbody>
</table>
Consent Decree Reflection | ESOL | 3.1
---|---|---
Personal Culture | ESOL | 1.1

VIII. GRADES

Participation may include, but is not limited to the following activities: posting of forms, group activities, online discussions, online “chats,” and reading quizzes. The required course assignments are outlined in Section VI above.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>60%</td>
</tr>
<tr>
<td>Ethics Workshop</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Test</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As per COE policy, one letter grade penalty will be assessed for late work up to ONE Week. After one week, assignments may earn a ZERO in the grade book even though a 75% requirement must be met on ALL ESOL/FEAP assignments to complete/pass the course.

Incomplete assignments will NOT be graded. Resubmissions can earn no greater than 75% which includes tests, quizzes, and the final exam. Carefully reading directions, sample assignments, and rubrics will help to enable you to be successful in this course.

Disclaimer: Additionally, 20% can be deducted from assignments as a result of presentation, conventions (e.g. grammar, APA format), and support documentation as described in the course instructors assignment directions.

COE Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>83-89%</td>
</tr>
<tr>
<td>C</td>
<td>75-82%</td>
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<tr>
<td>D</td>
<td>68-74%</td>
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<tr>
<td>F</td>
<td>&lt; 67%</td>
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