

**Missouri Baptist University**  
**EDUC 471: STUDENT TEACHING SEMINAR**  
**Student Syllabus**

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**Term:**  
**Section:**  
**Credit hours: 1**  
**Campus:**  
**Room:**  
**Time:**  
**Instructor:**  
**Office:**  
**Email:**  
**Phone:**  
**Office hours:**

**Course Description:**

**EDUC 471 STUDENT TEACHING SEMINAR**

This seminar, required for all candidates seeking initial teacher certification, provides an opportunity for students to share and reflect on their classroom experiences. They will also engage in a ten-week action research inquiry-based project to demonstrate instructional impact. Students will select a focus, identify research questions, collect and analyze data, and report results with informed actions. **Note: This course will not be accepted in transfer from another institution and cannot be taken through Directed Study, Credit for Prior Learning, or Credit by Exam.**

*One Hour, Fall, Spring*

**Prerequisites:**

EDUC 401

**Co-requisite:**

Concurrent student teaching placement at level(s) appropriate to the area(s) of certification being sought or approved Credit for Prior Learning (CPL) application and enrollment in EDCL 4700 CPL Student Teaching Evaluation.

**Required Texts:**

No text required.

**Recommended Text:**

**Web Resource: APA Exposed**

<http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html>

This is an APA Tutorial (audio and video) that was created by Harvard University, and it is FREE!.

**IMPORTANT DATES:**

**Education Job Fair: Tuesday, February 4, 2020**

**Commissioning Service: Sunday, April 26, 2020, 6:00-9:00pm**

**Meeting Dates:**

**University Policies:**

**A link to University Policies specific to course work can be viewed by “clicking” on the tab in the course navigation bar in canvas labeled “University Course Related Policies.” Policies can also be found using the following link:**

**<https://www.mobap.edu/wp-content/uploads/2013/01/MBU-course-policies.pdf>**

**Professional Teacher Dispositions**

The Missouri Baptist University (MBU) School of Education (SOE) identifies specific professional dispositions, defined as categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. Initial teacher certification candidates are expected to act in accordance with these dispositions both in university classes and at practicum sites, meeting proficiency expectations for each of the defined dispositions as part of program completion in the MBU SOE. The adopted dispositions for the MBU SOE initial teacher certification candidates are as follows:

- 1) Demonstrates effective oral communication skills.
- 2) Demonstrates effective written communication skills.
- 3) Demonstrates professionalism.
- 4) Demonstrates a positive and enthusiastic attitude.
- 5) Demonstrates preparedness in teaching and learning.
- 6) Exhibits an appreciation of and value for cultural and academic diversity.
- 7) Collaborates effectively with stakeholders.
- 8) Demonstrates self-regulated learner behaviors / takes initiative.
- 9) Exhibits the social and emotional intelligence to promote personal and educational goals / stability.

Candidates will complete formal dispositions assessments at specific checkpoints in coursework during their program to measure their progress toward proficiency. In addition, at any time a SOE instructor may require completion of a dispositions assessment if a dispositions concern arises in his / her course, whether in the university setting or in practicum experiences. Refer to the MBU undergraduate or graduate catalog for policies and procedures related to the use of these dispositions.

**Course Policies:**

**Missouri Teacher Standards:**

1. **Content knowledge and perspectives aligned with appropriate instruction:** The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

2. **Student Learning, Growth and Development:** The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. **Curriculum Implementation:** The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.
4. **Critical Thinking:** The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
5. **Positive Classroom Environment:** The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Effective Communication:** The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Student Assessment and Data Analysis:** The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.
8. **Professionalism:** The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Professional Collaboration:** The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

### **Missouri Standards for School Librarians:**

1. **Teaching for Learning:** The teacher applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Documents and communicates the impact of instruction on student achievement.
2. **Reading for Literacy:** The teacher promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and nonfiction literature appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.
3. **Information and Knowledge:** The teacher provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services a variety of needs.
4. **Leadership Advocacy:** The teacher provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.

5. **Program Management and Administration:** The teacher administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources. Manages fiscal, physical, and personal resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.
6. **Technology Integration:** The teacher provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes digital citizenship instruction to support the appropriate academic use of information.
7. **Professional Development:** The teacher seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.

**Course goal:**

The goal of Student Teaching Seminar will be to guide and support the student teacher during the student teaching experience.

