

Course: ED459-D Senior Seminar
Credit: 1 Credit Hour
Semester: Fall 2020 (Cycle 3)
Date & Time: Tuesdays, 1:00 p.m. — 2:30 p.m.
Location: East Education Building, Room 125
Instructors: Mrs. Karen Hange
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I. DESCRIPTION

This course is designed to prepare the student for Student Teaching and the professional workplace. The student will participate in professional development style workshops related to the Missouri State Teaching Standards. Students will develop their skills in making ethical decisions, collaborating with the school community, monitoring student progress, reaching at-risk students, securing employment, and creating a personal learning plan. This course should be taken in the semester prior to Student Teaching. (Prerequisite: ED190 and ED252 or permission of the Education Department Chair.)

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation Program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved: The student will:

1. Reflect on the complex role of the classroom teacher in the total school context.
 - a. MTS 1, 2, 3, 4, 5, 6, 7, 8, 9; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A, B.2, C.1
2. Demonstrate the ability to self-assess his/her strengths and weaknesses as an educator.
 - a. MTS 8.1; PLO-1, 2, 4, 5, 6
 - b. Assignments: B.1, B.3, C.2

3. Develop a plan for continued improvement as a responsible professional in the field of education.
 - a. MTS 8.3; PLO-1, 6
 - b. Assignments: B.2

B. Specific competencies to be achieved: The student will:

1. Articulate ways to collaborate with various members of the school community
 - a. MTS 9.1, 9.2; PLO-1, 4, 6
 - b. Assignments: B.2
2. Discuss a variety of pedagogical concepts and effective strategies for monitoring student progress.
 - a. MTS 7.1, 7.2, 7.3; PLO-1, 2, 5
 - b. Assignments: A.2, B.2
3. Discuss a variety of pedagogical concepts and effective strategies for reaching at-risk students.
 - a. MTS 2.1, 2.2, 2.3
 - b. Assignments: A.2, B.2
4. Demonstrate his/her ability to articulate strengths and skill sets as an educator
 - a. MTS 8; PLO-1, 2, 4, 5, 6
 - b. Assignments: B.1, B.3, C.2
5. Create a plan for remaining current on instructional knowledge and changes in the field of education.
 - a. MTS 8.3; PLO-1, 2, 6; A-B-2
 - b. Assignments: B.2

IV. MATERIALS

Required Textbooks:

A. Bible (Please refer to Course Policies.)

B. Textbooks

Malin, H. (2018). *Teaching for purpose: Preparing students for lives of meaning*. Harvard Education Press.

ISBN-10: 1682532577 ISBN-13: 978-1682532577 \$33.00

McEwan, E. K. (2002). *10 traits of highly effective teachers*. Corwin Press.

ISBN-10: 0761977848 ISBN-13: 978-0761977841 \$12.80

(This book will be loaned to the student by the instructor.)

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading:** Read both of the assigned textbooks.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Activity Assignments:

1. **Mock Interview:** Prepare for and participate in a Mock Interview. Tips for practicing for an interview are located in the Files section of Canvas.
2. **Participation in Workshops:** On page 6 of this syllabus, the Course Outline and Class Schedule contains a list of seminar topics for each week of class. Starting with the second class period, each student is required to prepare for class by finding one current journal or news article about the topic. Each student will bring their article to class and be prepared to give a brief summary of the article.
3. **Professional Video:** Prepare a 3 - 5 minute video in which you articulate your professional qualifications as a beginning teacher and through which you orally communicate your philosophy of education. Present your video to the class.

C. Written Assignments:

1. **Two Reflection Papers:** Write a 450 – 550 word reflection paper for each of the textbooks. Describe the overarching themes and consider the impact to your upcoming student teaching experience and/or future career. Conclude by describing how you have grown as an educator through the readings.
2. **Résumé/CV and Sample Cover Letter:** Design a professional resume/CV and a cover letter that would be appropriate in applying for a teaching position.

VI. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Workshops
4. Discussions
5. Practicing Skills

B. Grading

1. **Weight given to assignments:**

Assignments:	Points:
Mock Interview	20
Participation during Workshops	24 (3 x 8 workshops)
Professional Video	12
Reading Reflections	24 (12 x 2 reflections)
Resume/CV and Cover Letter	20 (10 x 2 documents)
Total:	100 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VIII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Oct. 20 th	Collaborating with the School Community Ethical Decisions	1. Read <i>Teaching for Purpose</i> Chapters 1-4, 5, 7, 9 & 11 2. Find an article for next week.
2	Oct. 27 th	Monitoring Student Progress Ethical Decisions	<i>Due by Midnight on Nov. 2nd</i> 1. Reflection Paper #1 2. Find an article for next week.
3	Nov. 3 rd	Reaching At-Risk Students Ethical Decisions	1. Read <i>10 Traits of Highly Effective Teachers</i> Chapters 1-6 2. Find an article for next week.
4	Nov. 10 th	Practicing Professionalism Ethical Decisions	<i>Due by Midnight on Nov. 16th</i> 1. Reflection Paper #2 2. Find an article for next week.
5	Nov. 17 th	Leaving a Legacy Ethical Decisions	
6	Nov. 24 th	Preparing for Student Teaching	<i>Due by Midnight on Nov. 30th</i> Prepare Professional Video*
7	Dec. 1 st	Students present Professional Videos* Preparing a Resume/CV and Sample Cover Letter	<i>Due by Midnight on Dec. 7th</i> 1. Complete Resume/CV. 2. Complete Sample Cover Letter. 3. Prepare for Mock Interview.*
8	Dec. 8 th	Mock Interviews* Creating a Personal Plan	