ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDE 4942

Integrated Language Arts, Children's Literature and Social Science Practicum

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

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| **Course Prefix:** | EDE 4942 |
| **Section #:** | 3097 & 3164 |
| **Credit Hours:** | 1 |
| **Co-requisites:** | EDE 4226-Integrated Language Arts, Children's Literature and Social Sciences |
| **Pre-requisites:** | Admission to Elementary Education with Infused ESOL and Reading BS, or Exceptional Student Education with Infused ESOL and Reading BS |

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| **Day, Time and Campus:** | Online | Assigned classroom | | Off Campus |
| **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:** | Dr. Jennifer Fernandez | | | |
| **Office Hours:** | See fall schedule [here](https://web.spcollege.edu/instructors/id/fernandez.jennifer) | |  | |
| **Office Location:** | St. Pete Gibbs | | TE 109C | |
| **Office Phone:** | 727-341-3336 | | | |
| **Email Address:** | Fernandez.jennifer@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course is designed to give practical experience to students through school-based experiences in an approved classroom setting. Students work directly with classroom teachers and have an opportunity to teach both large and small group activities, particularly children’s literature, language arts and social studies. This course is designed to develop competencies relative to program planning instruction, daily schedule, record keeping, evaluation, classroom management, reporting to parents, professional organizations, and teacher ethics. Students spend a minimum of sixty (60) school-based hours in an Office of School Partnerships approved classroom setting.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will demonstrate the relationships between the campus-based instruction (Integrated Language Arts, Children’s Literature and Social Sciences) and school-based experiences by:
   1. using reflective analysis of school-based experiences in Integrated Language Arts, Children’s Literature and Social Studies assignments.
   2. synthesizing theoretical knowledge gained from Integrated Language Arts, Children’s Literature and Social Studies and the practical knowledge gained from participating in school-based experiences to create and implement original, coherent instruction.
   3. using materials and technology to develop significant learning outcomes for students.
3. The student will demonstrate effective communication techniques with the classroom teachers and others in the school environment by:
   1. respecting the protocols of the school and classroom environments.
   2. engaging in effective professional dialogue with all students, classroom teacher, and college field supervisor.
   3. showing respect and rapport for students and families from all backgrounds.
   4. managing individuals and groups to optimize efficiency and effectiveness.
4. The student will demonstrate the professional work ethic expected of teachers by:
   1. showing expected professional employability skills (e.g. promptness, proper attire, dependability, etc.).
   2. preparing for and managing instructional and non-instructional duties.
   3. maintaining accurate records as required and keeping student information confidential.
   4. adhering to the code of ethics and principles of professional conduct.

\*Dispositions-Teacher candidates must be able to demonstrate that they are professionals of strong moral character who can make mature decisions for themselves and for the students whom they will teach. The Cooperating Classroom Teacher, Field Supervisor and Course instructor collaborate throughout the semester to ensure the teacher candidate is displaying appropriate professional attitudes, behaviors, ethics, and skills.

\*\*An unacceptable disposition that is not resolved will lead to a non-passing grade for the practicum.

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required: N/A |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

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

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| 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. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires **60** hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

The practicum application in Anthology Portfolio should be complete before this course begins. This is important so that your placements can be confirmed prior to the mandatory practicum orientation. Link for tutorial:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A0e06c134-e127-434e-8661-39a4fa8e12f6>

1. **ALL Course Assignments**

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| -Attendance at Practicum Orientation – Friday, 9/8-**Required**  -School Contact Survey (15 pts)  -Contract of Hours (25 pts)  -Mid-Semester Check-in (15 pts)  \*Record of Hours (20 pts) DUE FRIDAY DEC. 1.  -Make sure to **complete all parts of the ROH** form before submitting the form.  \* Deliberate Practice Plan– Teacher candidate presents her/his DPP a minimum of two times to the Field Supervisor (once at the beginning or prior to being observed and once at the end of the semester). TC shows progression on indicators as evidenced by his/her DPP’s.  -Part One (MyCourses) (15 pts)  -Part Two-Final DPP (Anthology Portfolio-formerly C&W) (50 pts)  \* **Internship Applications due September 15th in Anthology**  \*Lesson Plans: Written lesson plans are detailed and accurately reflect the lesson observed (100 pts each/300 pts total). Submitted throughout the semester in Anthology Portfolio  \*Lesson Plan Observations: Teacher candidate will develop lesson plans in the designated content areas of language arts, social studies, and children’s literature with infusion of the creative arts in collaboration with his/her cooperating teacher and be observed on these lessons using the COE Observation Indicators.  a.\*Recording of one lesson, lesson plan, and self- evaluation. The recording should be on a whole class, ELA lesson between 25-30 minutes in length unless the student receives prior permission from the instructor.  \*\*This lesson will also be observed live by the CCT and evaluated by CCT in AP.  b. \*Direct Observation of two lessons by field supervisor including self -reflections of lessons.    Anthology Portfolio Roll Up-(10 pts) |
| \*\*\*Remember-FTCE Exams as required by the COE must be completed before you can begin internship. Official scores for the Professional Educators Exam must be received by the COE at SPC Before you can begin internship next semester. |
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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *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.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*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 rethink 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.

1. **Assignment Late Policy**

*[Instructor needs to insert late assignment policy here]*

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***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.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

**See course content modules in MyCourses, and EDE 4226 syllabus for the guideline of due dates for this class.**

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

[​xlsx icon UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7Cfernandez.jennifer%40spcollege.edu%7C26337c506edf45519fd508db83fbad28%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248889208566839%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=92F%2BWO5Am3p4XfUk0OrW43HriN9MIKBlkXdN9AosucE%3D&reserved=0).

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s **Not mapped on UDL framework.**