**Course objectives:**

The candidate will:

1. Engage in a comprehensive action research inquiry-based project to demonstrate instructional impact, selecting a focus, identifying research questions, collecting and analyzing data, and reporting results with informed actions.
2. Develop readiness for classroom teaching.
3. Share and reflect on student teaching experiences both in written and oral communication formats.
4. Complete the Professional Development Plan and submit to MBU.

**SUBJECT COMPETENCIES:** By the end of this course, students will have had opportunities to expand their knowledge/understanding and demonstrate their skill level of competency by reflective journaling, and dialoging in small groups/entire class setting. Guest speakers may be used to enhance the students' knowledge and skills in the following areas:

1. Trauma-informed practices
2. Classroom management
3. Development and learning
4. Addressing diverse learners in the classroom and the school
5. Lesson planning and presentation
6. Student management functions
7. Teacher-student, teacher-parent, teacher-teacher, and teacher community relationships
8. Effective teacher characteristics
9. Interviewing skills
10. Developing strong instructional strategies and activities
11. Motivation
12. Contemporary issues

13. Analyzing data for instructional planning
14. Analytical, Descriptive and Reflective Writing
15. Understanding Demographic Data

**Course Assignments, Projects, or Activities:**  
***(Also see tentative schedule at end of syllabus)***

Course will meet 8 times during the semester, as determined by instructor.

Week 1: Explain syllabus and Action Research Inquiry-Based Project, rubric, and permission form.

Discuss strategies for beginning a school year.

Week 2: Discuss lesson planning in the school setting and for observations.

Week 3: Discuss strategies for behavior management as seen in the school setting.

Week 4: Discuss assessment strategies as seen in the school setting.

Week 5: Discuss staying organized and working to meet school requirements in the school setting.

Discuss differentiation in the classroom.

Week 6: Discuss communication with parents and other faculty within the school setting.

**Action Research Inquiry-based Project Due**

Week 7: Complete Professional Development Plan and submit.

Discuss the job search and participating in interviews.

Week 8: Final discussion of student teaching and the future as a teacher.

Additional class times or personal assistance may be available at the instructor's discretion and will be announced when needed.

**Additional Class Requirements (for both student teachers and CPL students.)**

1. Pre-service teacher will read the required assignments and prepare for class discussions.
2. Pre-service teacher seminar members will use their knowledge and skill to assist students in student teaching.
3. Pre-service teacher will share student teaching and experiences and other requirements as deemed necessary by classroom instructor.
4. Pre-service teacher will also engage in a comprehensive action research inquiry-based project to demonstrate instructional impact, selecting a focus, identifying research questions, collecting and analyzing data, and reporting results with informed actions.

5. Pre-service teacher will complete the Professional Development Profile.

**Learning Outcome Assessment Criteria**

Participation	300 points
Attendance	200 points
Action Research Inquiry-Based Project	1000 points
Professional Development Plan	<u>100 points</u>
Total	1500 points

**Grading Scale:**

93-100%	A
85-92%	B
75-84%	C
65-74%	D
0-64%	F

## **Action Research Inquiry-Based Project**

All students, both student teachers and CPL students, will engage in an action research plan to demonstrate their instructional impact on students in the classroom. Students will select a focus unit of instruction, identify research questions, collect and analyze data, and report results with informed actions. Students will complete the Action Research Case Study and include necessary artifacts to substantiate their research. The project will be due to the instructor of Student Teaching Seminar by the 14<sup>th</sup> week of the term of student teaching.

### **Purpose:**

The purpose of this Action Research Inquiry-Based Project is to provide measurable data to verify that the student teachers are making a positive impact on the students in the classroom. This research project will assess the student teacher in the area of identifying an educational need in the classroom based on the school's curriculum and the Missouri Learning Standards (MLS). Then based on specific assessment data obtained concerning this need, the choice of instructional strategies and learning activities incorporated into the lessons by the student teacher will be evaluated according to their appropriateness and use in the classroom. The use of differentiation in meeting the needs of the individual students in the classroom will also be considered, as will the use of strategies to encourage critical thinking. The success of these instructional strategies and learning activities will be evaluated by the student teacher by accumulating specific data from the classroom students' performance. This data will be reported in the case study. Based on the classroom students' strengths and weaknesses, the student teacher will develop remedial lessons to aid those students who need additional instruction. Student teachers will also determine what learning activities may be employed to advance future learning in the classroom in this focused area.

