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Course:	ED459D & ND Senior Seminar - Education
Credit:	1 Credit Hour
Semester:	Fall 2024 (Session 2) (Oct. 21 – Dec. 13)
Date & Time:	Tuesday, 1:00 p.m. — 2:00 p.m.
Instructors:	Dr. Mary Briggs for Middle School, Secondary, & Music Education majors Dr. Karen Hange for Elementary Education majors
Contact Info:	Dr. Briggs: Office phone: 816-425-6186 Email: <a href="mailto:mary.briggs@calvary.edu">mary.briggs@calvary.edu</a> Dr. Hange: Office phone: 816-425-6186 Email: <a href="mailto:karen.hange@calvary.edu">karen.hange@calvary.edu</a>

## 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.)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## 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

**Elementary Education majors should order these books:**

McEwan, E. K. (2001). *Ten traits of highly effective teachers*. Corwin Press.  
ISBN-13: 978-0761977841 (\$23.89)

Malin, H. (2018). *Teaching for purpose: Preparing students for lives of meaning*.  
Harvard Education Press ISBN-13: 978-1682532577 (\$33.00)

**Middle School & Secondary Education majors should order this book:**

Malin, H. (2018). *Teaching for purpose: Preparing students for lives of meaning*.  
Harvard Education Press ISBN-13: 978-1682532577 (\$33.00)

**Music Education Majors should order this book:**

Clements, A., Watts, S., & McCall, D. (2021). *A field guide to student teaching in music (2<sup>nd</sup> ed.)*. Routledge.  
Paperback ISBN-13: 978-0367428518 ISBN-10: 0367428512 (\$45.00)

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading:** Read your assigned textbook(s).
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:** You will write two 450 – 550 word reflection papers based on your assigned reading. You will describe the overarching themes and consider the impact to your upcoming student teaching experience and/or future career. You will conclude by describing how you have grown as an educator through the reading assignments.
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

### Grading

#### 1. Weight given to assignments:

<b>Assignments:</b>	<b>Points:</b>
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)
<b>Total:</b>	<b>100 points</b>

#### 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 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 content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. *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 Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@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](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate 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. TENTATIVE SCHEDULE:**

<b>Week</b>	<b>Dates</b>	<b>Class Topics:</b>	<b>Assignments for the Week:</b>
1	Oct. 22 <sup>nd</sup>	Student Teaching Portfolio Guidelines	<i><b>Due by Midnight on Oct. 28<sup>th</sup></b></i> Locate two previous assignments for Standard 2 Quality Indicator #1.
2	Oct. 29 <sup>th</sup>	Resume/CV Development References Cover Letter Development	<i><b>Due by Midnight on Nov. 4<sup>th</sup></b></i> 1. Complete Resume/CV. 2. Complete Sample Cover Letter.
3	Nov. 5 <sup>th</sup>	The Elevator Pitch Practice Interview Questions for Mock Interview	<i><b>Due by Midnight on Nov. 11<sup>th</sup></b></i> Prepare Professional Video*
4	Nov. 12 <sup>th</sup>	Students share Professional Videos* Initial Certification Process: DESE profile Fingerprint background check	<i><b>Due by Midnight on Nov. 18<sup>th</sup></b></i> Complete Mock Interview.
5	Nov. 19 <sup>th</sup>	Current Topics in Education	<i><b>Due by Midnight on Nov. 25<sup>th</sup></b></i> 1. Complete assigned reading. 2. Complete <b>Reflection Paper #1.</b>
6	Nov. 26 <sup>th</sup>	Current Topics in Education	<i><b>Happy Thanksgiving!</b></i>
7	Dec. 3 <sup>rd</sup>	Professional Development Personal Plan	<i><b>Due by Midnight on Dec. 9<sup>th</sup></b></i> 1. Complete assigned reading. 2. Complete <b>Reflection Paper #2.</b>
8	Dec. 10 <sup>th</sup>	Looking Ahead to Student Teaching ED470 and the Student Teaching Handbook	