Finally, the student teachers will reflect on this process. In the reflection, they will indicate what instructional strategies and learning activities were most effective and those which showed little or no benefit to students. The use of the types of differentiation and its effectiveness will also be examined. The student teachers will also explain how the data obtained before and after instruction will be communicated to the supervising teacher, parents, and the classroom students.

### **Action Research Case Study**

Based on the school's curriculum and the Missouri Learning Standards, and in conjunction with the cooperating teacher, the student teacher will determine a unit of study for this action research project. The focus will include many lessons and perhaps several related units. For example, in third grade, instruction in writing skills would be an area to continue over many weeks. It would include many lessons, practice opportunities, and assessments. The student teacher should consider what will accommodate the class, cooperating teacher, and the students' needs. Once the area of focus has been identified, the student teacher will begin with a pre-assessment and an interest survey.

What is the focus of this Action Research Inquiry-Based Project?

Why was it chosen? (Provide specific curriculum and MLS standards along with an explanation of why this particular topic was chosen.) This section focuses your thinking on what students should know at the end of the unit or topic of instruction. (Wiggins and McTighe) These standards will form the basis of your objectives and guide your assessments. Also consider how you can incorporate integrated learning by including multiple content area standards in your focused topic.

**Introduction:** Short paragraph about who you are and where you are student teaching with majors and certifications.

**Process and research questions:**

**Demographic knowledge of the classroom, school, and community**

The student teacher will demonstrate knowledge of the students in the classroom, the school, and the community, including exceptionalities, diversities, and resources available.

1. Explain the grade level, and general age of the students in your classroom.
2. Explain the diversities present in your classroom; i.e. males/females, ethnicities, languages, etc.
3. Explain the exceptionalities in your classroom; i.e. gifted, IEP, ELL, and so forth.
4. What resources are available to you in the classroom both in terms of materials and personnel that you could use to help you teach this focused topic?
5. Explain the context of your school; i.e. Grades, enrollment, free/reduced lunch, MAP and AYP data, etc. What resources are available to you, both materials and personnel, that you could use to help you teach this focused topic?
6. Explain the important context of the community, i.e. suburban, socioeconomic. What resources are available to you in this community which may aid your instruction and/or student learning in this topic?

**Assessment of learning need**

**Artifacts: Student interest survey and analysis**

**Pre-assessment and analysis**

Respond to the following prompts:

1. Following an analysis of the interest survey, how will the knowledge you obtained from it direct your instruction? (For example: Do the students have any particular likes or dislikes which will need to be addressed in order to provide motivation? Are there certain areas where students may be of help in teaching the rest of the students because of their interests?)
2. Following an analysis of the pre-assessment, how will the knowledge you obtained from it direct your instruction? (For example: Are there areas you will not need to teach because all of the students demonstrated proficiency in that standard? Are there areas where you will have to focus your instruction more intently because your students appear not to have background knowledge in those standards? What does this pre-assessment tell you about the students' instructional needs?)

### **Instruction**

#### **Artifact: One lesson plan using MBU's template**

Based on the information from the interest survey, the pre-assessment, and the standards you are using, these prompts address what types of instructional strategies and learning activities were used in teaching this topic: When you think of instructional strategies, consider those strategies you learning in Methods of Teaching; i.e. directed instruction, concept teaching, demonstration, and so forth. When you think of learning strategies, consider what students do to develop knowledge and/or skills; i.e., graphic organizers, study guides, discussions, projects and so forth.

1. Explain several of the instructional strategies you used in teaching this focused topic.

Why did you choose these particular strategies? How did they help the students in

- your classroom learn the necessary knowledge and/or skills required of them? How did the use of these strategies provide differentiation to the students in the classroom?
2. Explain several of the learning activities you used in teaching this focused topic. Why did you choose these particular strategies? How did they help the students in your classroom learn the necessary knowledge and/or skills required of them? How did the use of these learning activities provide differentiation to the students in the classroom?

### **Assessment**

Throughout the unit, you used many types of assessment, formative and maybe summative. In these prompts, respond with some types of assessments you used which allowed you to ascertain if the students were developing the skills and/or knowledge they needed to meet the standards you determined at the beginning of this action research.

**Artifacts: Checklist of standards chosen for this focus topic with percentage of students who achieved each standard.**

#### **4-5 Items of data collected to perform comprehensive analysis**

1. What types of formative assessments did you use during the instruction you provided in this action research? How did they support the knowledge and/ or skills the students were to be learning? Provide specific examples.
2. If your unit included a summative assessment, what types of summative assessments did you use during the instruction you provided in this action research. How did they inform you about the knowledge and/ or skills the students were to be learning? Provide specific examples.

3. Based upon the formative and/or summative assessments, how did you modify your instruction to meet the needs of your students who were not proficient? In other words, what did you do to ensure that the students who did not demonstrate proficiency in a skill or knowledge, were able to relearn that knowledge or skill to achieve proficiency? Provide specific examples of how you helped these children achieve success on particular standards.
4. Based upon both the formative and/or summative assessments, how did you modify your instruction to meet the needs of your students who demonstrated proficiency about what is expected according to the standards? In other words, what types of activities did you provide to those students to encourage further learning? Provide specific examples of activities provided to these students based on the standards.
5. Based on final assessments, explain how your teaching was instrumental in helping the students to reach the goals presented in the standards. What continued weaknesses do you note and what might a teacher do in the future after this research project to continue to enhance student knowledge and skills in this area?
6. How was progress towards the goals set by the standards communicated to the cooperating teacher, the students, and the parents?

**Focus students**

Chose two students you want to focus on for this case study. Use them to answer these prompts. Try to choose students with different needs.

1. Why did you chose the focus students?

2. What specific types of interventions/differentiations did you need to use with each student in terms of assessments, instructional strategies, and learning activities.
3. Based on assessments, did the interventions result in progress toward meeting the standards? Provide specific examples of how the student demonstrated progress toward meeting the standards.

### **Reflection**

Based on your teaching in this action research, respond to the following prompts.

1. What instructional strategies did you find most beneficial to use in this focused topic?  
What instructional strategies did you find showed little or no benefit with the students in the classroom?
2. What learning activities did you find most beneficial to use in this focused topic?  
What learning activities did you find least beneficial or of no benefit with the students in the classroom?
3. What differentiations did you use that were of benefit to the students? Which did not seem to be of any benefit?
4. If you were to teach this focused topic again, what would you be sure to do over, and what would you want to change?
5. As a reflective practitioner, what were your strengths in this action research and what were your weaknesses? How can you address those weaknesses in the future?



<b>Action Research Inquiry-Based Project</b>				
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Grammar and spelling</b> <b>25 points</b>	Outstanding writing skill. Grammar and spelling are correct.	Average writing skills, Grammar and Spelling are for the most part correct.	Below average writing skills. Grammar and spelling errors are common.	Poor writing skills. Many grammar and spelling errors.
<b>Demographic knowledge of classroom, school, and community</b> <b>75 points</b>	Consistent and complete description of the classroom, school, and community, and the resources available.	Descriptions provided for all of the following: classroom, school, and community, and the resources available.	Minimal description of one or more of the following: classroom, school, and community, and the resources available.	Incomplete or no description provided for one or more the following: classroom, school, and community, and the resources available.
<b>Analysis of student interest surveys</b> <b>50 points.</b>	Consistent and complete discussion of interest surveys to determine instructional choices.	Sufficient discussion of interest surveys to determine instructional choices included.	Minimal discussion of interest surveys to determine instructional choices.	Incomplete or no discussion of interest surveys to determine instructional choices.
<b>Analysis of pre-assessment</b> <b>50 points</b>	Consistent and complete discussion of pre-assessment to determine instructional choices.	Sufficient discussion of pre-assessment to determine instructional choices included.	Minimal discussion of pre-assessment to determine instructional choices.	Incomplete or no discussion of pre-assessment to determine instructional choices.
<b>Quality of student interest survey and pre-assessment</b> <b>25 points</b>	Well-constructed and aligned to the standards of the focus topic.	Shows good construction and alignment to the focus topic.	Minimal construction and alignment to the focus topic.	Poorly constructed or not aligned to the focus topic.
<b>Lesson plan</b> <b>50 points</b>	Lesson plan is clear and well-written to the standards of the MBU template.	Lesson plan is clear and follows the MBU template.	Lesson plan is not clearly written and/or does not follow the MBU template.	Lesson plan is poorly written and does not follow the MBU template, or is not provided at all.
<b>Instructional strategies</b> <b>100 points</b>	At least 5 instructional strategies are clearly explained according to the	3 or 4 instructional strategies are included and explained	Less than three instructional strategies are included and/or are partially	Less than three instructional strategies are included and are not explained according to the prompts provided in the

	prompts provided in the directions.	according to the prompts provided in the directions.	explained according to the prompts provided in the directions.	directions.
<b>Learning activities</b>  <b>100 points</b>	At least 5 learning activities are clearly explained according to the prompts provided in the directions.	3 or 4 learning activities are included and explained according to the prompts provided in the directions.	Less than three learning activities are included and/or are partially explained according to the prompts provided in the directions.	Less than three learning activities are included and are not explained according to the prompts provided in the directions.
<b>Assessment items</b> <b>25 points</b>	4-5 items of data are collected.	2-3 items of data are collected.	One item of data is collected.	No data is collected.
<b>Analysis of assessments</b>  <b>200 points</b>	Analysis of formative and/or summative assessment data is consistent and complete. Modifications of instruction are clear including many examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.	Analysis of formative and/or summative assessment data is included and addresses the prompts. Modifications of instruction are included with some examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.	Analysis of formative and/or summative assessment data is inconsistent and/or incomplete. Modifications of instruction are unclear with few examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.	Analysis of formative and/or summative assessment data is not included. Modifications of instruction are not provided and/or no examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students are included.
<b>Communication of progress toward goals</b>  <b>50 points</b>	Explanation of communication of progress toward the goals of the focus topic are clear and complete with 3-4 examples provided.	Explanation of communication of progress toward the goals of the focus topic are clear and complete with 2-3 examples provided.	Explanation of communication of progress toward the goals of the focus topic are not clear or are incomplete with less than two examples provided.	Explanation of communication of progress toward the goals of the focus topic are not clear or are incomplete with no examples provided.
<b>Focus students</b>	Clear and complete descriptions of choice of focus	Somewhat clear and complete descriptions of choice of focus	Partial descriptions of choice of focus students, types of	Few or no descriptions of choice of focus students, types of interventions, and results of interventions for

<b>100 points</b>	students, types of interventions, and results of interventions for each focus student are provided according to the prompts.	students, types of interventions, and results of interventions for each focus student are provided according to the prompts.	interventions, and results of interventions for each focus student are provided according to the prompts or the prompts are not addressed.	each focus student are provided according to the prompts or the prompts are not addressed.
<b>Reflections</b>  <b>100 points</b>	All of the prompts are clearly and consistently addressed providing ample evidence to support reflection.	All the prompts are addressed providing sufficient evidence to support the reflection.	Prompts are not clearly addressed and/or insufficient evidence to support the reflection is provided.	Not all of the prompts are addressed and/or little evidence to support the reflection is provided.
<b>Strengths and weaknesses of reflective practitioner</b>  <b>50 points</b>	A thorough description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	A description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	A partial description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	Limited or no description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.

<b>SCHOOL OF EDUCATION WRITING COMPETENCIES RUBRIC</b>						
<b>Object.</b>	<b>Exemplary Performance</b>	<b>Above Average Performance</b>	<b>Average Performance</b>	<b>Below Average Performance</b>	<b>Low Performance</b>	<b>Earned Points</b>
<b>S T R U C T U R E</b>	5 points Clear beginning, development, and conclusion; appropriate paragraphing; clear and appropriate transitions; correct usage of APA headings to provide the outline of the paper.	4 points Generally clear beginning, development, and conclusion; generally clear paragraphing; generally clear transitions	3 points Adequate beginning, development, and conclusion; adequate paragraphing; adequate transitions	2 points Weak beginning, development, and conclusion; weak paragraphing; weak transitions	1 point Serious and persistent errors in organizational structure/ paragraphing	
<b>C O N T E N T S</b>	5 points Appropriate length to cover topic; clearly and coherently focused(including a good sense of audience); thoughts are clearly organized; logical and clear progression; assertions clearly supported/illustrated; writing shows originality and substance; writing shows substance and is publishable. Writing consistently matches styles and diction to the subject matter and audience.	4 points Appropriate length to cover topic; clearly and coherently focused with sufficient sense of audience; thoughts generally organized; generally logical and clear; assertions generally supported/illustrated; generally shows originality and substance. Writing frequently matches styles and diction to the subject matter and audience.	3 points Adequate length to cover topic; adequately focused (including some sense of audience); thoughts adequately organized and presented; assertions adequately supported and or illustrated; limited substance or creativity. Writing shows consideration for matching styles and diction to the subject matter and audience.	2 points Not adequate length to cover topic; weakly focused (little sense of audience); thoughts not clearly organized; unclear progression; assertions weakly supported and or illustrated. Writing seldom shows matching of styles and diction to the subject matter and the audience.	1 point Does not cover the topic; weakly focused (little sense of audience); disorganized. Minimal evidence of matching styles and diction to the subject matter and audience.	
<b>M E C H A N I C S</b>	5 points Correct sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates a strong command of language.	4 points Generally free of errors in sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates an above-average command of language.	3 points Relatively few errors in sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates an average command of language.	2 points Significant errors in sentence structure: spelling/punctuation; capitalization; usage/word choice. Inconsistently demonstrates command of language.	1 point Serious and persistent errors in sentence structure, spelling, punctuation/ capitalization, usage/word choice. Does not demonstrate command of language.	
<b>A P A  S T Y L E</b>	5 points Reference page included and in correct format; appropriate use of quotations; appropriately cited sources; appropriate number of resources; appropriate resources for thesis	4 points Reference page included and mostly in correct format; quotations generally used correctly; sources are generally cited correctly; appropriate number of resources; mostly appropriate resources for thesis	3 points Adequate reference page; citations; adequate but limited # of resources; adequate but limited choice of resources	2 points Significant errors in reference page, citations, choice of resources; not adequate resources	1 point No reference page and/or numerous format errors; sources not cited or incorrectly cited; few and inappropriate resources	
					<b>SCORE</b>	

**Instructor Specific Policies:** (Use as needed for your course)**Student End of Course Evaluations:**

(Strongly suggested as an assignment in your grade book in Canvas)

**Attendance Policy:**

Students are expected to attend class, participate and complete work assignments in order to successfully complete this course. Late assignments will be granted only partial credit unless there are circumstances beyond the student's control. Make-up tests will only be given if the absence is from participation in an MBU school function or a documented illness. If a student must miss a class session, the student is expected to make up the course work. Excessive absences will result in a drop in your grade. "Excessive" is defined by the instructor as missing more than 10% of classes at any given point in the course; for each 5 percentage points over 10%, the student will receive a further full letter grade drop in his or her final grade. A student who misses more than 25% of the course will not pass. A student who misses class is expected to read the assigned readings, complete homework prior to class, and be prepared to discuss key information, as well as to notify the instructor regarding the absence. Please note that tardiness and leaving class early will be pro-rated toward the total attendance, in 15 minute increments. For example, a student who is 10 minutes late to class will be debited a sixth of an absence. Questions about this policy should be directed to the instructor. Please also note that University policy requires that attendance be taken and turned in to University officials for each class, including late arrivals and early departures.

**Tardiness:**

Two tardy marks will count as one hour of missed class. If a student is late more than once for no valid reason, **points will be deducted** from the student's exam grade for each time he/she is late. You are responsible (even if you miss lecture) for all assignments, announcements, and course changes that are made.

**Academic Honesty and Integrity:**

In keeping with school policy and our Christian heritage, academic honesty is strictly enforced. Unless an assignment is specifically designated as a group project, all assignments are to be the student's own work. In this course, academic dishonesty includes (but is not limited to) unapproved assistance on examinations, copying the homework of others, plagiarism or other use of published materials without complete citations, free-riding in group work, or fabrication of referenced information. Academic dishonesty of any nature will result in disciplinary action, which may include receiving a failing grade on the work in question, failure of the course, or dismissal from the University. Additional information is available in the Missouri Baptist University Student Handbook.

**TURNITIN:** Major assignments are submitted through Turnitin. By submitting your assignments, you agree to have Turnitin software check the originality and intellectual integrity of your work. You acknowledge and understand that upon submission, your paper will be added to the Missouri Baptist University database and compared against a global database of submitted papers. You further recognize that the determination of academic dishonesty rests with the instructor of this course and that plagiarism will be dealt with according to the policy set forth in the MBU Academic Catalog.

**Technology and Cell Phones:**

The use of recording devices, lap top computers (unless used to take notes), cell phones, MP3 players, and any other form of electronic communication devices is not tolerated in the classroom. Failure to respect this policy will result in points taken away from class participation for the first offense; subsequent offenses will be referred to the Vice President of Student Development for disciplinary action. Texting in class **IS NOT PERMITTED**; students may be required to leave their cell phones at the door if this policy is violated. Please note that this policy also applies to Internet surfing during class time. Checking scores of the ball game, e-mail,

news, traffic, weather, flight schedules, YouTube, etc. ***IS NOT*** acceptable; it is rude and disrespectful, and it will not be tolerated. If you are at all tempted to utilize the wireless technology in the classroom for non-class activities, you are advised to leave your computer in its case.

### **Canvas:**

Students are required to utilize Canvas throughout the semester. Lecture notes, assignments and announcements will be placed on Canvas, and it is your responsibility to check this medium frequently to ensure that you do not miss an assignment or a discussion. Make sure that your email address is correct on Canvas as this is one of the methods that will be utilized to communicate. Assignments should be sent through Canvas or e-mailed directly to the Instructor.

### **Classroom Decorum:**

Appropriate behavior is expected in the classroom. Sleeping, excessive talking, excessive absences and disrespect of the teacher and/or your fellow students are not acceptable behaviors. Please also refer to the section on Technology and Cell Phones above. *In addition, the instructor requests that all hats be removed in the classroom.* In accordance with the MBU Student Handbook, a student may be asked to leave the classroom and be referred to the Vice President of Student Development before being allowed to return to class for egregious or continual violations of this policy.

### **Testing:**

Students are required to take all exams and test. If an emergency situation arises and a student cannot take a test on the date specified, the student must make arrangements with the instructor and MBU Testing Center to take the test at another time, as agreed upon by the instructor. Points *may* be deducted as a result of taking an exam late. (Allowance for test administration is at the discretion of the instructor.)

### **Changes in Syllabus:**

The instructor reserves the right to modify this syllabus and activity schedule at any time. Such changes will be announced during class meetings and/or on Canvas. You are responsible for updating your syllabus and making sure that it's accurate.

### **Make-Up Policy:**

Notify your instructor **BEFORE** you miss class especially a test. You all have my cell phone and can text me. If you are sick, text **BEFORE** you miss class or a test. If you will be out of town, text or email **BEFORE** you miss class. Students participating in a university-sponsored event should hand in assignments or take tests **BEFORE** departure for school-sanctioned events unless prior arrangements are secured with Dr. Wilcox. In the event of illness or other unavoidable occurrences, students with documented (i.e. doctor's note), **EXCUSED** absences are allowed 1 week from the missed test/assignment to make up any missed work. It is the responsibility of the student to notify the instructor in the event of an absence and to secure **IN WRITING** documentation of illness or other and to make arrangements to complete missed work. When possible, exams should be taken **BEFORE** departure for events. Failure to notify instructor of an anticipated absence may result in **NO** credit for assignments or tests or in the administration of an oral or essay make up exam.

It is up to the discretion of the instructor to provide make up exams that differ from the original exam in fairness to the other students in the class. Additionally, make-up exams may be essay or oral.

### **Course Communication:**

It is the student's responsibility to have a working e-mail address in Canvas. Assignments, important deadlines and other class-related information will be posted on Canvas. It is the responsibility of the student to routinely check Canvas. Failure to do so may cause confusion or other problems that are beyond the professor's control.

If you need to request an exemption or explain a situation to the professor, please use email or Canvas. Due to the number of students dealt with on a daily basis, the professor cannot be responsible for verbal agreements that are not confirmed in writing. Also, it is wise to keep copies of all communication with the professor so that if there is a misunderstanding you have documentation of the agreed arrangement.

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Payne, R. (2001). *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc.

Piveral, J., Piercy, N. & Nothstine, S. (2009). *Teacher's tackle box: Inspiration, motivation and solutions for everyday classroom problems*. Barnard, MO: TackleBox Press.

Taulbert, C. (2006). *Eight habits of the heart for educators: Building strong school communities through timeless values*. Thousand Oaks, CA: Corwin Press.

Wong, H., & Wong, R. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

**Tentative Class Schedule/Calendar: \*\*\*\*\*SUBJECT TO CHANGE\*\*\*\*\***

Day	Date	Description	Assignments
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*Note: The instructor reserves the right to make minor changes to the syllabus at any time during the semester. In case a change is made, an announcement regarding the change will be made during class hour.*